

adopted, it will be necessary to keep the matter of giving prominently before the scholars, and that duty must devolve mainly upon the superintendent and teachers. It should also be kept before the parents, so that they may encourage their children, and instil into them the true spirit of giving.

We must also endeavor to get the scholars to regard giving as a privilege rather than as merely a duty; to see the need, and to regard helping in this way as part of their life.

Then there should be some good working system. It is not enough simply to take an offering every Sabbath and put it in the general fund. There should be special offerings. The envelope system might be used for this purpose to good advantage, on special Sabbaths, each scholar, as well as each teacher and officer, using the envelopes.

In some places the best plan might be the setting apart a certain Sabbath, say the last Sabbath of every month, for a contribution to some special object. It is very important, indeed, that there should be a definite object, for giving then becomes more interesting and more generous.

It is a good plan also to have the School decide on a definite amount to be raised during the year; and it will help wonderfully if the scholars can be persuaded to adopt the tithing system, in so far as they may be earning for themselves.

Olds, Alta.

How It Was Done

By Rev. James Murray, B.D.

Our Sabbath School gave last year for Missionary objects \$817, besides \$263 for School purposes. This amount does not include \$200 given by the Bible Class for Missions. This seems a large amount for a Sabbath School whose attendance is only 300, many of the children coming from very humble homes. But the matter of surprise and interest to me is not that this large sum was given, but that it was given so easily.

How was it done?

1. We had a definite object. Our regular offerings have always gone to Missions. To increase our giving, as I felt we could, it was necessary to have a more definite

object before us, and a special fund for that object. At first we undertook to raise \$100 for the support of two native teachers, one in China and the other in India. This was easily done. Next year we engaged to raise \$125, one-half the amount necessary to support a home missionary; the returns totaled \$170. It was a simple matter to have a home missionary of our own the next year. Following that, we undertook to raise \$500, and have two home missionaries for the school; and for the past three years this has been done without the slightest difficulty. Our offering last year amounted to \$546.67 for this object, and along with this an increase of \$50 for other School givings.

2. A Method. Each class is given a mission box at the beginning of the year. The boxes cost 2½ cents each. The teacher is expected to keep the box, but a member of the class keeps an accurate account of the amount put in the box each Sabbath. This is of great value in keeping up the interest. All the boxes are returned and opened on the last Sabbath of the year: it is needless to say that this is the great day of the year. While a corps of ten or twelve managers and officers are opening the boxes and counting the contents, all the classes meet in the Schoolroom for a bright and helpful missionary service. At the close of the meeting, the amount in each box and the grand total are announced; and the climax is reached when the contents of the boxes are brought in on a large tray by two stalwarts and set on the table where all can see it. What a pile of coppers and silver! None of us ever saw the like before.

Let me say: (1) The interest is as great to-day as it ever has been. (2) Missionaries, by prayer for them and letters from them, are kept before the School. (3) The great matter is to have the teacher intelligently interested in the Scheme. (4) What we have done can be done by any other School of equal numbers, and that easily. (5) The money realized is a considerable item in helping on the work of the church to-day; but who can tell the value of this training in the years to come, when the boys and girls hold the purse strings? (6) What we have done in this direction has