

## Sunday School

### Knew the Golden Texts

A young Chinaman who attends the Metropolitan Sunday-school of this city, a few months ago, found it necessary to undergo an operation for appendicitis at the General Hospital. During the time that the chloroform was being administered, and when he was coming out from its influence, he repeated, over and over, the Golden Texts of the previous quarter's Sunday-school lessons. The doctors and nurses got a good dose of Scripture for once at any rate. This incident shows that the teaching of the Sunday-school had made a deep impression upon the mind of the Chinaman.

### Concerning Amusements

That amusements and recreations differ in character, quality and moral influence, there is no doubt. While some are comparatively innocent, others are calculated, and are often intended to minister to the lower and baser tastes of our nature. That "he who created all things, and is the source of all good," intends all conscious beings to be happy. There is abundant evidence both in his Word and his works; and that happiness is the best secured by a willing compliance to the written and unwritten requirements of both physical and moral laws. Ought any of our Sunday-school teachers or scholars, any, indeed, making a profession of religion in our church, to sanction by their presence, or defend in any degree what they cannot, and dare not, ask God to bless?

### Saturday Night

Teachers should avoid parties and late hours on Saturdays nights. If they desire to be active and bright in their teaching, they should heed the Apostle Paul's advice, and endeavor to keep the body under. Avoid hearty dinners just before the session of the class; a teacher who hurries away to the classroom from a full meal on Sunday will find the brain dull and the most careful preparation of little use. Neither should those who have chronic headaches appear before the class. I have heard of a teacher who, week after week, would say as she held her hand to her aching head, "Now, children, do be quiet; for I have such a bad headache I cannot bear any noise, and I can hardly talk to you." Children will carry home unpleasant impressions of teachers from whom they receive only dull and stupid lessons. Teachers should consciously impart much of their own feelings to the children before them.—Israel Black.

### An Extra Plate

My pet extravagance is an extra plate on my table. My husband, a teacher, ventures any day to send up a pupil to say that some visiting teacher is coming home to dinner with him, or to bring a homelike freshman without any notice. Our graduates come back to town and call upon us and stay to supper. A lonely newcomer in town is brought home from Sunday-school to dinner with us. Sometimes I invite some young man or woman to live in a boarding-house to spend a week or two with us as soon as he is able to be moved. The extra plate encourages unvarying daintiness in the table. I keep an "emergency shelf" stocked with morsels of soup, meat, vegetables, and fruit, and in the jar a loaf of cake that improves with age. If the guest be one of the "people of importance," I can thus add to my menu, but in general those to whom I think that our hospitality means

most come to the home simplicity of our usual fare. Our extravagance amounts to some money in the course of a year, but we have decided that no other expenditure gives us so much pleasure. We go a little into "society," and we give few dinner parties. There are no elegant clothes in our closets, no handsome furniture in our parlor—in fact, we have never had a parlor. But we are content with a cozy living-room with an open fire, a dining-table with an extra plate, and a friend with us to add to our cheer.—Woman's Home Companion.

### Teaching from the Standpoint of a Superintendent

Like teacher, like scholar.

Love the scholars if you would have them love you.

Make some personal sacrifice: "Inasmuch as ye have done it unto the least of these ye have done it unto me."

Are you in earnest? If not, do not attempt to teach.

"I can't" generally means "I won't." Say you will try, and then pray for divine aid.

Be present every Sunday and "on time." Make the same effort you would make to keep a business engagement or to catch a train. Do not stay away unless unavoidably detained on account of serious illness. If you are compelled to be absent, take enough interest in the class to appoint a substitute.

Promptly and reverently take part in all the exercises of the school.

Make suggestions to the superintendent, but do not find fault. He will make mistakes; tell him of them, but don't tell anyone else.

Organize your class by electing officers and inviting them something to do.

Invite the scholars to your home occasionally for a social evening.

Bring your own Bible every Sunday and teach from it; this will encourage the scholars to bring and use their Bibles.

Write plainly in your class book the name and address of each scholar, and see that the record is properly kept.

Always write or call on absent scholars; let them know that they are missed.

During the week look up some illustration to be used in teaching the lesson.

Don't fly over the scholars' heads; get down to their level and lift them up.

We should labor for the conversion of the scholars, but that is not all. We should endeavor to keep them in the paths of righteousness.

Do the things that are hard to do; you do not deserve any credit for doing that which is easy.

Teach the scholars by example as well as precept to make some sacrifice in their giving.—A Superintendent.

### The "Middle-Aged" Boy

I know of but one power that will hold, educate, and elevate a class of middle-aged boys, and, at first sight, this power may seem to have but little to do with the purpose for which the Sunday-school exists. It is the compelling power of friendship between the teacher and his pupils, and among the pupils themselves. Friendship, individual and collective, is in this case the "tie that binds."

"But," says the perplexed teacher, "how can such a friendship be brought about? I see my boys only for an hour on Sunday. They do not seek me out for their confidences, and I feel diffident about approaching them on religious matters saving at the appointed time."

To such a one I would say in all reverence, "Make it your business to become acquainted with the tastes and interests of each lad. It matters little

whether it is for rabbit keeping or postage stamp collecting, for camping, or for reading stories of impossible adventure—it is the avenue by which you may approach him.

It is absolutely necessary that your interest in his pursuits should be genuine. The "middle-aged" boy is above all else a truth discerner, and if you play him false he will judge you swiftly with the pitiless judgment of inexperienced youth. It may be that you know nothing of the subject which looms so large in his horizon.

In that case he will gladly become your teacher, and strange to say, this reversing of your relative positions will strengthen your influence with him amazingly. On the other hand, if his subject is one with which you are familiar, your superior information will win you his respect and confidence. Presently, if all be well, there will come the crucial moment when he tells you his aspirations, and from that time on you know the boy even better than he knows himself.

Once possessed of his secret hopes, you can well afford to ignore many glaring faults—faults which belong far more to the transition period through which he is passing than to the boy as an individual—but steadily, by word and example, you must hold before him a lofty ideal of friendship, of service to others—for the boy loves definite work to do—of good fellowship throughout the class, of the good will to all mankind of which the angels sang!

Lo, even as you labor, your "middle-aged" boys are suddenly boys no longer. The transition period with all its dangers is over, and about you is a band of earnest youths united in a comradeship of brotherly love, and reaching out eagerly towards that most perfect of all friendships, the friendship of Christ.—Mrs. C. F. Fraser, of Halifax, N.S., in The Sunday-school Teacher.

### Teacher Training

Dr. H. M. Hamill, the well-known Sunday-school expert, has recently published a little book on "Sunday-school Teacher Training," which is undoubtedly the best thing which has yet appeared on the subject. He discusses such topics as "Is teacher training needed?" "Who should do it?" "What it should be?" "Ways of doing it," etc.

The book, which is published by the Sunday-school Times Co., of Philadelphia, only costs 50 cents. It should have a wide circulation.

Rev. S. T. Bartlett, of Colborne, writes that about 100 of their Sunday-school scholars have sought Christ in the meetings that have recently been held.

Our teachers and superintendents everywhere are talking of the great improvement which has taken place recently in "The Sunday-school Banner." Those who do not take The Banner are missing a good thing.

Upon a recent Sunday there was an actual attendance at the Parkdale Methodist Sunday-school of 804, and a collection of \$18.55. This school has a splendid lot of officers, and is doing better work than ever in its history. There are ninety-two little folks on the Cradle Roll.

Every Sabbath-school teacher who can possibly do so, should plan to attend the great International S. S. Convention in Toronto, June 23rd to 27th. Alberta is entitled to send a delegate, Assiniboia 4, British Columbia 3, Manitoba 12, Newfoundland 8, New Brunswick 30, Nova Scotia 20, Ontario 60, Prince Edward Island 8, Quebec 16, and Saskatchewan 4; but every visitor will be welcomed to all the meetings.