

our lifetime witnessed some of them, very much to our grief and mortification. We need hardly add, that to excursions at which any or all of these abuses are tolerated we are decidedly hostile. They are unchristian, demoralizing, destructive of the very aim for which our Sunday-schools are organized.

To our schools which will have excursions we add a few cautions. Beware of these abuses. Don't turn the house of God into a house of merchandise, nor transform your pupils into peddlers, in your endeavors to raise the needful funds. Do secular work on secular days. Don't let unknown persons attend your excursions. Satan often mingles with the sons of God. Beware of him on excursion days! Allow no disorder before starting, on the boat, or in the cars. Banish silly games from the ground. Tolerate nothing in speech or act that tends to excite a blush on the cheek of modesty. *Give your children something to do.* Let them do the speaking and singing. They will enjoy the day far better than they can by playing all the time. Encourage cheerfulness. Discourage levity and boisterous fun. In short, conduct the excursion in harmony with the following principles:

1. Let not your good be evil spoken of.
2. Avoid doing evil that good may come.
3. Let all things be done decently and in order.—*S. S. Scrap-Book.*

Reward Character, Not Attainments.

A REWARD for specified mental tasks can never be made equal or just, because the power to perform such tasks is nowhere equally distributed. *Fifty* verses are more easily committed to memory by one child than *five* by another. Where, then, is the justice of rewarding the former and not the latter?

Rewards for external performances are not morally safe. "Say your prayers properly and I will give you an orange," said a thoughtless mother to her child one day. Would not such a reward be a stimulant to hypocrisy rather than to piety? Is it not so with all rewards

given for performances which to be right must be the choice of the will?

Rewards for exhibitions of right character belong to a better category. A dull child, who, by an evident effort, masters a lesson, displays diligence, perseverance, and a purpose to master himself, may be very properly rewarded as an encouragement to continue in well doing. So when a restless child is still and orderly in obedience to rule, or a passionate child is calm under provocation, or a vain child rejects an ornament lest it should excite its vanity, or a self-willed child schools itself into submission, it may be safe to give a reward. In such cases the reward recognizes character; it encourages the recipient in his struggle after the good, the beautiful, the true; it is the wages of right action.

Rewards are given too profusely, and with too little discrimination, in many schools. In such cases they injure character instead of improving it. Is it better not to reward at all than to reward thus. We commend thoughtful Sunday-school officers to study the philosophy of the reward system.—*Sunday-School Scrap Book.*

The Earnest Teacher in his Closet.

THE *closet* bears witness to the earnestness of the teacher. See, you cannot be mistaken; how he paces the room; he is rapt in thought. What a solemn countenance, what a weight of responsibility, what a sense of insufficiency! His lips move, he is in God's presence; he thinks he is alone with him; he bends his knee. Hark! can you hear his voice? what is it? the voice of prayer. O how earnest! He puts one in mind of Jacob; how he wrestles; "and being in an agony, he prays more earnestly." What think you, will he prevail? He pleads the name of Jesus, and God, his God, doth bless him. Now is his face lit up with joy, and he begins to sing, "I will go in the strength of the Lord God." This is the earnest teacher; we cannot be mistaken; he travails in birth for souls.—*Sunday-school Scrap-Book.*