

## All Days for Thee, my God.

All days for thee, my God !  
Yea, all my times be thine;

The feet with holy sandals shod,  
The path of peace on Sabbaths trod,  
On every day be mine.

The more my toil and care,  
The more I need thy grace;  
The more I need to breathe the air  
Of heavenly love in answered prayer,  
In every time and place.

From morn to eventide,  
From eventide to morn,  
May faith and love in me abide,  
Thine arm my strength, thy hand my  
guide,  
Thy robe of service worn.

Upon my forehead set  
The mark thy chosen bear,  
And when the tempter spreads his net,  
Lord Jesus, let us not forget  
The sacred sign I wear.

'Mid sorrow's wintry drifts,  
Take me beneath thy wing;  
If summer air from rocky rifts  
The overweary head uplifts,  
Thine be the praise, my King !

On every day do thou  
Thy willing servant bind  
With cords of love—the why or how  
I may not see; but trustful bow,  
Content in soul and mind.

Spring wakens seed and root,  
And buds and flowers appear;  
The autumn crowns the ripen'd shoot,  
And yields to man both bread and fruit—  
So make my mission here.

While thine each passing day,  
Not one long day in seven,  
Lord, teach me so to work and pray  
That all my steps along the way  
May be to thee in heaven.

—Thomas MacKellar, in New York Ob-  
server.

## "A Forward Movement in Sunday-school Work."

BY MR. THOS. BRYANT, NANAIMO.

[We regret that we have not room for the whole of Mr. Bryant's excellent paper, which is published in The Methodist Recorder, Victoria, B.C. We have

pleasure, however, in giving the concluding and essential part of it.—Ed.]

As the twentieth century dawns upon us, our rallying cry should be, "A forward movement in Sunday-school work." Twentieth Century funds are all right, but by all means let us take a broader view of our obligations, let us have more development of the latent talent of the church and more adaptation in our methods. What I would like to see is a forward movement in the teaching of the mere letter of sacred truth. Without a knowledge of the letter, how can we expect our children to catch the spirit which the letter contains? The spirit is bound up in the letter. The letter is the doorway into the temple, and if the doorway be not opened, access to the holy place becomes impossible.

The use of the International Sunday-school Lessons forms a capital basis for a more efficient system of instruction, inasmuch as it assures a gradual and uniform effort. The use also of The Banner and other publications of like nature are most commendable aids to the teacher in his or her preparations. But there are other aspects of our work in which advance must be made if we are to fulfil our mission, and adapt ourselves to our changed environment.

1. We want a more efficient teaching staff. Teachers thoroughly consecrated to Christ, intellectual and pious. This will necessitate the establishment of training classes and institutes for teachers.

2. We may then command a more intelligent system of teaching. Simultaneous teaching, with the aid of the blackboard, should take the place of much of the hum-drum class work which is made to pass muster as teaching in our schools to-day. This is the system which was adopted by the Methodist day-schools in England when they shared in the responsibility of religious education. Experience shows that in the younger classes especially simultaneous teaching gives better results, and is in every way more suitable. In our own school at Halliburton Street, Nanaimo, gallery teaching has been introduced in the case of the infant class in a separate room, so that whereas formerly three or four teachers were employed, and these only fairly succeeded in "keeping them quiet," now one teacher takes the whole, on an average from fifty to seventy children—a service adapted to their needs is held; habits of reverence and order are enforced, and the lesson is drawn from

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