

The Sunday School

Teach Me.

O teach me, Lord, that I may teach
The precious things Thou dost impart;
And wing my words that they may reach
The hidden depths of many a heart.

O give thine own sweet rest to me,
That I may speak with soothing power
A word in season, as from Thee,
To weary ones in needful hour.

O fill me with thy fulness, Lord,
Until my very heart o'erflow
In kindling thought and glowing word,
Thy love to tell, thy praise to show.

O use me, Lord, use even me,
Just as thou wilt, and when and where;
Until thy blessed face I see,
Thy rest, thy joy, thy glory share.

—Frances Ridley Havergal.

Interrupting Teacher.

It is as much out of place to interrupt a teacher while teaching as it would be to interrupt the preacher while preaching. A specified time for teaching should be given the teachers, with the understanding that they are expected to devote every moment of it to the instruction of their classes, and that the superintendent will stand guard to protect them against interruption from any source.—*Evangelical Sunday School Teacher.*

"Stopping the Leaks."

Mr. Marion Lawrence, General Secretary of International S. S. Work, sent letters to fifty superintendents, asking for suggestions as to the best way of "Stopping the Leaks" in Sunday Schools. He speaks of replies received as follows:

Putting together the letters and reports referred to here, and many others not referred to, it is easy to sum the whole thing up as follows:

1st. Make your school intensely interesting and practical.

2nd. Require the pledge of regularity before admitting new members.

3rd. Hold the teachers responsible for every absence in every class.

4th. When absences occur they should be looked up before the next Sunday in every instance.

5th. Printed forms are good, but nothing will take the place of a personal visit.

6th. Of all visitors the teacher is the proper one.

7th. The superintendent can do nothing better than call on absent scholars.

8th. Visiting committees, deaconess visiting missionaries, etc., engaged for the purpose, with or without pay, are most valuable, but not so good, as the teacher to make the visits.

9th. The scholar who is absent two Sundays in succession should be followed up even more vigorously than before.

10th. No scholar should be given up and dropped from the roll, until every hope that he can be regained is lost.

The following words from J. V. Forster, superintendent of the Emory Methodist Episcopal Sunday School of Jersey City, N.J., are suggestive:

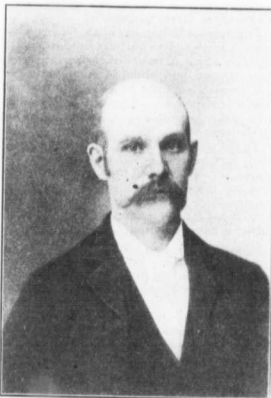
"The subject of 'Leaks' is an important one, and the only suggestion I can make is to keep a careful watch of the absentees, and not allow a single person to get away without knowing the reason in a positive, and not in a general way. The secretaries are

charged with the duty of notifying teachers of absences and asking the reasons therefor, and if these reasons are beyond the control of the teachers then some other party will take up the matter and investigate."

The New Secretary.

The Executive Committee of the Ontario Sabbath School Association, held a meeting recently and appointed Mr. J. A. Jackson, B.A., head master of the High School at Iroquois, as General Secretary, to fill the position left vacant by the resignation of Mr. Alfred Day.

Mr. Jackson is a comparatively young man, having been born in 1861, in the Township of Edwardsburg, County of Grenville. At the age of eleven years his father died, leaving his mother with five children. She struggled hard to keep her family together, and her efforts were crowned with success. Mr. Jackson pays a high tribute to his mother in declaring that whatever success he has achieved in life he owes to her. When he was twelve years of age he started to work in a single mill, and of course the opportunity for an education was somewhat limited. In the year 1880, however, the way



MR. J. A. JACKSON, B.A.
SECRETARY ONTARIO SABBATH SCHOOL ASSOCIATION.

opened for him to attend the Kemptville High School, and here he prepared for the work of teaching. In 1882 he became principal of North Augusta Public School. After teaching for a short time, he entered Victoria University, where he graduated with first-class honors, and then took teaching work in Kemptville and Gananoque High Schools. In 1893 he was appointed head master of the Iroquois High School, which he has held until now, giving eminent satisfaction.

Mr. Jackson has been a Sunday School Superintendent in the Methodist Church for a number of years, and has shown great aptitude for Sunday School work. We wish him great success in the responsible position to which he has been called.

Ennobling Work.

At the Sunday School and Epworth League meeting of the Bay of Quinte Conference, Rev. H. V. Mounteer gave an excellent address on Sunday School work. He said that this work was dignified by its instruments; it labored with the living and abiding word. No person may handle instruments of labor without certain qualifications, and those necessary for a Sunday School

worker were a consistency between life and truth—holiness of life and purity of character. The work too was ennobled by the material upon which its labor is expended, ennobled by its purpose and ennobled because of its likeness to the work of God. It is divine because it reaches out beyond self, noble because it is power engaged in the help of weakness, strength constantly consecrated to the help of the helpless.

That Little Intermediate Period.

From the age of eight to twelve years is the time when greatest results can be achieved in Sunday School work. For this period wisest teaching organization should be perfected and closest supervision given.

1. At eight years the child usually is able to read and likes to read. Then can be developed love of Bible reading, skill in finding places, and readiness in using helps.

2. At this age up to twelve the child is willing to be directed by the teacher. He will learn verses, study certain questions, and do home work if carefully followed up. If neglected until after twelve, he will hardly do anything asked.

3. This is the memory period. By the time the scholar is twelve, he might have learned all the historical facts of the Bible, the names and general contents of all its books, a harmony of the four Gospels, and scores of memory selections by heart; geography, manners and customs, church history and doctrines, and many other lessons which would forever fix his love for the Bible and enthusiasm in it.

4. If not in the church before eight, this period is especially valuable as the reaping time. Then every child may be led to accept Christ. After twelve, how much more difficult!

5. As Mrs. Barnes impressively says, "We complain of the loss of scholars after fourteen, especially of the boys and young men, but we ought to see that the reason for this loss is in doing poor work for them between eight and twelve." A splendid intermediate department keeps your school filled with boys, young men, and adults.—*Pennsylvania Herald.*

Nagging.

Nagging is the bane of the Sunday School, no less than of the home. In the infant room, especially, the less apparent "managing" the better. A primary teacher who is always fussy wandering about, darting toward this one here, and pouncing on that one there, poking and patting and suggesting, for fear that visitors may get a bad impression of her children, has an irritating effect on the beholder. Almost any amount of quiet naughtiness on the part of the children would be preferable to so much unquiet zeal in preventing it. At the same time the method defeats its own end, and results in nothing but general discontent. No child, however well disposed, can bear up long under such treatment. We have lately seen (and sympathized with) a set of little folks brought out into the "big room" to undergo the usual of Review Sunday. The little low seats were gone, and the little legs were dangling. They had to sit up in the front rows to be looked at, and they had to sing "their little kindergarten ditties and say their kindergarten pieces, and then sit still a solemn half hour or more and listen while the older folks harangued. In this Sunday school it is the custom for subjects to be given out and papers written once a quarter on the interesting persons or places studied during that time. The exercise is apt to be more or less interesting. On this occasion the primary children bore up under it with exemplary patience. As one motherly old lady whispered, "They'd 'a' been all right if that teacher o' theirs had only 'a' faith to believe they was going to be all right!"—*The Pilgrim Teacher.*