

served because unfamiliar. His ways and words freshen the stagnant class atmosphere.

And so he is your chance to get out of ruts and into new ways and moods. Bless Providence for him, and question him vigorously, making use of him to the utmost.

Two cautions, however. Let your questioning be clear. He is unused, remember, to your little mannerisms, and must not be confused by idiosyncrasies. And in your exultation over him do not neglect the others, nor seem to change your plans for the visitor, or to be striving to show off before him.

Final advantage of the visitor: Teach your scholars to ask him heartily to come again, not forgetting to do so cordially yourself. Committees on church extension, remember, are trained in the Sunday-school.

Thus to see that the value of the visitor does not depend upon the visitor so much as might be imagined. Yet just a word on how to visit well.

Go to give good. Take hearty interest in the lesson, and have some thought to add to the discussion. Better yet, have some earnest question to ask. And ask it. If you come from another school, consider yourself a Christian ambassador bearing greetings of brotherly good will and common endeavor.

Go to get good. Be unobtrusive and teachable. And especially, show that you have received good. Express appreciation, after the lesson, to teacher and scholar. Then will you be blessed, and, changing the meaning of the word "visitation," these words from the Wisdom of Solomon may be applied to you: "In the time of their visitation they shall shine, and run to and fro like sparks among the stubble."—*A. R. Wells, in S. S. Success.*

SUNDAY-SCHOOL SINGING AND PRAYING.

A SINGING SUNDAY-SCHOOL.

Lifeless singing means, usually, a dead Sunday-school. Many a superintendent might greatly increase the vigor of his school by getting a little snap into the music. Different ways of singing will not of themselves solve the problem, but they will go far toward it. Here are a few methods which will add to the singing the variety that is the spice of it as well as of nearly everything else.

Try reading the song in concert before it is sung. It would puzzle most even of us older folks to tell, after we have sung a hymn, what is in it. Concert reading brings out unsuspected beauties of thought, and the hymn will be sung afterward with fresh zest and with fuller intelligence. The superintendent may vary this plan by reading the stanzas alternately with the school, or the girls may alternate with the boys. Occasionally get a single scholar to read the hymn before the school, or, what is far better, to commit it to memory and recite it.

Indeed, memory hymns, to be committed to memory by the entire school, and sung without the book, will prove very popular. Select songs that are worth learning for their words as well as for their music,—a thing which, alas! cannot be said of all our Sunday-school songs. One memory hymn a month might possibly be achieved, and your children will rapidly grow independent of hymn-books, as their grandsires were.

They may like to vote upon a school hymn for the entire year, and learn it in this way,—one that shall serve as a sort of rallying-song throughout the twelve-month. The various classes, too, may be encouraged to select their own class songs, and to practice them at their class socials. Then, once in a while, the entire school may listen while one or two classes sing their class hymns.

It would do no harm, either, for the superintendent occasionally to bind the children's interest to the singing by asking them to call for their favorites, that the school may sing them. This privilege may be granted to the classes or scholars that have the best record in attendance.

It will add interest to the singing if bits of pleasant information are sometimes given about the authors of our familiar songs. At the opening of the session, for instance, tell something about the blind hymn-writer, Fanny Crosby, and then let all the songs sung that day be by her; or tell a little about Miss Havergal's beautiful life, or give a few bright anecdotes about Dr. S. F. Smith, and then use nothing but their hymns. Some such book as Hezekiah Butterworth's "Story of the Hymns" (New York: The American Tract Society. \$1.75), or Duffield's "English Hymns: Their Authors and History" (New