

### Missionary Givings in the Sunday School

By Rev. J. W. Gordon, B.D.

The place for the emphasis of systematic giving to missions is undoubtedly the Sunday School. In the first place it is the psychological moment in child life for an attempt to develop a fixed habit, and secondly, the young imagination responds quickly to the appeal of the crusading spirit which is never far away from all missionary interests. The ordinary incidents of our mission fields are crammed with interest for our children who have no prejudices and no habits to smother the heart's instinctive reply to God's questions about our duty to his "other sheep."

There is but one reason why our children do not give generously to missions, and that reason is, because they have never been asked. Trial will amply substantiate this. Here is a method which has this for its commendation,—that it works, at least so far as the Junior, Intermediate and Senior Departments are concerned.

Make each class responsible for a five minute period on missions,—a summary of the life of a great missionary, an incident from his life (and there are scores of these), the missionary stories of the PRESBYTERIAN PUBLICATIONS, incidents culled from here and there serve as the basis of this five minute talk. Lan-

tern slides occasionally are good also. Some one must be appointed to see that the class is provided with the necessary material well in advance.

When this programme has been carried on for some time, let the Sunday School Exe-

cutive, or the whole School, set an objective and then let each class, in consultation with its teacher, undertake as large a portion of that objective as it thinks it can raise. I think in most cases the result will be a most delightful surprise to all concerned.

In some cases, a class decides to make its contributions monthly, in others weekly, but a report of totals is made publicly once a month. A typewritten statement is kept upon the notice board of amounts promised and amounts contributed. This is but one method. It has nothing new in it, but it undoubtedly gets results.

There is little difficulty either in securing good material or in getting good service from the classes as they take their turn from Sunday to Sunday. If any one thinks that five minutes of an already hurried and

crowded session cannot be spared for such work, my impression is that less important things could well be left out and a place for such training found.

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### THE SUNDAY SCHOOL AND MISSIONS

One leading Japanese missionary said: "We cannot hope to win more than one in ten thousand of the adult Japanese. We can do anything with children of the Sunday Schools, and the door is wide open for these Schools."

A Chinese missionary said: "One million in the Sunday Schools of China will mean one million Christians ten years hence."

A Hindu said: "We were not afraid of you so long as you were lopping off the old branches (through the conversion of adults) but when you began with the children in Sunday School, then we saw that the axe was laid at the root of the tree; then we began to fear you."

## The Sunday School and the Community

By Rev. C. E. Kidd, B.D.

Relatively, the Sunday School counts for more in the life of the community in the smaller congregations, and especially, perhaps, if one congregation serves the whole community. In such places, a real live Sunday School is a centre of activity that may be in vital touch with the whole common life of the people within reach.

One recalls instances from Western mission fields, that could bear out this assertion, and in all of the cases in mind there was no other organization that touched the whole life of the community.

Two or three of the great events of the year were planned and carried out by the Sunday School, and no other organization could have