

Let there be efficiency and alertness and somewhat of variety, and the children will wish to be at School and will be disappointed if anything prevents them from going.

Give the children occasion to know that their teacher loves them and seeks after their eternal welfare and generally there will be loyal attendance and behaviour.

Lastly the officers and teachers must live themselves so as to be looked up to. The children will admire, even though unconsciously, "a walk and conversation becoming the gospel" and be influenced by their teacher's life. But the teacher who is half-hearted will not win either to Sunday School regularity or to Christ.

Winnipeg

The Teacher's Privilege and Responsibility

BY ALFRED WHITE

Every week thousands of teachers face their little classes of boys or girls for the purpose of teaching them. Some view their task lightly and go before their classes with little preparation, either by way of study or prayer. Others, the vast majority, one may hope, are deeply sensible not only of the responsibility they are assuming, but also of the difficulties of the task they have in hand.

To have a hand in the moulding of a human life just when it is most plastic and open to human influence is surely at once a privilege and a responsibility. This has always been so, but just now when the world has been passing through a period of unspeakable agony, when literally millions of its brightest young men have been sacrificed, surely this is a time when we can value as never before the lives of those younger ones who are to take the places of the fallen.

We are undoubtedly at a crisis in the world's history. Now that the War is over, we must take up the reconstruction work. We must face the problems of capital and labor, the disabled soldier, housing conditions and many other vital problems affecting human welfare. How are these gigantic problems to be solved? Who is to solve them?

Many years will pass before many of them reach solution, and the next generation, made up of boys and girls in our schools to-day, will have to do the solving. Those very boys and girls that you meet from Sunday to Sunday, will, most of them, become citizens of our great nation. The kind of citizens they will become, depends partly upon your training in that class of yours. Will they live and work for true Christian citizenship, or will they look merely to material interests in industrial and political affairs?

Very much depends upon how you guide them in that class of yours. Their outlook, their point of view is in the making. Their parents' example and teaching, your example and teaching, are moulding that outlook, that point of view. Are they going to look upon success in life in terms of money,

property, automobiles, etc., or in terms of honesty, justice and a righteous life? That depends partly upon you, and in some cases, almost exclusively upon you.

To have the opportunity of achieving such a glorious piece of work is unquestionably a great privilege, and at the same time a grave responsibility. I would not for a moment minimize this latter phase of it; on the contrary, I would point out that a deep sense of responsibility is essential to a true solution. Those who undertake a big task lightly, do so because the sense of responsibility is absent. Those who feel the burden of the task, do so from a deep sense of responsibility, and this is as it should be. Nor can we escape our responsibility by refusing that task. The only solution is to face the situation, prepare yourself for it by study, by observation and by prayer, and then, with the humble spirit of a learner, take up the task with energy and enthusiasm.

This great task of adequately preparing for the future can only be achieved by the systematic religious education of the children, and this certainly cannot be accomplished without the aid of the thousands of teachers who are rendering service in our Sunday Schools.

This is the challenge that faces our teachers, many of whom recognize that they lack experience, lack training, lack confidence and yet are so filled with a desire to have a hand in this great work that they feel they must do what they can.

Enthusiasm, however, cannot take the place of training, and it is imperative that these workers, whose hearts are aglow with eagerness to help, should recognize that they must systematically prepare themselves if they expect reasonably to measure up to the task before them. This work of preparation does not necessarily debar them from teaching. The two can go on together very profitably.

Teachers should make a study of the principles of religious education, and also the particular problems of their own group of pupils. Get books, get magazines, study