

must be studied. Sometimes a simple, direct statement of our duty to missions, based on the Lesson or on some verse in it, will be most effective. Or, again, questions that will lead up to the point when the scholars will see and tell what they ought to do, will be the best way. Illustrations from missionary biography or present-day missionary operations, will often prove very telling. These are but hints, and the teacher should be on the alert to devise ever new ways of making his teaching count towards the missionary education of his scholars.

Missions from the Desk

By J. C. Linklater

I believe that missions should have a definite place on the programme every Sunday, quite independent of the Lesson for the day. I think the best plan is to devote from five to ten minutes to missions from the desk, as a part of the opening exercises, followed by an appropriate missionary hymn or prayer. Then, let one Sunday in each month be selected and designated Missionary Sunday by resolution of the school, on which a missionary collection will be taken up, and all the hymns and prayers may have relation to missions.

The leader should have a map of the world, a blackboard, a few colored crayons, and, above all else, a spirit overflowing with missionary enthusiasm. The work should be carefully planned beforehand, as to matter and method. The needs of the whole school must be kept in view: information for the teachers and senior pupils; stories of missionary heroism and native fortitude for the juniors; simpler stories, pictures, and blackboard illustrations for the little ones, and all so skilfully interwoven, and presented with such enthusiasm, that the interest of no section of the school shall flag for a single moment.

As to method: First give a rapid survey of all the mission fields of the church, in geographical order, beginning with the one nearest home. As each new field is presented, mark it on the map with a colored star, write its name on the blackboard, also the name of its best known missionary, past

or present. Describe vividly the main characteristics of the country, and its people.

When this survey is completed, go over the fields again in the order of the Mission Questions in the *TEACHERS MONTHLY*, which give the leader an excellent outline for mission study, and supply valuable information for the whole school. Teachers and scholars are expected to study the Question from the *MONTHLY*, *QUARTERLIES* and *LEAFLETS*, and preparation is tested each Sunday by questioning. To impress and supplement the information in the *MONTHLY* and to stimulate interest, the following suggestions are offered: Make constant use of map and blackboard; draw on blackboard, or present a separate map of each new field; on it mark the mission stations and names of the chief missionaries, and vividly describe their life and work; tell interesting stories; show pictures; make and use diagrams and charts to show comparisons; appeal to the eye as much as possible. In short, use every means available to awaken interest and create a desire, for Jesus' sake, to preach or send the gospel to those who have not yet heard the glad news of salvation.

Gananoque, Ont.

Methods of Giving

By Rev. G. R. Lang, B.A.

*Every one interested in the religious life of our young people and in the ability of the church to reach out and touch with Christian influences the life of our fellow men, must realize the importance of giving on the part of our Sabbath School scholars.

Giving has at least three sides. It should be regarded as a vital part of the Sabbath School service; its effects on the giver are of great value; and it helps the work of the church. In all these ways, the good to be gained will be in proportion to the gifts, so long, of course, as the spirit and motive are right.

There are many good methods, but we must not forget that what will suit one Sabbath School or one part of the country may not be the best for some other school or some other part of the country. Conditions vary. But whatever method is