

The Sunday School

Crumbs Swept Up.

A PRAYING teacher is a practising teacher.

PUNCTUALITY is one of the chief virtues of the successful teacher.

TOO many teachers and scholars have three hands: right, left, and a little behind-hand.

"THE school for the church and all the church in the school" is one of the objects we are aiming at.

WANTED.—A clock that will keep good time, so that I will not be late so often. Address: S. E. VERAL TEACHERS.

LOST—Forever, that absent scholar whom I did not visit, and who drifted away from God and good and died without hope. C. ARELESS, teacher.

TEACHER, are you doing anything toward getting your class organized for some definite work in addition to the regular study of the lesson? If not, why not? An unorganized class has not yet realized its immense possibilities for good.

By using five minutes, either before or after the lesson, in drilling the class on certain Biblical or church information, it will surprise any teacher to find what a fund of important data can be stored in the minds of the scholars for future usefulness. Knowledge of the Bible, of missionary efforts, of the denominational activities, the evils of the liquor and tobacco habits, etc., can thus be imparted, and this way the session can be made to sweep a far wider area than merely the lesson for the day. The ignorance of many Sunday-school scholars (and officers and teachers, too), regarding the more common Bible characters and events is often painfully apparent.

Why Am I Engaged in Sunday School Work?

THIS suggestive question is one that every officer and teacher should ask of himself, thoughtfully and prayerfully. Sunday-school work is of too great importance to be trifled with, and only those who are thoroughly consecrated to God's service should take upon themselves the weighty responsibility it entails. At a recent meeting of the teachers in one of our city Sunday-schools four excellent two-minute papers were read in reply to the question at the head of this article, and we have pleasure in presenting our readers with one of the best of these, by Miss Ada Ruse:

"Had this question been asked of me on my first

entering Sunday-school work I could scarcely have answered it, for I don't think I had a higher motive than simply because I felt I ought to. I know it was not because I thought I was good enough, nor is that the reason why I am in the work to-day; for my ideal of a Sunday-school teacher is that she should be the highest type of a Christian.

"One reason why I am in Sunday-school work is because I deem it a great privilege to belong to God's great army of Sunday-school workers; and is there a greater privilege within our reach than that of being permitted in this way to do a little for Him who did so much for us?

"Then there are the advantages derived from being associated with Sunday-school work. Which of us who has ever sat before a class of bright boys or girls has not in reality been the scholar learning so many things from the little teachers surrounding us? It has also given me a greater love for the study of God's Word, and a more earnest desire to become like the great Teacher who went about doing good.

"Then my connection with the Sunday-school has been the means of making me more careful in endeavoring to consistently live the Christian life. Very often when I have been tempted to do things which I did not really think would be harmful to me, the thought of my example to the little ones entrusted to my care in the Sunday-school has caused me to refrain from doing them, and in this way I think the Sunday-school has been a very great help to me.

"But I think the principal reason why I am in Sunday-school work is simply because I love it; and I want to display such a large view of the beauty and power of Jesus as that my scholars will forget the teacher and think only of what they are taught. To me there is no sweeter or more delightful work than that of striving to lead the little children to the Saviour's waiting arms."

Notes and Suggestions on the International Lessons.

LESSON 1.—APRIL 2, 1899.

The Raising of Lazarus.

(Lesson Text: John 11:32-45. Commit to Memory Verses 41-44.)
(Study John 11:1-46, also 1 Cor. 15:1-58.)

GOLDEN TEXT.—"I am the resurrection and the life."—John 11:25.

DAILY READINGS Monday: John 11:1-16. Tuesday: John 11:17-31. Wednesday: 11:32-45. Thursday: John 12:12-19. Friday: Heb. 2:9-18. Saturday: 1 Cor. 15:50-58. Sunday: Matt. 28:1-10.

This is the pilot miracle of the resurrection series: Lazarus, Jesus, the disciples of Christ throughout the world. The herald chariot is driven through the gates of death to clear the path for the royal