

The hour of meeting should not be a grievous burden upon the faithful. This is apt to have unpleasant reactions in the future years. Anyway, the Christian religion, of all religions, does not call for the heaping of loads upon people's backs. Occasionally you will run across a small School meeting in some dingy, hot, unattractive village church basement on a July or August afternoon, simply because one or two well-meaning persons have got it into their heads that Sabbath Schools must be held at such an hour and that children must come. Generally, they could have larger attendance by holding it before or after service in the morning, and the few who do come in the afternoon might be far more contented elsewhere.

The hour of meeting in the small School is often not an hour at all. The church service following determines the close of the School, and often the scholars are not present at the opening. The ideal is an hour's exercise and that should be aimed at, because it takes that time to provide adequately for the religious needs of the scholars.

Anyway, pains should be taken to secure adequate time for the teaching of the lesson. Whatever else suffers, the School should not be sacrificed. Let both teacher and scholars understand that there is a lesson before them and that they should thoroughly know it.



### Going After New Scholars

*By Miss E. Mabel Gurn*

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The church spire, or perhaps a signboard, is all the invitation to Sunday School that the children of a certain class of parents need.

The desire to get rid of the children's noise for an hour or two on Sunday afternoon is sufficient incentive to another class to send their children to Sunday School.

Neither of these classes need "going after." But, as all downtown social workers know, there are a great many homes blind to the appeal of the churchspire and even deaf to the noise of the children—or ready to transfer that noise to the city street. How are these homes to be reached?

Poverty is, in some cases, the real reason for the seeming carelessness of parents. In such cases material aid is an important factor. This, of course, should be administered advisedly, and in conjunction with any charitable organization which may be dealing with the case. There are times when a pair of boots or a warm coat is more effective than a gilt-edged invitation.

Indifference is a much more formidable obstacle than poverty. But even indifference has been known to melt in the warmth

of a genuine friendship with a worth-while teacher.

Miss M—— is such a teacher. Long had she coveted the untaught Willie. Repeatedly had she called at his home, overcoming by her determination and ingenuity a whole series of excuses, with, however, no visible fruit. At last she realized that ordinary methods failed to meet the case, so she changed her tactics. The tired, discouraged little mother needed a friend. Dropping all mention of Sunday School, the teacher devoted herself to filling that need. And the reward came. After some weeks the little mother said to her confidentially: "Willie should be in Sunday School." He came. All this happened months ago; but he is coming yet—the most loyal of scholars.

This element of friendliness becomes even indirectly a recruiting agent for the Sunday School. The teacher who takes time to "chum" with her class is helping her School to build up an attractive reputation, which is one of the most effective ways of going after new scholars.



### Holding the Interest of the Class

*By Eunice W. Foster*

There are two ways in which I try to equip myself for teaching, by prayer and by study. Before I even read through my lesson, I ask God to help me to find in his Word just the right lesson for my pupils. Then, and this is on the Sunday preceding, I read through my lesson for next week, using as first helps every marginal reference in my Bible, and after that all such helps as are available. All through the week I think over that lesson and, as my teaching points come to me, I jot them down on a little pad. Then by Saturday I am steeped in the lesson truths. I try to find an incident to relate which will illustrate the truth for the class. It is surprising how one can find illustrations in many of the homely things about us.

For several Sundays after I became the teacher of this class, I asked at the beginning of our study if any of the girls had read or studied the lesson. There were none who had done so, and one girl ventured the remark that their former teacher had never asked such questions. I laughed and said, "I'm going to ask you some at different times which are more personal than that, so you girls must get used to my quizzing."

On several succeeding Sundays I asked the question, and during that time not one girl had even so much as read the lesson. Finally, on the fourth Sunday, when I received the usual responses to the question, I said very quietly: Girls, I don't believe there is one