

any plans, it may be pointed out that, whilst eleven months are not as good as twelve, eleven months' work with a purpose and on the right lines may accomplish a great deal. Indeed, by "speeding up" they may yield almost a complete year's result.

The objects for which the School is asked to give, should be very clearly decided on, and set forth to the School in such a way that even the youngest scholar will understand. Some Schools give all to missions. Some support themselves. Some help with the funds of the congregation. Some do all three. Each School will decide for itself, in conference with the session and with the missionary committee of the congregation. But, whatever objects are decided upon, let these be made quite clear and explicit to the teachers and scholars, so that all will work intelligently and all together.

As a method of giving, the Sunday School Duplex Envelope is worth a trial. It is coming widely into use with, in many cases, remarkable results. Samples and information will be gladly furnished by PRESBYTERIAN PUBLICATIONS, Toronto. The Sunday School envelope is pink, whilst that for the congregation is white, and for the Young People, blue. This avoids all confusion, and the children, even the very little ones, are learning to give in the way in which they will give when they grow up—a matter of no small importance.

In keeping missions before the School, there is nothing quite so convenient or effective as the Question on Missions, which is given in all our Lesson Helps—*carefully graded to suit the various ages*. Five minutes each Sunday with the Question on Missions, in the class or from the desk, or both, is a liberal education in the work of missions. It puts an edge on the giving, and the giving, in its turn, adds a relish to the missionary studies.

Do You Make Use of It?

"Do you use this book in your School?" said a well known Sunday School superintendent to a brother superintendent the other day.

He picked up a copy of our 1917 Catalogue of Church, Sunday School and Y.P.S. Supplies which was hanging on the wall beside his study table.

His friend looked at him queerly. "I don't quite follow you," he answered. "That's just a catalogue, isn't it?"

The first superintendent chuckled. "Yes, in a way, it is just a catalogue, but in other ways it is much more than a catalogue. It is a sort of textbook of Sunday School plans and equipment.

"Look here," and he opened it at the first page.

"Do you see that Sunday School Calendar on the inside of the cover? Well, that gives the Uniform Lessons for the whole year. When I am planning my work ahead I find it invaluable. Then the special days, such as Patriotic Day, Rally Day, etc., are marked in red. This Calendar brings them to my notice a long piece ahead, and enables me to work out the most suitable sort of service for my School."

"I never noticed that Calendar in the Catalogue I have," said his friend.

"You look when you go home," said the first superintendent. "You'll find it all right. Then hang it up in some handy place where you'll have it when you need it.

"By the way, have you a Cradle Roll in your School?"

"No, I'm ashamed to say I haven't," said his friend. "You see it's quite a task to get it started."

"Tut, tut," said the first superintendent. "Just look here," and he flicked over a few more pages of the Catalogue.

"See, it tells how to install a Cradle Roll Department; that's simple, isn't it?"

"It certainly seems to be. I didn't know just how to go about it," agreed his friend.