

do, may be they will think about them and that would never do, for when people talk to God they must not think of another thing."

Make the prayer a real expression of the child's mind. Use simple words. Remember it is to be a child's prayer. Say it clause by clause, and have the children repeat these after you. Sometimes use a little prayer verse that the little ones have learned. See that your own posture and tone during prayer is such that the child by watching naturally becomes reverent. One such little prayer will mean much more to the little child than all the big, grown-up prayers of the School.

Be very particular that there is no "carrying on" during prayer time. Take time for this even if you have to shorten the time on the Lesson. First impressions are lasting, and if the children of the Primary class learn to be reverent during prayer time, the chances are that they will be the same in the older classes. Many of the country Sunday Schools meet in the churches and if children attending Sunday School there are allowed to throw books and papers about or misbehave they will likely grow up with little respect or regard for God's house. Impress the members of the Primary class with the fact that the church is God's house, that Sunday is His day, and you have taught them something that is vastly more important than memorizing words that they do not understand.

Half the trouble in "keeping order" in the older classes or among boys and girls attending church services would be avoided if the little ones of the Primary class were taught to be reverent. The real meaning of prayer should be learned in the Primary class.

Avening, Ont.

The Director of Religious Education

By Rev. R. J. M. Glassford

A new profession, or at least a new specialization in an old one is attracting the attention of church workers. It is that of the director of religious education. The fact can only be explained on the ground of a deep and conscious need. The church is awaking to a new sense of the wonderful opportunity

presented in the religious instruction and *service-training* of its youth in increasing purity and power.

That the demands of this work may be more fully met, especially in the large congregations of our cities, such congregations are beginning to call trained men to the work of directing religious education.

Two questions naturally arise: (1) "What is the relation of the director of religious education to the minister of the church?" As yet there is not a long enough history behind this new advance to furnish a fund of experience. This much, however, has practically been settled, that he will sustain to the minister virtually the same relation that the college professor sustains to the president. The minister will be the administrative head of the whole congregation, and the educational director will be the responsible head of his own department.

(2) "What will be the nature of the director's work?" This will be determined by keeping in view its definite aim, namely, instructed and trained Christian lives consecrated to world-wide evangelization. The furtherance of this aim calls for a comprehensive and unified educational plan, including the entire congregation. Such a plan will include four things: organization, correlation, education (including both instruction and training), and publication.

Under the head of organization the director will organize both the Sunday School and Young People's Societies on a graded basis, choose departmental superintendents, select suitable persons for the work of teaching, arrange graded study classes, clubs, and working societies in all divisions of the Sunday School, modernize the secretarial work of the School by the fullest use of card indexes, etc., plan for parent's classes at intervals in each year, and supervise the work of the Home Department.

He will seek to correlate the various classes, grades, and departments of the Sunday School with each other, and the Young People's Guilds and clubs with the Sunday School as integral parts of a single educational system. All gaps should also be bridged between the main School and the Home Department and parent's classes. In this