

Even if he should have us arrested, he said, it would be better than having it on our consciences. So the next morning we went to father, and John confessed. Nothing happened except that we felt better for it."—The Sunday School Journal

### Only One Method

Ding Lee Mei is perhaps the greatest single spiritual force in modern China. Under his leadership there have been marvelous spiritual awakenings, especially among the students.

Says Dr. J. Campbell White: "I have never met any one else who seemed to me to have gone into the business of prayer quite so systematically and thoroughly as this Chinese pastor. I saw him at the Kuling Missionary Conference in 1911. Though he was not able to understand English, he attended the Conference day after day to keep in spiritual touch with it.

While the meetings were in progress, I noticed him hour after hour holding a little pocket notebook quietly before him. After two or three days my curiosity led me to inquire what this man was doing with his notebook out in front of him so much of the time. I was told that this was his prayer book, and that he had in it the names of more than one thousand individuals for whom he was praying regularly. So important did he regard prayer that he found some hours each day for this form of service.

How many Sunday School teachers pray daily, I wonder, for the members of their classes, name by name? How many count the beads of this rosary even once a week?

When Ding Lee Mei was asked the secret of his success, he replied: "I have only one method. It is prayer."

To the great group of Sunday School teachers who are not seeing the results of their work which they would like to see, this is the message of Ding Lee Mei: "Pray for your class; pray for the members of the class, one by one; pray for them daily."—James Elmer Russell

### The Real Aim

It is important, however, to keep in mind the real aim of missionary instruction in the Sunday School. The School exists for the instruction and religious development of the pupil, and all that goes into the curriculum or organized activities of the School should be subjected to a common test: Will it help to develop Christian character?

Judged by this standard, apparent success sometimes reveals itself as failure. For instance, an inexperienced Primary teacher

exulted over the amount of money in the birthday box. It was, in fact, a large sum for a group of little folks to send to the cause for which it was collected, and sounded well in a report.

The children, however, had brought their offerings merely because it was expected of them, and because the ceremony of dropping the pennies one by one in the box was a regular part of the birthday celebration and made them for the time being the centre of attention. None of them knew how the money was to be used nor had the slightest interest in it after it left their hands. They had simply placed in the box money given to them for that purpose. None of them had given that which was really their own; none felt any sympathy for those whom their gifts were intended to help, nor experienced the thrill of sharing with others.

The teacher's sole thought was to help financially a cause in which she was personally interested. She overlooked completely what should have been her first thought and aim as a teacher—the development of her pupils.—Anna Edith Meyers, in The Sunday School Worker

### Imagination

"His inventive fancy runs riot, for he does not yet feel the stern logic of facts."

He was three and a half the day he stood on the porch and saw the umbrella-to-mend man coming down the street. The man carried a bundle of broken umbrellas and a kit of mending implements.

"Hello, man!" said the wee boy.

The man turned and looked at him. His face was grimy and he had but one eye. His hat was broken and bent.

"Hello!" he said. His voice was rough and cross.

The boy ran to his mother. "I don't like that man, mother," he said. "He might take me and turn me into a little umbrella. Then he would sell me to somebody else—and," after a pause, "then I'd always go out in the rain, but I couldn't wear my rubbers."

"He has not yet learned the distinction between the material and the spiritual."

We were shelling beans out under the apple-tree, the wee boy and I. "God made everything," he said, positively, and his gesture indicated the universe. "Even this little bean he made. Look how little it is!" Lowering his voice confidently, he went on, "I know something he didn't make—that custard on the kitchen window-sill. He heard me say that. He's everywhere, you know. He's even in the little tight place between my garter and my stocking."