

HOW TO INCREASE THE MISSIONARY SPIRIT IN CONNECTION WITH SUN- DAY-SCHOOL WORK.

(Continued.)

Another good idea, in reference to teaching these little ones the lesson as to the true principle of giving, and that it is more acceptable to God, not so much according to the amount, but by the measure of the self-denial exercised by the them—a plan which has been worked in connection with our Infant Class. In this class there are two collections taken up, the first being only that money which is their own, given them by their parents or friends to spend as they like; candy money, as it is often called, given on a birth-day, or for running a message, or for doing a little piece of work; and although naturally the amount thus collected is very small, yet the teacher endeavors to show that in God's sight this money so offered is worth its weight in gold. The second, or general collection is then taken up, being that which their parents have given them for the Sunday School. I feel sure the plan must commend itself, for who can tell what it cost some of these little ones to give up the cherished penny, and all the good things to be got out of it. I leave it for you to say if the impression likely to be made is not worth a dozen sermons they may hear in after-life upon the true spirit of giving.

But to go on to the *Main School*, and first I would say: Every Sunday School should be supported by the Church to which it belongs; and, 2ndly, that in my opinion the entire collections made by the scholars should be devoted to Missionary purposes, for the spread of the Gospel either in our own or foreign lands. I do not favor a general collection being taken up when the scholars are divided into classes. The plan I adopt with much success is not new, and no doubt may be used by many of the schools here represented. It is that of having each class make its own collection, having a treasurer appointed from among the scholars, to be changed every quarter, so that all may have their turn; a record of amount collected each Sunday being kept by the teacher as a check. It is desirable that each class have some definite object before them to which their money is to be applied, the teacher to endeavor to keep up the interest in that object by giving information and facts regarding the same. For instance, a class of girls is collecting for the education and support of a little girl in the Wanaosh Home at Sault Ste. Marie. Her photograph is obtained; a short account of her early history; reports of her progress in school are sent annually, and a letter obtained from the little Indian girl at times in reply to one written by a scholar in the class. Do you wonder if the class should take a deep interest in that little girl's welfare? Give her something out of their pocket-money, in addition to working and sending her pretty little things—say nothing of the interest they

take in that mission?—As well a class of boys are collecting for the education of a Jewish convert in the Theological College, who has given a most interesting account of his people, and who is going back to tell them of the true Messiah.

Another class in support of a colporteur among the French Canadians, the Sepoys of India, St. Catharine's Hospital in connection with the Church of England, Zenans Mission of India, Irish Mission, support of a clergyman in the North-West. The ladies' Bible-class one quarter giving \$35 to our own Church or Home Missions—a most desirable and commendable object, and so on, allowing them to choose their own objects (using discretion in some cases); and with this interest properly kept up by the teacher by facts and statements, you need not be surprised to see your collections doubled, as well as a constant growing interest manifested in missions and missionary work. Is not this better, let me ask, than having the children give their pennies indiscriminately into a plate, being ignorant as to its whereabouts, or what becomes of it, or whom it benefits?

As "nothing succeeds like success," let me say that within a year and a half, since this scheme was adopted, our school has collected within a few cents of \$600, as compared with \$220 the amount collected formerly, when the money went into a general fund, and in which the scholars took but very little interest. While as yet the work has been very imperfectly done, and great improvement may still be expected, great stress should not be laid so much upon the amount contributed as to a systematic laying aside; that whether present or absent, the amount may be given just the same. This is a lesson applicable to many of us.

In addition to the above plan we hold quarterly missionary services the last Sunday of every quarter. Our school-room is especially decorated for the occasion, and made as bright and attractive as possible. Special mission hymns are sung, and two or three pointed addresses on such subjects as will instruct and interest the children. At these meetings accounts may be read by some of the scholars of what they are doing in their class, or a short paper on their mission in India or elsewhere. In this way much light and valuable information is given regarding the condition of our fellow-beings in other lands where the name of God is unknown, thousands of whom are dying every day, never having heard the sweet message of a Saviour's love.

We hold, further, once a year, near Christmas, a Thanksgiving Mission Service, at which, for some time before each child is asked to work something, or to bring something of their own free will and accord, especially belonging to themselves. This service requires to be seen in order to be appreciated; over 500 gifts being brought in at our last meeting, being distributed among the poor and deserv-ing here and elsewhere. The children, instead of being recipients, learn that it is indeed more

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blessed to give than to receive; yet at the same time we pray and trust they may receive into their own souls a greater and richer blessing than all they give put together.

Missionary papers are invaluable helps in connection with this work. The *Church Missionary Gleaner* for teachers and older scholars and the *Juvenile Church Missionary Instructor* for junior scholars ought to find large circulation in our schools. I also think that at each quarterly meeting a short, concise and most instructive address might be given at times on the lives and doings of such men as have been the means in God's hand of opening up some of these Mission fields; some of whose names I have already mentioned. One can scarcely read their lives without being stirred up and shown how far short they come behind such noble examples.

But, in connection with this subject, let me not appear to lay too much stress upon the giving of our money and our lives for the ministry in order to possess the Missionary spirit. Some have nothing to give, and we all cannot be workers in the zenanas of India or Missionaries in the wilds of Africa. What we want is for all to have this Missionary spirit in their hearts, like our Saviour, who went about doing good. As the hymn says:

"If you cannot cross the ocean,
And the heathen lands explore,
You can find the heathen nearer—
You can find them at your door.
If you cannot give your thousands,
You can give the widow's mite,
And the least you do for Jesus,
Will be precious in His sight."

Let us endeavor to teach, as well as to remember ourselves, in addition to what I have already said, that our Mission work often lies at our very door, in trying to do good to those about us. The smallest service may lead to the greatest results.

When John Williams, the Martyr Missionary of Burmanga, went to the South Sea Islands, he took with him a single banana tree from an English nobleman's conservatory. And now, from that single tree, bananas are to be found throughout whole groups of Islands. Before the negro slaves in the West Indies were emancipated, a regiment of British soldiers was stationed near one of the plantations. A soldier offered to teach a slave to read, on condition that he would

teach a second, and that second a third, and so on. This he faithfully carried out, though severely flogged by the master of the plantation. Being sent to another plantation, he repeated the same thing there, and when at length liberty was proclaimed throughout the island, and the Bible Society offered a New Testament to every negro who could read, the number taught through this slave's instrumentality was no less than 600.

In like manner, who can foretell what one of these little ones entrusted to our teaching may, by the grace of God, be the means of accomplishing? O the power of a soul wholly and unconditionally consecrated to the work!

Much might still be said upon the subject, but time will not permit me to dwell upon it any longer, as I fear I have already run beyond my limit.

I can only add, in closing, that it is just here, with an earnest, loving, sympathetic nature, diligent in His service, that the true solid enjoyment is to be found.

It was David Brainerd, who lived among the savages, that said, "My heaven is to please God and glorify Him." Livingstone's last words, found in his journal and recorded on his gravestone in Westminster Abbey, are, "Who will help to heal this open sore of the world?" Ah! what lessons to us of self-denial, lessons of patience, lessons of self-conquest, lessons of mastery over the world, we learn from such lives. These all died in faith, faith in the unseen yet ever-present Jehovah, faith in the crucified yet ever-living Saviour, faith in the Comforter, the ever-present teacher.

Suffice it to say, that if we expect to endue our scholars with the Missionary spirit, let us see to it that we have caught the infection ourselves first. Are we so fully consecrated that Jesus can occupy us as His temple, that our life may be like His, fully furnished for every good word and work? If not, let us pray God, to so fill us with His Spirit that self may be so lost sight of that nothing but His will, His love, His work, may fill our souls.

There's no time for idle sorrowing,
Let your face be like the morning,
As the days are going by,
If a smile we can renew,
As our journey we pursue,
O the good we all may do,
As the days are going by.