

Sunday School

District Sunday-School Work

A short time ago there was sent out from the General Secretary's office a Circular Letter to all the newly elected District Sunday-school Secretaries, calling attention to their appointment, and making some suggestions as to their work. We have received one very gratifying reply from a District Secretary who evidently "means business." He states that he is anxious to get into touch with the Sunday-schools of his District, and asks for information and suggestion. He proposes to make a tour of the District, addressing Circuit rallies on Sunday-school work.

The prompt action of this brother indicates what immense possibilities for good there are in this new legislation. Such a man as this on every district, in constant communication with the General Secretaries, might accomplish great things for the Sunday-schools.

We sent our brother a personal letter of congratulations, and printed leaflets on The Home Department, The Cradle Roll, The Adult Bible Class Movement, Decision Day, Catalogue of Sunday-school supplies, Sunday-school Constitution, etc. Let us hear from other District Sunday-school Secretaries, and let us all "get busy."

Review Sunday

Review Sunday is not anticipated with delight by all superintendents, nor by all teachers and schools. But it should be made the golden opportunity for a full attendance, an interesting programme and something good for all to carry away. But how can this be done?

1. Standpoint. The review should be comprehensive. It should be planned so as to get the quarter's study into one picture. The large view should also give the setting and relations of the period to other periods, briefly, but in strong lines.

2. Outlines. Use broad and easily remembered outlines. It may be well sometimes to make the review selective. Let the most famous, or characteristic, or instructive lessons of the quarter be held up to the fullest attention, the others yielding much, or, if need be, all of their claims to these. "Persons, Places, Events" is not yet so outworn but that it will afford a strong and serviceable framework for displaying the material of almost any review. If a strictly chronological order is used special care must be taken not to let the exercises become monotonous.

3. Bible Texts. In the selection of texts see that they are not only appropriate, but in themselves good for memorizing—golden texts in the best sense of the phrase. Divide this work, laying upon certain classes or certain parts of the school the responsibility for reciting certain texts.

4. Questions. Of course there must be questions—questions from the desk and answers from the school, and here is the rub. Questioning is an art. A question that requires a paragraph or an essay for an answer will result in confusion of tongues, or will strike your school dumb. Have questions ready that can be answered in one word, or at most in a terse phrase or a very brief sentence. Then the school will feel encouraged to respond. Just because such questions can be asked briskly and answered promptly they will put life into your programme. For more searching and extended development of the subject some special questions with fuller answers can be prepared by selected classes or groups of classes.

5. Prepare. If practicable, distribute, a week or two beforehand, a slip or leaflet

giving the main features of your plan and assignments. But the most important thing to prepare is the superintendent himself. He must have the review matter and the general aim or plan and his "pat" questions so well in hand that, without book or paper, he can stand out on his platform and, by brisk leadership, open the exercise, keep it moving, intersperse the right singing or other variation, urge in short sentences the few great lessons he would impress, and bring it all to a prompt and happy climax. This undoubtedly means work—and what good thing does not mean work for somebody? But with the Sunday-school worker "labor is sweet." Whatever will stimulate the highest life of the school is surely worthy of our best efforts.—Albert B. Sarnier.

Order in the Sunday-School

1. Know what order is. Many officers and teachers are so disorderly themselves, and so used to disorder, that they do not know what good order is. Such blame everybody but themselves for the disorder in a school that is only too evident to all.

2. Be orderly yourself. The first requisite for good order in the Bible-school is for the superintendent to be orderly himself. The second is for the officers of the school to be orderly. The third is for the teachers of the school to be orderly. If these three classes of persons are orderly, there will be very few disorderly pupils to deal with.

3. For the purpose of having all in the school know what is expected of them, rules for the orderly conduct of the school should be made. These rules should be based on principles, and should be as few as possible. All connected with the school should know what the rules are.

4. The leaders should insist on having order. Superintendents, officers, and teachers, being orderly themselves, should in-

stist on the other members of the school following their example.

5. Be just. There are two classes of workers who will never have order in the school or in the class. One is the partial officer or teacher, the other is the indiscriminate blamer. The officer who scolds his school indiscriminately, or the teacher who scolds her class, will soon be obliged to leave the school or have no school or class to scold.—A. H. McKinney, D.D.

Sunday-school Statistics of the World

United States (new possessions)	14,000,000
and Canada	7,900,000
England and Wales	7,300,000
Scotland	1,300,000
Ireland	400,000
Germany	850,000
Sweden and Norway	500,000
Other European states	500,000
Australia	1,400,000
West India	200,000
South America	250,000
Islands of the sea	500,000
Asia	800,000
Africa	500,000

Scholars	29,000,000
Teachers	2,950,000

Get Ready

Bally Day in the Sunday-school is usually observed on the last day in September, and it ought to give a wonderful impulse to the work of the school for the whole season. Begin early to make your arrangements for this service, and plan to have every teacher and every scholar present if at all possible. Much organized and personal work will have to be done to accomplish this. An official programme is in course of preparation, which can be secured from the Book Room.

Veteran Sunday School Workers

VIII.—Mr. Cornelius Wilson, Galt.

FIFTY-THREE years of unbroken service in Sunday-school work certainly entitles Mr. Cornelius Wilson, of Galt, to a place among the veterans. He began as a teacher in the King St. Presbyterian Church, Toronto, in 1854, but shortly afterwards removed to Hastings, in the County of Peterboro, where he organized the first Sunday-school in that part of the County. A few years later he started a Sunday-school at Port Perry, which was conducted for some time before a preaching appointment was established. He was Superintendent here for about sixteen years, and did valuable pioneer church work. Some years ago he came to Galt, and became Superintendent of the Methodist Sunday-school, a position which he fills very efficiently for some six years. At the present time he is teacher of an adult Bible Class in this school, of which his son-in-law Mr. T. A. Rutherford, is Superintendent.

Mr. Wilson was born in March, Scotland, seventy-two years ago, and came to this country as a Presbyterian when only nineteen years of age. His lot being cast among Methodist people in Canada, he united with our Church in Hastings, and has ever since been a useful and honored member, holding positions as class leader and preacher. In Galt, where he is well known, he is very much respected. Though past the three score years and ten he is still quite vigorous, and during recent years has undertaken some of the same kind of pioneer work that he did so successfully fifty years ago. While visiting relatives in McIntosh not long ago, he found himself in a section where there was no Methodist preaching, and gathering the people together for a religious service he preached for some time at a Primitive Methodist Church.

Mr. Wilson is sometimes called the "Bobby Burns of Canada," as he has considerable poetic ability, and one of his productions appears in one of the Galt papers almost every week. He is the author of the popular little piece,

"The north wind will blow
And we shall have snow."

which has found its way into many of the school readers. Perhaps his poetic tendencies may be explained by the fact that he lived in the same house in Scotland that was occupied for several years by Scotland's famous poet, Robert Burns.

