

ruptible seed, but of incorruptible, by the word of God which liveth and abideth forever."

If the life of Christ is in the Word, and life always propagates according to its kind, then the Word received into prepared hearts ought to produce Christlike character; and that is exactly what it has been doing through the ages. While the parable of the Sower shows that the seed, may be snatched away by the enemy or fall into unfavorable soil, it is also true that the seed may lie for a long time in good soil before all the conditions are favorable for its germination. To use another illustration—a "palimpsest" is an ancient manuscript on which the original writing has become dimmed and faded. Then other writings have been placed over the top of the original, which seems entirely lost. But the student, by the use of acids, can bring to light again, and read, the valuable original writing. So the Word of life may lie forgotten and obscured in the memory until favorable conditions arise,—it may be some sorrow or trial, or a period of loneliness and separation, when the Word germinates and the whole life is "begotten anew."

Surely there is encouragement here to the parent and teacher who are seeking to implant the seed in the minds of children. Why should they ever be discouraged? Why not rather make their motto the language of the wise man: "In the morning sow thy seed, and in the evening withhold not thy hand; for thou knowest not which shall prosper, whether this or that, or whether they both shall be alike good."

Toronto

That Special Days Committee

Special days are always occurring in the Sunday School. How does the average School get ready for them? Is a committee appointed at the last minute, with a wild scramble for plans, programmes, and ideas, and then working overtime in drilling, decorating and other things, with some tired folk after it is all over?

Or are the duties of the preparation in the hands of a Special Days Committee, one of the standing committees of the School, to

plan for all such days during the year, making clippings from Sunday School papers and collecting plans from many sources all through the year, and then meeting with the superintendent months ahead of the day, to lay out the plans and work easily toward them? From the denominational journals and other Sunday School publications, special day programmes, and recent Sunday School books a wealth of material can be culled and placed in a Special Days scrap book. And then suggestion slips can be passed to the School for bright ideas on these days, with due acknowledgment.

Let the Special Days Committee be appointed by all means, and be kept busy through all the year.

The Teacher's Tools

By Amos R. Wells

IV. HIS ILLUSTRATIONS

There is only one teaching tool that is warranted to catch and hold attention, and that is a story! There is no art, not even the arts of drawing and questioning better worth a teacher's learning than the art of telling stories. Stories not only win and hold attention, but they actually fix truths in memory.

"But," some teacher is sure to object, "where can I get good illustrations?" An illustration found by the teacher for himself is more likely to be told with fulness and force than one found for him by another. He will hear them in nearly every sermon to which he listens, and in many prayer-meeting talks. He will find them in nearly every book he picks up, and he will observe them by the dozen in nature and in the lives around him. If he sets about it, he will find parables everywhere.

Once, called upon at a minute's warning to address a company of children in Washington, I felt in my pockets for an illustration, and found two pencils there. I broke off the point of one and left the other pointed. At once I had an object-talk on the life that expresses itself in word and deed, and the life that may have the same—graphite—down deep within, but the world