

terest of his people in the religious education of the young. He will plan early and fully with his superintendent for the profitable observance of the Day.

Second, the *Superintendent*, as chief executive officer of the School, will feel a large measure of responsibility for its success. He will begin his preparation early, get his teachers and officers interested, study the programme and see that every member of the School has a copy of the programme, and an envelope for the offering.

Third, the *Teacher* will accept responsibility for his class, and will plan to account for every member of it on that day. Some visiting may have to be done—ought to be done—; it will pay. It will develop the class spirit.

Fourth, the *Scholar* must be made to feel that the Day will be incomplete without him. He belongs to the School—the School to him. Loyalty demands that he be there, contributing a scholar's share in the making of the Day. There is a pride—pride in one's School—that is not only pardonable, but praiseworthy.

Fifth, *Parents*, to whom the work of the School always means so much, will enter into the spirit of the day; will visit the School, and by their presence encourage the workers, and show the children that to them the School and its Days are not childish—but supremely important.

The schoolroom or church will be decorated with the fruit of field, orchard and garden. Children will share, and gladly, in this work when asked.

Let a generous offering for the work of the Sabbath School and Young People's Societies crown the day.

Why Aim at the "Standard of Excellence?"

By Rev. D. H. MacKinnon, B.D.

To a casual observer our Sunday Schools have become very complex in their organization. For this reason many imagine that it is impossible to bring their Sunday School up to the Standard of Excellence; and having convinced themselves of this they do not try to make any improvements. There is an-

other extreme. Some try to reach the Standard of Excellence in a mechanical way by taking up the various phases of work without grasping the need of them. The result is that the instruction in the Sunday School becomes formal and mechanical. We should avoid both extremes.

Let us have one aim. We want systematic instruction in the Word of God, whereby young and old may have instilled into their minds the relationship that should exist between them and their heavenly Father, through Jesus Christ their Lord. The Sunday School is the only department of our church which aims to do this work of systematic instruction. We should therefore have this one great aim, and only adopt the parts of the Standard of Excellence that will help us to carry out our main purpose effectually.

We must feel the need of having the Standard of Excellence in our individual School before that Standard produces the most beneficial results. I am fully convinced that if we have the one idea of making the Sunday School the means of imparting thorough Biblical instruction to all, we will see the need of adopting the whole of the Standard of Excellence. A School to do its best work must be open all the year (No. I. of the Standard). If you want to have all the children who are old enough to attend, you will need a Cradle Roll, so that you will know the ages of the children, and when you should expect them to come to Sunday School (No. II.). If you want to reach those who cannot get to the classes for instruction, you will need a Home Department (No. III.). To get the best result from your scholars who are over sixteen years, and to hold your adult members, you will have an Organized Bible Class (No. IV.).

We might continue with every part of the Standard, but it will be more profitable if the individual Schools, through their teachers, consider the Standard and ascertain how much of it they can adopt.

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[For copies of the Standard of Excellence adopted by our General Assembly, write Rev. J. C. Robertson, General Secretary of Sabbath Schools, Confederation Life Building, Toronto.—EDITORS]