

disciples found fault with Mary of Bethany, He was "satisfied," because she had "done what she could." That is a standard of Christian service within the reach of all, even of little children.

There is no place in any Christian life for pessimism. When in the "valley of weeping," trust in God, and "look unto the hills." The outlook is glorious! The victory is sure! Elderbank, N. S.

The Sunday School's Threefold Function

III. TRAINING THE SCHOLARS IN CHRIST'S SERVICE

Previous articles (see *TEACHERS MONTHLY* for September and October) have dealt with the work of the Sunday School in bringing the scholars to Christ and building them up in Christ. There is a third duty which the Sunday School owes to the scholar. It is to train him in Christ's service. The scholar who has been led to accept Christ as Saviour and Teacher and Lord and in whom there is being developed a Christian character and life, must be guided in the expression of his love and loyalty in actual deeds and to work out Christian principles in Christian practice. There are several things which the Sunday School can and ought to do for the scholar at this point.

The *spirit of service* should constantly be inculcated. The alert teacher will find many opportunities of doing this in connection with the ordinary Lessons. For example, the main thought in the World's Temperance Lesson, November 9 (Rom. 14 : 7-21), is, that we should live so that our lives shall be, not hurtful, but helpful, to others. The Lesson for November 16, also, the Death of Moses (Deut. 34 : 1-12), contains the title "servant of the Lord," and thus furnishes an occasion for dwelling on the spirit of service which was so marked a feature of the great Hebrew leader's life and work.

Examples of service should be kept before the minds of the scholars. The Bible abounds in these, and outside the Bible there is the whole range of missionary literature to choose from. Full advantage should be taken of the large capacity in young hearts

for hero worship. The choice of their heroes from amongst those who have given themselves to the service of others is likely to result in the determination to make a similar use of their own lives.

Pains should be taken to point out *opportunities of service*. These, of course, must be carefully adapted to the age and the circumstances of the scholars. They should be led to see that such opportunities lie in the path of ordinary daily tasks and pleasures. Little acts of helpfulness to father and mother, brothers and sisters in the home; faithfulness and diligence at school or at work; kindness to the little and the weak; politeness and consideration for the aged; loving ministry to the sick and the shut-in; regularity and punctuality in attending the Sunday School and the church services; readiness to give any help, however small, in the School or church,—all these should be recognized and spoken of as part of Christian service. The scholars should be made familiar with congregational and general church work, and, as they grow up, should be encouraged to take their part in that work.

The great *motive to service* should always be made prominent. Principal George Adam Smith tells of meeting, while traveling on the continent, a young priest who was just going out as a missionary to a part of Africa, where the climate was so deadly to white people, that the average life of a missionary was only two years. The principal asked why he was going to such a dangerous place. With fingers pointing to heaven, the young man answered: "He loved me, and gave Himself for me." Let the scholars realize that Christ loved them and gave Himself for them, and they will be eager to take part in His service.

Childhood and Its Educational Significance

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VIII. SOCIABILITY

What is more noticeable about our boys and girls than their sociability? They are to be found in gangs and cliques; they are