

Sunday School

The Ontario Association

The Ontario Provincial Sunday-school Association held a very successful convention in Kingston, during the last week of October, and planned for several advance movements, one of which was the appointment of a Secretary who would give special attention to Primary work. Of course this will require money, but there is plenty of it in the hands of Christian people, and what better cause is there than Sunday-school work. All the denominations too, are putting special emphasis upon this department just now. There is plenty of room for all the workers who can be placed in the field.

Exit "The Magazine"

After an honorable record of 30 years, the Canadian Methodist Magazine goes out of existence. It was an excellent publication, deserving of better support than it received from the Methodist Church. Its circulation, however, was small, and it was felt by the Book Committee that it would pay better for the editor to give his entire time and thought to the Sunday-school papers, which he intends to make better than ever. The suggestion for this action came from Dr. Withrow himself, and was agreed to by the Book Committee. It shows how important the Church regards the Sunday-school publications. The Book Steward promises to spare no expense to make our papers increasingly attractive. The Sunday-schools should respond by increased support.

The Sunday-School and Temperance

Rev. F. Lemig, in a recent number of the Central Christian Advocate, says: "We should try to get every child into hearty sympathy with the temperance movement. Here is still the great battle of the nations, and one of the great struggles of the Church. The Sunday-school has taken its place on the firing-line; but it is not yet fully realizing its possibilities. In some schools even the quarterly temperance Sunday is neglected, while in but few is there as much made out of it as there might be. We may not be able to win in this struggle through the adults. We can win, and that in a few years, by a proper training of the children. Fill their minds with facts. Teach them to fear strong drink, and to hate the awful traffic. See to it that every boy and girl in the school grows up into a temperance man or woman."

The Sunday-school and Missions

The relation of the Sunday-school to missions is demanding more and more attention in all the churches. It is felt that as an educational agency for imparting information concerning the missionary enterprise there is nothing better than the Sunday-school, and the amount of money which it collects is not to be despised by any means. Last year our schools gave about \$30,000 for missions, which was an increase of \$5,000, but this sum is small compared with what it might, and ought to be. A few schools, like Bridge St., Belleville, give all their Sunday collections to missions, but many contribute little or nothing. The blame often rests with the officers and teachers, as scholars scarcely ever fail to show interest in a cause like this when it is intelligently presented. Every teacher should try to give his class at least one encouraging fact about the evangelization of the world, every Sunday. A number

of such items will be found in every issue of this paper. There is absolutely no excuse for ignorance, and still less for indifference.

Attendance at Church Services

We should aim at getting more of the children to attend the regular church services. In many places there is a tendency to regard the Sunday-school as a substitute for public worship, which is a great mistake. In some country churches, the school is held immediately before the public service, and quite a number of the scholars go home as soon as the school closes. It may be argued that it is too long for them to stay for another hour, but these same young folks remain in day school six hours a day, and both Sunday-school and church services would not cover more than two hours. In cities the majority of churches have a very sparse attendance of children at the morning service. This should be remedied by parents bringing their entire families with them on Sunday morning. The preacher can help, too, by occasionally preaching to the children, and by making all the service as interesting as possible to them. It will be an unfortunate thing if our young folks grow up without forming the habit of church attendance.

The Home Department

We fear that many superintendents have not yet come to realize what large possibilities for good there are in the Home Department. The object of this department, as most of our readers doubtless know, is "to promote the study of the Bible, in connection with the Sunday-school, among those who for any reason do not attend its sessions." There are many more people in the community who cannot attend. Think, for instance, of the large class of household servants, of the mothers who are shut in by reason of affliction or old age, and of that vast multitude of men engaged in the service of railway companies. None of these can attend Sunday-school with any degree of regularity; but thousands of them may be reached and blessed through the Home Department. And there is no reason why every well-organized Sunday-school, whether in country or city, should not have a Home Department, as the plan of operating it is quite simple.

How Sir Galahad Got Hold of a Class

BY REV. A. L. PHILLIPS, D.D.

One Sunday afternoon my boy came home with a book under his arm, and when I asked what it was, he replied, "Sir Galahad." "Who is he?" I asked. "Don't you know Sir Galahad?" Our teacher has been telling us about him, and we have got very much interested in him, and this is his picture." I watched the boy and in a few minutes he went up to his room and hung the picture beside his mirror; and now, if you are looking for trouble, just you interfere with Sir Galahad. Why? Because their teacher had enthused the boys by holding up to their gaze this great hero, and their ideal had been touched by coming in contact with him.

Try the story of David. The boys don't care about his having written the Psalms particularly; what does David say about himself, that fresh, ruddy-complexioned boy? I like to think of him as he came up to King Saul and requested to be allowed to fight the enemy of Israel. Saul asked him, "Can you fight?" and he re-

plied, "Yes." "But you are a very little chap." And he then tells the king how he had slain a bear and a lion in defending his father's sheep, and says, "By the help of the God of Israel I will slay this giant." You know all about Goliath. We would think it a miracle to-day; but have you not seen a man who could take a rifle and hit a target with a bullet? Well, David could do the same with a stone from a sling. The boys nowadays would say, "He is a great shot." And David said, "My feet are like hinds' feet." Your boy would no doubt say, "He is a great sprinter." And again he said, "I can run through a troop." Whatever that means I should like to know; but if it were in our day no doubt he could go through the centre in a football rush.

This is the way to get hold of the boys. Take any of the great Bible characters, and see whether your boys will not be fascinated by them. How Saul had got hold of that class. Do you think it would be hard to carry your boys a little farther, raise them a little bit higher, and get them interested in the greatest Hero of the Bible, Jesus Christ, who came to this world, a little boy, came to champion our cause, met and defeated Satan on his own battlefield, and has now returned to His home in all His strength and majesty?

I think it would be well for us to learn something from modern methods, in directing a boy's activities into the proper channel. I do not think it would be difficult to take the other characteristics and deal with them in the same manner.

A School of Schemes

BY FRANK YEIGH.

A Bible Class may incidentally be made a school of schemes, not a scheming school. It may be an organization for the testing of ways of doing things that bring strength, and variety, and increased usefulness, helping the teacher to solve the ever-present problem of doing the best for his men, by giving them something to do, and that as often as possible.

Some of these schemes may radiate directly from the teacher, as a part of his teaching plan for reaching and influencing his pupils. He may, for example, carry on a magazine, and book-lending system, being careful, however, to fit the loaned book to the man. There are more mistakes in loaned books than in clothes. It is a mistake to ask a boy to read a book intended for a more mature mind, or indeed, one below his mental capacity. But keep certain books constantly on the move.

I have loaned Hadley's book, "Down on Water Street," to fellows who are interested in personal Christian work, or Trumbull's and Hamill's books on Sunday-school methods, to those who are acting as substitute teachers and are beginning to take up teaching work.

Similarly, one's illustrated magazines may be much better passed around among certain of the boys, than left to accumulate in an attic.

On the line of giving the pupils some work to do, there are many chances in the way of essays as side-lights on the lesson, although, if poorly written and poorly read, these may not add to the interest of the class session; but it certainly is very well worth while to the man to whom the task is allotted.

Or, on a Review Sunday, have twelve fellows treat the twelve lessons, according to their individual ideas. That plan usually results in an entertaining session. In the reading of the lesson, one plan is to have the verse read by a number of members, each rising in his seat as he reads it. Or two men from the class may be called to the front to lead the two sides in reading in a comparative way.