

The above are the things first to be done. There are many further important details with which there is not space here to deal, such as those connected with the secretary's and the treasurer's work under the new arrangements; the assembling of the whole School for common opening exercises; how to deal with the Catechisms and the Question on Missions; and so on. (The two items last named, with the common opening exercise, are, it may be mentioned, fully provided for in our new Graded Helps for teachers and scholars.) In regard to all the items above, or any other in regard to which information is desired, write us freely. It will be our pleasure to aid to the best of our ability. We purpose also, beginning with the New Year, to give space in the *TEACHERS MONTHLY* for frequent articles on the various phases and problems of graded work. It will rank for discussion equally with the Uniform system, and we shall be glad to hear from Schools which shall adopt it as to how it is going.

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The Diamond and the Sun

Science tells us that the diamond, though counted the most precious of all precious stones, is chemically identical with charcoal. Not even the most skilful and painstaking investigation has been able to wrest from nature the secret of the difference between the two. In some strange way, beyond our ken, the diamond receives into itself and stores up the light of the shining sun, to give it back in radiant reflection.

Jesus Christ is the sun of the spiritual universe. It is the soul which has learned the secret of letting His light shine upon it to become part of its very being, that sends forth bright rays of blessing to gladden and make beautiful the lives of others.

There are none who may not be illumined by the sun of righteousness. Jesus is the light of the world, and transforms the characters of all who turn to Him.

Evangelism in the Sabbath School

By Rev. A. Macgillivray, D.D.

The teacher who does permanent work, does it in faith. He accepts without qualification or hesitation the saying of Jesus concerning the purpose of God: "It is not the will of your Father which is in heaven, that one of these little ones should perish."

Any teacher possessed by this truth sees, as the attainable goal, every scholar choosing Christ as his Saviour and Master. It has been said, that "in childhood the foundation of religion is laid." The child has the reli-

gious instinct,—is he not God's child? Is not the Father in heaven the creator of his body and the father of his spirit? Has he not been born in a Christian land, and of believing parents? Has he not been given a name among God's people, and been received into the church of Jesus Christ in the sacrament of baptism?

It is the teacher's privilege and opportunity to bring lovingly and convincingly all these facts home to the heart and conscience of the pupil—persuading him that he is God's child, and engaged in baptism to be Christ's disciple and servant for ever. It is hard to believe that the child will refuse to own God's right to him, or to make good his father's and mother's promise at his baptism,—“he shall be the Lord's,” he is the Lord's.

It will be the teacher's supreme concern to get his pupil's decision for the Saviour, for refusing to decide is itself a decision,—a decision against Christ. For this highest achievement four agencies will be contributory:

1. *The Teaching*,—making Christ known, for to know Him is life eternal; and living Him, making the daily life an expression of the controlling and helping power of the Saviour. Practice is more than preaching. Example outruns teaching.

2. *Atmosphere*. Sabbath School surroundings should suggest God. Order and reverence must mark all the proceedings if right and lasting impressions are to be made. The worship of the school—praise, prayer, offering, etc., must be esteemed an important