

For them to know Him is to love and trust Him with a simplicity too often lost in later years and regained only with toil and struggle. What is needed for this class, is that the Saviour shall be kept before their minds in all His wonderful loveliness and grace. It should be the constantly, watchful aim of parents and teachers and older friends, that nothing in their words or acts shall so misrepresent Christ, to the little ones, that their love shall be chilled or their trust shaken. When the time for an outwardly expressed decision comes, it should be, for children properly trained, but the making explicit what has been, all the while, implicit in their hearts and lives. Bringing the little children to Christ simply means keeping unimpaired the contact naturally existing between Him and them.

There are many growing boys and girls in our Schools, the baptized children of Christian parents, who have not openly declared themselves Christians. There are two things, at least, which should be done for this large class. The obligations which their parents assumed for them in baptism should be kept always upon them, and the duty of endorsing the parents' action by their own deliberate choice. Further, no opportunity should be lost of suggesting definite ways in which decision for Christ can be expressed. Of course, coming to the Lord's Table, with all that this act means, should be set forth as one way of Christ's own appointing. But scholars of this age should never be suffered to lose sight of the fact, that, at work and play, there are numberless things which they ought, or ought not, to do, because they belong to Christ. Bringing this class of scholars to Christ means leading them to make the choice of their parents for them their own carefully considered and openly expressed choice.

Obviously the third class have come to Christ. They have accepted Christ as their Saviour. They have been converted. They have turned to Christ with the definite purpose of serving Him. And yet they need constantly to be brought to Christ,—brought to Him for instruction and guidance and inspiration.

In all this wonderful work of bringing the scholars to Christ, let it never be forgotten, that the only real power is of the blessed Holy Spirit. It is He who must work in the hearts of the little ones, keeping them in close and loving touch with the Saviour, and in the hearts of the boys and girls, bringing them to open decision for Christ and communicating to them daily of His unfailing grace.

Talking to Children

By Miss Bessie B. Maxwell

III. ORDERLY ARRANGEMENT

"Order is heaven's first law," and no law is more lightly or more frequently broken by the speaker who seeks to interest children. Many addresses of this sort, even when expressed distinctly in plain language brought down to the level of the child, fall short of the best result because the facts or ideas contained lack logical connection or progression.

The touchstone of order applied to most of these would transform an interesting medley into an effective and instructive lesson—*lesson* expresses the idea, as all Sunday School work should be teaching work—and the medley, in language as in music, though often pleasant and usually amusing, lacks the dignity and moving power of the connected composition.

Here is where we need to take a leaf from the preacher's book, and, though we may not announce a text, our little address or talk should make so plain the point we wish to impress, that such an announcement would be superfluous. Suppose you happened into a lecture room or church after the subject or text had been announced, would your opinion of the speaker be very high if, after listening to lecture or sermon, you were unable to "deduce" the subject? And yet much of our Sunday School speaking is of this desultory and aimless, and therefore useless, kind.

Disconnected statements, stories, and ideas may make an impression on the mind, just as flour, salt, sugar, etc., eaten separately, make an impression, agreeable or otherwise, on the stomach, but the combination of these