

of you who leads as busy a life as I do. Yet should I stand before you week after week without having made the proper preparation to teach the day's lesson, I should consider myself guilty and unfair to you. I believe it to be unfair to me that you are too indifferent even to look up the title of the lesson before coming here. Unless you change your ways we will be a dead class. I am going to exact no promises, but it will be pleasing if next Sunday a number of you should tell me you have studied the lesson."

For a moment there was silence; then one, who was a leader, said: "I'm ashamed of myself. Girls, I believe we had better all pitch in and at least read over our lesson."

Never again did I have to ask my girls to study their lessons.

Of course, I have asked them to study in an indirect way. I have sent post cards on Monday of each week to some of the more indifferent or diffident girls, asking them to come the next Sunday prepared to a swer in class the question given. They always responded. I was careful to call on different girls the next week.

Occasionally a lesson was conducted on the order of a "questionnaire." A week in advance I distributed questions to every girl present. The plan worked well. On many occasions those who were unavoidably absent have sent in written answers to their assigned questions.

Sometimes I asked the girls to write questions, which I promised to answer. These were dropped, unsigned, into a little box provided for that purpose, as they entered the class room the following Sunday. Afterwards each girl drew out a question, which she asked and I answered to the best of my ability. They tried their best to stump me. I am free to admit that they occasionally succeeded, and I frankly told them so, adding that I should try to answer that question satisfactorily at our next meeting.

Once in a while I would ask some one to volunteer to place on the board a chart of the lesson, before we assembled the next week. To this I would refer to as the lesson progressed.

Maps, too, are a wonderful help. Once, when trying to point out the places mentioned in the lesson on the small map in the back of my Bible, I said how sorry I was that we had no larger map. That evening one of my girls told me that a friend who was in the draughting department of a large railroad would gladly make for us an enlarged copy of the map I had been using. Our contingent fund furnished the money for the manilla paper and India ink which he used. Each year he made us a fine copy of the map needed for that year's work.

To hold the interest of the class requires much planning and work, but any teacher can succeed in this who is willing to pay the price.

The Sunday School and National Righteousness

BY REV. A. MACGILLIVRAY, D.D.

The nation that abides is the one that fears God. All history proves God's fidelity to his promise: "I will set him on high, because he hath known my name." "Knowledge," in this case, of course, implies acquaintance with the divine law and obedience to the same. Cities have been overthrown and nations wiped off the map because they were not worth preserving. Their passing may be less tragic than that of Sodom, but their doom is no less certain.

The nation is the sum total of its people. The character of the individual conditions national righteousness, and in the last analysis is the country's safeguard or the country's ruin. Ten righteous men would have saved Sodom. It perished for lack of ten.

The Sunday School in its purpose and teaching stands for unselfishness. Its existence, the presence of its teachers and officers are practical exemplifications of the Word which says, "None of us liveth to himself" and "Ye are not your own."

The call, "Play the men for our people, and for the cities of our God," never loses its insistence. The crisis through which we are passing gives this call added emphasis. When we are again in the enjoyment of peace that a dearly bought victory has secured for us, the greatness of our heritage will be much enhanced and our responsibility will be correspondingly increased.

To the Sunday School in a measure, will be committed the training of the boys and young men, who, in addition to their own work, will have to share the unfinished work of the brave fellows who made the great sacrifice by laying down their lives for king and country. We must not think that the generation which is in training will be unequal to their great task. We must not doubt the ability and earnestness of those to whom is committed the moulding of their character and the formation of their habits.

The opportunity to choose high ideals and to live unselfishly comes with its appealing