

as compensation there is the most genuine satisfaction in the service rendered, which, after all, is the highest reward. Sunday School teaching is so important, and affords so many opportunities for doing good, that a sincere, earnest Christian can scarcely fail to fall in love with it.

Sometimes we are told that we would secure better teachers if they were paid for the time that they give to the Sunday School. This would mean surrendering our great army of amateurs and replacing them with professionals, which might bring to the Sunday School greater technical skill and better training, but whether it would secure more satisfactory results or not is very doubtful.

Those who teach for the love of it, ought to be so much attached to their work that they would be willing to give the time and effort necessary to take at least a short course of training to fit them for the better performance of their duty. If they refuse to do this, are we not justified in concluding that their love for teaching is not very intense?

Toronto



## Open Letters to a Sunday School Superintendent

### XI.

DEAR SUPERINTENDENT:

You will, I fear, begin to weary of my "Epistles" and wonder when I am going to stop. I crave your indulgence while I discuss a matter so important that I purposely left it to the last.

I want to have a very frank talk about the worship service, or those parts of the Sunday School session that go by the unsuggestive name of "opening and closing exercises."

Of all parts of the regular Sunday session of the School this is the part in which the Superintendent has the very first responsibility. Upon its success depends largely the success of the whole session. You will doubtless have had some mental reservations about that term, "worship service." Let me explain myself. To me religious education includes instruction, worship and service. In the past all the emphasis has been placed on instruction. We are coming to see, however, that worship and service are equally important. I think that I may safely add, that, as might be expected from the accepted point of view, the opening and closing exercises have in the past not been considered particularly fundamental. That point of view is happily changing and the worship service is coming to be regarded, as it ought to be, an opportunity for training children in that most wonderful and mysterious act, the act of worshipping God.

Let us consider this worship service a little more in detail. Usually it is made up of singing, scripture reading, prayer and sometimes the offering. Presumably each of these has its definite purpose. We sing not merely for the sake of enjoying the act of singing, but that through the thought expressed in the words and more deeply felt through the music, our minds may be brought into helpful relations to the divine. If singing does not do this or something like it, it is of no value as a religious act. Similarly with the other forms of worship, unless each is in truth a genuine act of worship it is valueless from the point of view of religious education.

The problem of every superintendent in the preparation and carrying out of the worship service is so to plan and carry it out that every single item will be a definite act of worship on the part of the pupils. Just in proportion as he succeeds in accomplishing this his worship service becomes a success, and in so far as the School fails to enter into the worship spirit through the various parts of the programme, so far has the worship service failed in accomplishing its true purpose.

All this implies the necessity of much thought and preparation in planning this worship service. In this connection, you would, I presume, agree that there should be unity of thought and purpose running through every programme. The hymns should certainly be suitable in thought and music to the religious needs of the pupils. The prayer offered should be as far as possible an expression of a prayer in which children can naturally join. The Scripture reading such that they can understand and appreciate.

No service arranged for off hand at the last moment can possibly meet such conditions with even reasonable success. Such programmes require thought, prayer and labor. Don't you think that this part of our Sunday School session has been pretty much neglected? It seems to me that way. I would like to talk over, a little more in detail, how we might make this worship service more effective, but as I have already written enough for this time, I must reserve these suggestions for another occasion.

Yours for true worship,

A FELLOW SUPERINTENDENT



## Making the Stereopticon Tell

By Rev. W. J. McQuarrie, B.D.

To make the stereopticon an effective servant of the Sunday School and of the church, there are three essential factors. The first is a good screen. We now have one. It is made of beaverboard, and is inexpensive and durable. The second is a good lantern, which is easily secured. The third is an absolutely reliable and capable person to operate the lantern.