

*Fourth.* Having tenderly led the child to take this step, I would go further and have the child confess the Saviour publicly, especially by uniting with the church and sitting at the table of the Lord. To stop short of this is to imperil what has been done. Surely the Master, whose table it is, wants to see all the family, the little ones as well as the big ones, enjoy the feast of His love.

In conclusion, let me say, that in all this our own hearts must be right, and we must have a deep sense of the vital and eternal interests at stake. We must be tactful and kind, and whenever possible act with the consent and sympathetic co-operation of the parents.

When we have thus in the right spirit sought to lead the child to Christ, the Holy Spirit will not fail to do His part.

Toronto

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### The Sunday School's One Textbook

The Sunday School has great educational value, but even that has its specific line. That will come in fullness and richness only as we hold the School itself, in all its changing forms of method in class and class-work, in rules and regulations, to its one great, glorious purpose of serving as a church School—a church School to study the Bible as its one textbook,

with Bible purpose and spirit. Whatever there be of departure from this, will work toward weakness, inefficiency and failure for this School, and remove it from its place of power and usefulness in the educational system.

The old story of the shoemaker and his "last" is in point here, homely, but timely and instructive. He who makes shoes had better "stick to his last", else there will be no shoes. We can teach religious principles, but not religion, for religion is of one's own self and of the heart in its outgo toward God in worship and service. There can be no teaching religious principles except in the study and teaching of the Word of God. For this reason there is no room in the curriculum of the Sunday School for other than Bible studies, however worthy and important the other subjects be in themselves.

This statement is justified by every experiment that has been made, and only recites what has already taken place wherever the experiment has been made. Turning from the main course, you lose the main things, and the loss is greater and more far-reaching in its effects and influence than we are accustomed to think.—Dr. J. M. Frost in, *The School of the Church*

## THE SUNDAY SCHOOL COUNCIL

Under this title will appear, month by month, brief articles by leading Sunday School experts in the United States and Canada. The aim is to focus light from many minds on the problems of the School and its work. The two here given are by the International Teacher Training Superintendent, and a leading Primary Worker.

### The Teacher-Training Class for Men

*By Rev. Franklin McElfresh, D.D.*

While the call for service sounds sharp and clear, we must insist also upon the preparation for service.

Long and careful training is demanded by educational institutions and for responsible positions in business. Men know this, and respect the call for trained workmen fitted for special lines of service in the church.

Training classes for young men who will devote several hours a week to fitting themselves for teaching boys, can be organized in many towns and cities. The teaching of Adult Classes of men is now a challenge to the

strongest manhood in the church. The man who meets a club of men in free discussion of the great themes of religion ought to know his business.

The development of the Organized Class has been too rapid for any training of its teachers and leaders; but in all the larger classes young men should be selected and asked to prepare themselves thoroughly for to-morrow. They should study the Bible, practical phases of psychology, and methods of teaching, and be ready to go forth with confidence and joy to win men and build men in Christian character. Training is simply the effort to find the method by which the noble men of the church