

ship of Jehovah. At the threshing floor of Nachon the oxen stumble, and Uzzah dares to put forth his hand to hold the sacred ark; and because Israel has so far forgotten God, Uzzah is stricken dead in the way. But the death of Uzzah means the saving of the nation; for when, after a long delay, the ark at length goes forward, it is with a new spirit of reverence, and David and his people alike have learned as of old to guard it as a sacred thing.

So, in its main outlines, runs the Lesson story, and these outlines the teacher must fill in with the living, moving details of the panorama which the Lesson barely suggests but does not fully present. After the presentation of the Lesson comes the summary or review, to press home the important points in the story. In this case the summing up will best take the form of a rapid fire of leading questions, and the blackboard may be brought into play to emphasize the four main points and their application to modern life which the Lesson should present,—David's wise decision, Uzzah's forgetfulness and folly, the blessing to Obededom, and the final triumphal entry of the ark. (Read 1 Chronicles, ch. 15.) With older classes the reading of Kipling's Recessional will help to make clear the application of the Lesson story to modern times.

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Music in the Sabbath School

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II. THE SUPERINTENDENT AND THE MUSIC

The success of the School is in the hands of the superintendent. What he does and gets others to do, makes the hour profitable. The well equipped superintendent has an enthusiasm for hearty school singing, and sees that this prime requisite is secured. In three ways he can accomplish what is desired:

1. *Secure a leader of the singing.* Every congregation has one or more men who can very acceptably fill this important post. Let the best possible one be secured. The best is none too good, for it is a high calling. Have him made aware that what is wanted is concerted singing, and if, to get this, he must himself sing, and wave his hand or beat

time with a baton, let it be understood that he must do any or all these, so long as he gets the boys in the rear, and the girls in the corners, to sing. Let him have the hymns that are to be used, in time to master them thoroughly.

2. *Demand that all sing.* When the superintendent announces the hymn, let him say that the school is just a large choir, and are all expected to sing. Regard failure to sing as a fault. Teach that every voice is needed. Keep at the demand for every one to sing. Any one who has observed the order of the average School knows that, when part of the audience sings, and the rest does as it pleases, matters get muddled. The normal young person likes firm discipline, and is amenable to it, and if it is a law of the School, that the hymns are to be sung by all, it is a law that will come to be observed. The superintendent's "you must", kindly spoken is answered back in the obedience of the scholar. Of course this demand will be made in such a way that no offence will be given.

3. *Encourage them by honest praise.* "Nothing succeeds like success", and when the leader has drawn out the School's glad music, let him remember to acknowledge warmly what they have done. The natives on an ocean island called the missionary a talking-up-man because he praised them when they did right, so helping them to go on to do better. When the attendance totals and the offering are announced, why not comment on the good singing? That is a real contribution the children make, and it will help to improve it if it is thus noticed. Genuine words of encouragement are too few in most Schools. What sun is to flowers and birds, encouragement is to children.

"Let me write the songs of a nation, and I care not who writes their laws", said a wise teacher. When the truth of such a remark lays hold upon the heads of our Schools, the psalms and hymns will be reverently sung, and great care will be taken to have every little one call upon God, "with heart and soul and voice".

The superintendent who is strong in this part of his work, and imparts in his term of office a love of sacred song to a School does an immortal work, for,