

he lives in hope that they will be some day. His various denominational and other Sunday School helps are also part of his working tools. If he have any or all of these books and papers in his own library, he is able to utilize any spare moments in adding to his stock of knowledge.

Then there is his Sunday School library, which is a poor affair—no matter how many volumes it has—unless it has some books bearing direct y on a Sunday School worker's needs. The superintendent and other officers should find books to help them in their administrative work, just as the School should provide them with magazines, dealing with these problems. The teachers should find all kinds of books on the Bible, its history, geography, customs, and problems. He should find also books dealing with Sunday School history and methods, and with the various phases of teaching methods. If the teacher doesn't find these books in the library of his School, should he be downhearted? By no means; it is then his business to urge in the teachers' meeting that the library should be supplied with these books, as fast as funds permit. It will then be his further business to use these books.

There is the public library. In Ontario every city and town, and large village, or nearly every one, has a public library, over 400 of them. Other provinces are equally fortunate, and, in fact, this whole continent is a great home for public libraries. The boards of these libraries are anxious to serve their communities and in many cases they have many books of value to Sunday School

workers. If they have not, they will doubtless stock up, if the Sunday School people make their requests and indicate any willingness to use the books. It is safe to say that the great majority of our public libraries are glad to serve the Sunday School people to the best of their ability.

There is also the private library. In every community there are lovers of books, who accumulate books all through their lives. They are usually very willing to place their books at the disposal of any one who really wants to use them. Many of those private libraries are rich in books on special subjects; and they form very valuable supplements to the stores of public library. Especially is this so in beautifully illustrated books, and books of travel.

Now what is the application? Simply that as a Sunday School worker it is your responsibility to be the best Sunday School worker that you can be. You have no right to say, "I am doing my best," until you have gone the limit of your ability and opportunity. There are books in plenty that will add to your knowledge of the Bible of teaching methods, of child life, of the workings of the mind. Your responsibility is to use them, whenever opportunity offers. Of course it means work and sacrifice of time that you would like to give to other things. But the reward is added power in your teaching, added service to your work with the class and added influence in winning your boys and girls to Jesus and in leading them out to higher service for him.

Toronto

## From Sunday School to Church School

By REV. E. A. CHESTER, B.D.

We found it difficult in our Sunday School at Rossland, B.C., to secure the regular attendance of teachers and older boys and girls. Part of this was due we decided to the hour of meeting, which was 2.30 o'clock. Many of our teachers employed late Saturday night, or having taught all week in the day school, desired to have Sunday afternoon to themselves. Also, conditions in the church were such that we could never hold together a respectable Adult Class, and the absence of adults from our School had something to do, we concluded with the dropping out of the older boys and girls.

In the meantime, the pastor had been debating the advisability of a change of policy. For one thing he did not see the necessity of preaching two inspirational sermons to almost identically the same people Sunday after Sunday. Moreover sermonizing and preaching used up his energy, while religious educa-

tion which he considered so important was neglected. The thought was persistent that adults as well as children and youth should continue at School with Christ and study the Christian fundamentals together.

Accordingly, having secured the consent of the officials of the church, along with the recommendation of the Sunday School, the pastor went before the congregation and suggested that the morning service and the Sunday School should be combined into a Church School to meet at 11 o'clock. The arrangement was to be a temporary one for three months after which a vote was to be taken on continuance.

Our Church School service is of the following nature: The first thirty minutes is given over to worship conducted conjointly by the pastor and superintendent. This is almost identical with that of a regular morning service. It includes a five-minute story. A