

observe the method of teaching.

It will be readily seen how this arrangement will help to solve the above difficulties:

1. A young man or woman who may hesitate to assume the full responsibility of teaching a class will more willingly assume the lesser responsibility of an associate teacher. This gradual introduction to the work will commend itself to most minds.

2. He thus begins his training by attending teacher training classes, by observing from time to time the teaching of the class in their Sunday sessions and by occasionally teaching himself. By the time he has been in this position for a year or so he is generally willing and well qualified to take the chief place as teacher of a class.

3. When the regular teacher has to be absent, his associate teacher steps into his place as a matter of course without having to trouble the superintendent or any one else to secure a substitute.

4. To have an associate teacher who has oversight of the week-day activities of the class gives needed relief to most teachers who find that the teaching work on Sunday is a sufficient task. It is not intended that the regular teacher should take no interest in the week-day life of his pupils; this would mean defective work on Sunday, but he has a sense of satisfaction to know that the detailed supervision of this work is not his burden.

Though it may not be possible to secure associate teachers for every class, to have even a few, more especially for the teen age classes, will make strongly for efficiency throughout the School.

London, Ont.

A Fine Record

By Thomas Robertson

A few years ago, the Sunday School staff of St. Andrew's Presbyterian Church, Southampton, Ont., resolved to offer to the scholars some tangible inducements, with a view to improving the already good attendance of the School and to increase the interest in memory work and church attendance. A standard was set, the reward for reaching it to be a Bible. During the three following years quite a number of them won the reward,

some of them also getting a Book of Praise in the second year and a story book in the third.

Early in 1914, it was decided to give the Robert Raikes Diploma on the following standard of merit:

Attendance at Sunday School...	50
Attendance at Church.....	40
Golden Texts.....	40
Catechism.....	40
Offering.....	10

On this standard, 33 won Diplomas in 1914. In 1915, 25 of these won the first seal and 15 more received Diplomas. The total number on our roll is 135, and the average attendance is 101, so that nearly half have won the Diploma. Besides, 6 in the Primary class were awarded Bibles in 1914 and 7 in 1915.

Our School is self-sustaining, and, besides paying for Diplomas with frames and other awards, it contributed in 1915 the sum of \$50 for missions and other outside objects, including \$8.00 given on Rally Day. We have found birthday mission boxes the best system for raising money for missions.

Southampton, Ont.

Open for the Summer

About 1,200 of our Presbyterian Sunday Schools in Canada, or one-third of the whole number, are closed for the winter, to be opened again in spring.

Every zealous teacher, officer and scholar in his School wishes earnestly that it could be kept open for the whole year. That is the ideal which should be constantly held in view and striven for.

But it is in some of these Schools that the very best work is being done. Teachers and scholars, prevented from meeting during the months of winter, rejoice when the spring permits them to re-assemble, and they throw themselves into their work with wholehearted enthusiasm. There is no reason why, in all such Schools, good work should not be accomplished. A few suggestions are here offered which may be helpful in making that work more effective:

A spring rally should be held as soon as possible after the School begins its operations