

of St. Paul," few will do it, and at the best do it poorly. To make the Bible both simple and entertaining, the teacher must know both the "what" and the "how" of it. We must know the Book and the child. What it says and how to impart that to our Juniors are indispensable. No one can do this without study. Study both the Book and the Junior, and you may enkindle an interest in the study of the Book by the Junior that will be but the beginning of a course leading to later adult wisdom and culture. If your Juniors do not like the Bible because they consider it a dry book, it is your privilege and duty to remove the dislike, and to replace it with a growing relish that will develop into reverent love for the truth. Of this subject we shall have more to say in the future.

THE LITTLE THIEF.

In his story of Oliver Twist, Charles Dickens, the great novelist, describes how Bill Sykes and his companion in crime, when going to commit burglary, took the little boy Oliver with them that he might pass through the narrow window at the back, open the door and let the big thieves in. So it is with morals. The little thief goes through the unguarded place and makes a way for the big thief who without his aid could never get in. Who does not know this little thief? Look out, boys! A cigarette is the little thief that with many preparations makes a way for the big pipe. A slang word opens the door of the lips for swearing. An unkind tongue gives a clear way to lying and slander at last. The thief of a cent may be the little thief that makes a way for the big one of forgery and imprisonment. Big burglaries in morals are often done in the way Dickens speaks of in his story—the little thief gets in at the narrow window to open wide the door for the big thief to enter. Keep the little thief well locked out.

Weekly Topics

July 15.—"The Greatest Artist." Gen. 9. 13. Matt. 6. 28, 29.

Both Old Testament promise and New Testament precept are intended to teach God's care of His creatures and His faithfulness to His word. He has given us the rainbow as a symbol of promise. Jesus referred to the Lily to teach us to trust our Heavenly Father. The seven colors in the rainbow are red, orange, yellow, green, blue, indigo, and violet, and they shade beautifully into one another, making a lovely arch across the sky formed opposite the sun on falling raindrops. But it is not with the natural phenomenon, but with its moral significance our lesson deals. "I do set my bow in the clouds," said Jehovah. Why? As a sign of His care. "Consider the lilies how they grow," said Jesus. Why? To learn to trust our Heavenly Father. So God speaks to us in nature. The heaven above us and the earth beneath us, both give evidence of His goodness and teach us to look up to Him in loving gratitude. How blind we are. Why Jesus said, "having eyes, they see not, and ears they hear not." We do not study God's works as much as we should. His care is shown everywhere. We shall know him better if we read His books more. He has two great books—Nature and Revelation—the universe and the Bible. Read Ps. 19. It is in two parts. Verses 1-6 speak of Nature. The rest is about Revelation. We should love to know Him in each. Both are His and for us to study and understand. (During the vacation season when books are largely closed, encourage the Juniors to see God through His works, and to learn to love and reverently enjoy Him.)

July 22.—"The Provider for the Birds." Matt. 6. 26.

On this text a beautiful story may be built, and great lessons drawn from it. (Last night, June 5th, we had a very stormy night. To-day when walking down street we met a little boy and his sister. They had an empty robin's nest. The storm had blown it out of the tree, the eggs had been broken, and the children had picked up the wreckage of nest and shells.) Here is a good opening for great lessons. . . . "What have you seen?" "Let us look at it, Who made it?" "The birds." "Why?" "To have for a home." "See how many pieces are in it, and how nicely put together. How did they get so many?" "They picked them up." "How did they manage to put them together so cleverly?"—(Here was a hard question.) "God told them how" we explain, and then go on to impress the lessons. It was easy going. The peculiar instinct of the robins, their hard work in collecting the materials, their wonderful skill in putting all together so nicely, the warm lining of the nest, and such points taught simple yet essential truths—e.g., thoughtfulness, order, labor, etc., and pastor and children mutually interested and edified. At first reading this verse may seem an excuse for indolence to the young student. But it is the reverse. God feeds the birds by giving them the ability to hunt and gather their food. If they do not use this ability they will starve. "He that will not work, neither shall he eat." God provides for them by giving them the faculties and powers for building their own nests; but they must build for themselves or have no home to live in. A lazy bird is like a lazy boy—a loafer who makes others and becomes a burden. God gives us what we need, but it is ours only as the result of intelligent labor on our part. As sidelights on the Topic, such texts as Prov. 6. 6-11; 10. 5; 13. 4; 15. 19; 19. 24; 20. 4; 26. 13-16 will be found useful. Be urged to give no ground for indolent habits in the study of the Topic.

July 29.—"The Story of Our Flag." Ps. 20. 5; 60. 4; Isa. 13. 4.

This may be made a patriotic service. Every child should know not merely the name of "our flag," but better still, what it represents. The flag as we have it now is the product of centuries. The various crosses combined in it stand for the union of England, Scotland, and Ireland. The Canadian coat of arms added make the "Union Jack," truly "our flag." (Assign to some bright Junior the work in outlining the history of the flag as given in that grand book, "The Story of the Union Jack.") But better still, make clear and definite to all the glorious principles for which the flag stands—e.g., 1. Unity. The map of the world in colors shows great spots of red representing the British Empire, and there all over the globe we see the red color prominent. Many peoples in many and various climes, but one flag! There are more people under the union Jack to-day than any other empire in the world's history ever knew. And yet they are one and united. 2. Loyalty. The flag calls to service. And "in love serve one another" should be the aim of all. The King is represented by the flag, and "God save the King" is sung and prayed wherever it floats. Many millions of people united under one flag in loyal service to the King! 3. Freedom. The flag is the guarantee of freedom to all who live loyally under it, and at the same time it is a terror to evil-doers, for it also stands for 4. Justice. No eye can see, no tongue can express can be encouraged where it flies. King Edward VII. lives in the love of his subjects, and his wise and just reign will ensure to him his peo-

ple's loyalty. 5. Righteousness, Christianity and the flag of Great Britain go hand in hand. It opens up the way for the missionary, and protects him in his work of unfolding the other banner, that of the cross of Calvary. This is our banner, and we are ever to walk beneath both. As young Canadians and Christians let us cherish the flag of our country, and "marching 'neath the banner of the cross."

AUGUST.

Thought for the month—"Power."

August 5.—"Sowing the Seed." (Temperance Meeting. Prov. 23. 31, 32; Isa. 28. 7.

"Why are you so careful in selecting your seed grain, and why do you look it over so closely?" Ask a farmer this, and he will tell you that he wants good, sound, plump seed, and must have it clean of weeds, or else the fields will be overgrown with foul plants and the harvest will be of mixed grain. Every boy should be just as particular of the seed he sows in his mind. If a bad weed had seed he will reap a bad life. Our first text has an important word at its start—"Look." Sometimes we say, "Look out!" when we see danger ahead. We say it now. There is danger for every boy or girl who ever thinks of drinking strong drink. If boys look upon the wine they may want to taste it. A taste will form a habit. The habit may become fixed, and before long may master them. The last text gives some results—they "spire," they "stagnate," they may be cast to purity, honor and usefulness in this world and in that to come. A thought is a seed. A look is a seed. A word is a seed. Bad thinking leads to bad desire. A look on may mean a longing for a bad thing. The life of a man may be evil in the seed he sows. Therefore "look out!" (Show that no man becomes a drunkard all at once. It is little by little that he goes from bad to worse until he is utterly lost. Most drunkards began by taking just a sip or two. Then gradually, the thirst grew until they could not "leave it alone." Every Junior Leaguer should be thoroughly pledged to total abstinence. Are you?)

August 12.—"Cultivation." Prov. 16. 32.

There is life in a seed. A seed sown in the ground will grow. This is true of weeds as well as of good grain. Therefore, as we saw last week, do not sow bad seed. But even the best of seeds will not grow their best unless we help them. So we not only plant and sow; but we rake and hoe, and in various ways cultivate the growing crop. The same is needed in our characters. The best men have grown. Just in this way are men made. The Junior League is like a garden in which the growing plants are being cultivated. Let us work for it and take a pride in it. We want our Juniors to be cultivated. How can boys and girls be this? Have you sown a good thought? Then encourage it. Have you a bad word? Root it up. Is your mind filled with wrong thoughts because you have read harmful books? Burn them. Have bad companions led you astray? Leave them. A well cultivated young Christian will take good care to have thoughts, words, books, companions, all clean. Are you? Cultivation is in prospect of harvest (as next week's topic teaches), it means hard work, continued work, intelligent work; but after all success. "Ye shall reap if ye faint not."

"How does Charlie like going to school?" kindly asked the visitor of a little six-year-old boy. "Oh, I like going well 'nough," replied the latter, "but I don't like stayin' worth a cent."