

School, dispense with examinations, yet maintain a high standard of work.

It is for the sake of their educational value that the Sunday School should institute a system of examinations, not as a bit of machinery upon which to base the promotion of pupils. We have seen that the better public schools do not base the pupil's promotion solely upon his ability to pass an examination. And one may question whether the Sunday School, in view of the differences between itself and the public school, ought to base promotion upon examinations at all. It is of far more consequence that the Sunday School hold its pupils than that it "flunk" out those who do not take or pass its examinations; and it is best, that all of its pupils should advance to higher grades of work, year after year, as they are promoted in the public schools and acquire new interests and capabilities.

The examinations, therefore, should be optional. Pupils need not take them if unwilling to do so; but all should be encouraged to take them, and every effort should be expended to build up within the School a body of public opinion that will sustain them and enlist the interest and cooperation of the pupils. This is not so impossible as it may seem at first thought. British and Canadian universities have long drawn a distinction between those students who are content merely to "pass" in their work and those who go in for "honors." Many of the better American schools and colleges are adopting like plans with excellent success. Something of this sort may well be done by the Sunday School. Those of its pupils who pass creditable examinations may be promoted with honor, as distinguished from those who merely go on to the next year's work.

Concrete suggestions as to methods of conducting such examinations may be found in the unit on The Teacher in the newer teacher-training courses of the several denominations. It may be added here simply that the questions of the examination, however conducted, should appeal to understanding and judgment rather than to mere memory; that pupils may well be permitted to take questions home with them for answer, if that seems wise, and be put upon their honor to do their own work without asking help from other persons; and that it is more important to get them to do the work which the examination requires than to test whether or not they carry under their hats, stored in memory, all the detailed facts with which the course had dealt.

Most Schools, which plan to institute a system of examinations, would do well to appoint a well qualified examining board, or a supervisor of examinations, to plan carefully, in counsel with the teachers, the methods suited to the different grades, and to see to

it that the examinations are administered in such a way as to be of the highest educational value.

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Teachers' Meetings

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For the success of a Sunday School, regular teachers' meetings are an absolute necessity. Haphazard meetings held after Sunday School, called on the spur of the minute, have their place, no doubt, as from time to time urgent matters must be brought before the teachers for their consideration. It is not the purpose of this short article to deal with that class of meetings, but rather with the teachers' meetings held at regular stated intervals.

For a number of years, Knox Sunday School, Regina, has had regular monthly meetings, and our experience has been that they are a decided success. In a School with a membership of approximately 475, numerous matters arise and they are held over until the first Thursday of the month, when a whole evening is given up to discussion.

Knox Sunday School is working under difficulties, in that it has to meet in the basement, which is unsuitable and inadequate for its needs; in fact, classes are held all over the church, in every corner that will hold a class. No suitable rooms are available for a meeting of the teachers, and, for that and other reasons it has been found advisable to hold the meetings at the homes of teachers and officers. This promotes greater sociability and comfort, and at the same time brings the homes into closer touch with the work of the Sunday School. It is almost impossible, in the confusion that inevitably arises at the close of the Sunday School session, for new teachers to become acquainted with other members of the staff, or, except in a general way, to learn of the activities of the School and its outside work; so that the meetings in the home atmosphere leaves nothing to be desired.

A regular routine of business is followed. Communications are read and acted upon; suggestions for the improvement of Sunday School methods are freely given and as freely discussed; abundant opportunities are given to every one to express his or her opinions, which are listened to with interest; difficulties of individual teachers are brought forward, and almost invariably the experience of some other teacher solves the difficulty and gives the discouraged one a feeling that the troubles of one are the concern of all.

Visitors have commented on the liveliness of some of the discussions and the interest shown in the welfare of the School, so that one can readily understand that the meetings are