

public school work ; and that the whole community, in his judgment, was on a higher plane." This was high praise.

There is a debt of service the School owes not only to its own denomination, its homes and children, but to the community as a whole and very especially to those outside of every branch of the church, careless and uncared for. Just as we begin to care for them, seeking not theirs, but them, will their carelessness disappear and instead of being a menace to society, as the uncultivated field is to the garden, they will become a permanent source of strength.

Let every School "set its watch over against its own house." Let its light shine to illumine the community, the whole community, to the limit of its power and influence.

Toronto

How to Secure Memorization of Scripture

By Rev. F. W. Kerr, B.A.

Throughout my ministry I have paid the closest attention to the work of the church School, and my judgment is that we could dispense with much that is being taught at present, if it has to be taught at the expense of memory work. No failure is so vital to the mental and spiritual quality of the church atmosphere of to-morrow, as the failure to fill to-day the child-mind with the choicest treasures of scripture. There is a period,—a very brief period—in every child's life, when memorizing is natural and easy. Every chapter learned in that period becomes woven into the fibre of his soul, shaping his vocabulary and his thought, giving him his very material for praying.

But memory drill, or even hearing the verses learned, is impossible in a lesson period of 25 or 30 minutes.

Our most effective memory work has been achieved through various forms of contest.

At times we have chosen sides as in a spelling match. A couple of months' preparation is given, then on the night of the match the minister gives a start on any verse within the prescribed limits, and the scholar has to finish the verse. It is carried on exactly like an old-time spelling match.

An excellent basis for the regular memory work of a church School lies in appointment of a memory work superintendent. He is assigned an office of his own (probably the vestry). His office hour is the half-hour before the regular session of the School. His book has a page devoted to each class. Each Sunday he hears verses from scholar or teacher, never less than five on one day, and enters in its proper place the verses recited. In all contests between classes, the credits for memory verses are given as prominent a place as credits for attendance or for banners. The verses recited should always include the ones selected for the General Assembly's Diploma.

But this plan, or any other plan, does not solve this difficult problem. Only by constant attention on the part of the superintendent and every teacher, will any method prove effective ; and this attention will be secured only by insisting on its paramount importance, and by revealing the possibilities of life-enrichment for the later years, by sowing the fields of the early years with the rich seeds of God's own Word.

New Westminster, B.C.

Worship Song in the Sunday School

By Rev. Alexander MacMillan

Secretary, General Assembly's Committee on Church Praise

III. TEACHING THE PSALMS AND HYMNS

Memory is a wonderful and mysterious gift. Each child possesses a storehouse, and it lies as a responsibility upon us to furnish it with treasure. Worship songs, containing thoughts of God, expressed in beautiful language and pure music, are treasures indeed.

What shall we put in this treasure house ? The answer has been given in the preceding article,—songs written specially for children which naturally express the thoughts and feelings of the young or convey instruction ; others which, although not written specially for children, are simple and clear in thought and expression, and are therefore readily understood ; the best of the psalm versions and the greatest of our hymns, the possession of which will unconsciously develop the child-