

for the one day's outing. Yet when it is all over, and tired but happy faces greet you on the car coming home, you forget the work and feel repaid for any effort made.

We cannot do without our picnic. It is such a happy way of being together. The boys and girls,—and especially the grown-ups—have no pews or seats to separate them. Everything is free and easy at the picnic. The minister has to play ball with the rest of them. After it is all over his bones may ache, but it is all great fun, and we will always do a whole lot for some wholesome fun. Then there are the races. If you have boys or girls in your home or in your class you will hear them tell about the races they are going to run and try to win, and they practise for the great day.

It is a happy Sunday School when the superintendent announces the picnic. The roll of the School is never larger than on the days preceding the great event.

The committee in charge of the recreation should see that everybody has an opportunity to take part. This is the time to mix up.

The older boys and girls should stay with the crowd and help to make the fun complete. It is a day above all of unselfishness, and we shall always enjoy our Sunday School picnic if we only make it a day to make others happy. That is really what we have the annual picnic for,—to make others happy. If we succeed we shall be happy too.

Let us have our picnic again this year. Let us fill high the baskets and go out into the country somewhere,—anywhere where there is room to run and jump and be noisy.

If you are a Sunday School teacher, you will have plenty to do for your group. You can be their leader. Plan their games, assist them in the races and guide them throughout the day in all their fun. Just to be out with them will help them to listen to your stories and your lessons on the Sunday afternoons that follow. Make the picnic count for much in getting in touch with your scholars. It will help to open their hearts and once the wedge is started, we can depend on him to win their hearts completely.

Toronto

## Teacher Training Amongst Girls

By MISS LILLIAN OLIVER

No cast iron rule can be laid down as to the time, place or methods of starting and conducting a Teacher Training Class amongst girls. All these details depend upon the course to be studied, the individual members of the class and the Sabbath School to which they belong. But there are one or two essential points which teachers desirous of making such a class successful should try to observe.

It is always a mistake to start any movement in a class or department before the members thoroughly understand the new plan. Therefore the teacher who is anxious to gather about herself a Teacher Training Class should first of all see to it that a sympathetic, intelligent atmosphere towards such a proposal is created among the girls.

To accomplish this the teacher desiring to start a Teacher Training Class amongst older girls should study the individual members and from them select the key scholars, those whom the other girls will follow. These leaders should be invited to meet together, to have explained to them the value and purpose of teacher training, concrete examples being given of girls who have been benefited by such a course.

If practicable, let some one be secured, who has had a large experience in the work, and who is able to impart inspiration, to come and have a chat with, not give an address to, these teachers in the making. When the atmos-

phere is created, get your picked group to outline a prospective membership list of the other girls in the classes whom they think would like to take up such a course of study. Start a systematic canvass of the older girls of the School, leaving a large share of the responsibility for securing members upon your key girls. Set the date for your first meeting, have a bright, interesting programme prepared and get your leader.

Conduct your training class in the same manner in which you do your organized class. The material for your programme has been provided in the splendid New Standard Teacher Training Course. It is advisable to take the course in the order in which it has been prepared and not to attempt to crowd too much information into any one meeting. Mystery is the sesame which holds all girls. One plan is to disguise matter of fact subjects with alluring titles; for example, if your class is taking up the course on The Pupil, it may make it more attractive to the girls to label the chapter known as Later Adolescence as The Time of Bloom and Blight.

Do not let your meetings drag. Begin promptly, close just as promptly, and never have your class in session more than one hour.

In some instances, a teacher may feel that she is not capable of teaching the entire course. Some phases of girl life may be contained within it, with which she herself is not