

or to be an engine driver; it is rarely something of the gentle type, even though the boy himself may be physically weak. Suppose then that into their class comes an alert, successful young man with every mark of the type the boys admire. And suppose further that he not only teaches the class on Sunday, but enters into the boys' lives during the week, and puts zest and plan into their mid-week meeting activities. Then your conclusion is not hard to draw; that young man is an ideal teacher for his boys. Their hero- worship embraces him; their long, long thoughts paint pictures of themselves as alert, successful young men of affairs when their turn comes. The personality of the teacher has done its work, and nothing else in the world can ever do the same kind of thing.

But note, however, that simply the man and the class is not the whole story. The man must have knowledge of, and sympathy with boy life, that enables him to enter their present, everyday problems. He must have a knowledge of the Word of God that he is to teach from Sunday to Sunday. He must have some skill in teaching and take some pains in preparing his message each time, that it may be the right message put in the right way. He must be prepared to take his part in the mid-week activities of the class. He must play his part in the whole organization of the Sunday School in its local and community phases. Then, and then only, is he exactly the man for the class.

Toronto

Letters from a Sunday School Worker

II. HAVE WE A VISION OF THE REAL TASK?

To the Editor:

SIR—

I recently had the privilege in your columns of drawing attention to the tendency in our Schools to strive for numbers rather than quality of work. I further endeavored to make clear how inadequate is the present effort to meet the situation. I closed with a wish that I might be allowed to discuss further what might be done to meet the need which is admittedly serious.

I may say at once that I am convinced that we must focus our effort in the direction of getting "better" Schools as distinguished from "bigger" Schools. It is a case of where the emphasis should be. Never was there a time when we could more fittingly press for better Schools. The Forward Movement, if it means anything in the Sunday School work, means better Schools, better Schools and still better Schools.

"Yes," many will say, "it is all very well to talk about better Schools but how are you going to get them?" That's a fair question and I am willing to give my own views on the matter if space is permitted me.

First and foremost, let me state it as my firm conviction that the outstanding need is a real grasp of the immense importance of the task we have in hand and with that a vivid realization of the inadequacy of our present efforts to cope with it. In other words, what is needed is "vision," in its deepest sense, and courage to face the issue. The situation we are facing is serious in that it is absolutely a fact that children get little or no religious education these days, and of those who are supposed to be getting it few

are being adequately instructed or trained. May I lay emphasis on the word adequately? What is needed first of all, then, is a clear grasp of the significant facts as they are revealed by the actual conditions in any community. A vague and indefinite statement of conditions is not as effective. The clearer and more specific it is the better. We need a very clear, definite vision of a very specific task to stir us to action.

It is our ignorance of actual conditions and actual needs that permit us to remain relatively satisfied with things as they are. Some will say, "Vision in this sense does not come by merely desiring." True! So we must look to someone whose specific business it is to know conditions as they actually are and to make the vision of the need clear to others. Without hesitation I say that there is one at least in every church to whom we have a right to look for such a knowledge of the situation and of the impelling need, that he can give vision and inspiration to his workers. I refer to the minister. On him finally must rest the great responsibility of bringing home to the hearts of his congregation and especially of his workers in the Sunday School, not only the inadequacy of the present efforts, but also the steps that should be taken to cope with the situation.

But supposing the minister himself lacks the knowledge and also the vision, what then? We might well cry, "Woe is me, for we are undone." Nothing can fully compensate for such a lack. When the leader of an organization does not lead, there is bound to be a certain slackness. Fortunate indeed will that congregation be if there may be found amongst its members at least one man or