

mission work requires money, for church buildings must be erected and ministers supported. Show them that while in our own town, perhaps, we are able to build our own churches and support our own pastors, in many places they are *not* able, and so must be helped, hence, the need of *mission money*, such as they give. As a second step, let them name the churches or missions in their own town, and if there are those which receive financial help from outside sources, call attention to these. Then show them on the map the picture of their own country, and point out the places where the people are not able to support their own churches, North-West, Quebec, etc. Tell them about the condition of the people in these places and their practices, the Indian in the North-West and the Romanist in Quebec. As a third step take them on a journey to some foreign country. Start them from home by railroad, stage or steamboat, then across ocean, etc., pointing out on the map as you proceed. Visit some country, say India; describe the trip minutely, mentioning items of interest on the way, and the landing. Describe the looks, habits and beliefs of the people. Tell them of the terrible condition and degradation of the heathen, and show them what advantages they have that little boys and girls in these lands do not have: that they enjoy all these blessings because they have Christian homes, and fathers and mothers who have taught them to love Jesus. I think you can arouse in their hearts a sympathy for these perishing ones, and a desire to help them. Visit the different mission stations, and introduce the children to the missionaries, and stay long enough to get acquainted with the way the missionaries live, and with the nature of their work. Tell the names of the missionaries and what part of Canada they came from, etc. Take up each part of the world of peculiar interest, from the mission standpoint, after the same manner, and drill, and drill on the same facts given, until they are burned into their very souls. In this way definite, systematic instruction will be given in a most interesting way, and a foundation laid that will scarcely fail to prove of inestimable value to missions in the future.

A third quality needed in the mission worker is executive ability. Men and women need executive ability in order to carry on work successfully for the Lord, as well as for the business of the world, and in the Mission Band, lessons along this line may be learned. The children appoint their own officers, make motions, and vote on them. The secretary takes the minutes and reads them; the treasurer takes charge of the funds, sends the money away, and holds the receipts. These should be taught to keep their books in good shape. All this may seem trivial, but how much better the work would go on in our churches to-day, if those who are bearing the burden now, had some such training in their childhood. And these little girls are getting lessons that will make them efficient leaders of Mission Circles in the days to come.

Then again, in the Mission Band the children learn to work, and we all know that habits of work in childhood will produce willingness to work when they are older. As a rule, children who have grown up with no work to do, seem to have a dislike for it when they become men and women. Work should be divided among the children as much as possible. Some collect the fees; some solicit new members; some look up absentees; some give little recitations at the meetings, and in various ways they learn lessons of activity that will be a help in making them active Christians, always ready to do their part.

I don't think I put it too strongly when I say that the training of the children in the Sunday school and the Mission Band is the important work of the church. It is astonishing how soon these children grow to be men and women, and, if they have been interested in God's work from their babyhood up, what rapid strides will the Lord's cause make when the burden falls upon them. To take charge of a M. B. is no light task; but when we think of the possibilities that lie before these little ones in the days to come, should we not be willing to do some hard work if we might only be able to influence them in such a way that their lives may be nobler and better because we have had a little part in their training. If there are *difficulties* there are also *joys* in the work. Will we not rejoice in the days to come, when we see some of the boys and girls that we had in our Mission Band, earnest, devoted workers, who, perhaps, got their first impressions and aspirations from us?

AUNT ZANIE'S PRAYER.

"Come in," said Miss Peck, the missionary, in response to a knock at her door the morning after hearing a stirring appeal for Africa's needs.

The door opened, and revealed a neat little brown-faced woman, in clean calico gown and long gingham apron, her head wrapped in a plaid cotton bandanna. The face wore a troubled expression, so unusual, that the missionary exclaimed: "Why, Aunt Zanie, what's the matter? Come in."

"No, honey, I hasn't time to come in; just stopped a minute to ask you to pray to de Lo'd, dat He show me how to do mo' fo' Africa."

The missionary grasped the situation. Aunt Zanie was poor. On her arm hung the implements by which she earned a living for herself and a little grandchild—a wooden pail in which she carried scrubbing brush and cloths. She was noted for honesty, thrift, piety, and generosity. Never was a good cause presented and a collection taken but what Aunt Zanie, with quick step and beaming face, was ready with her offering. Everybody who knew her wondered how she could give so much.

"Oh, Aunt Zanie, don't be troubled! The dear Lord knows what you can give, and He does not wish you to grieve because you cannot do more. I am sure you give enough."

"Sister Peck, I didn't come dis mo'nin' to have you tell me I do 'nuff; I jes come to ask you to pray to de Lo'd dat He show me how I can give mo'."