

**THE SABBATH-SCHOOL.  
HAVE YOU LED YOUR CLASS TO  
CHRIST.**

BY RAY PALMER, D.D.

I have personal knowledge of the case of a particular teacher which strikingly shows how greatly defective the service of that teacher is who rests content with mere intellectual teaching, instead of coming to his class with the fixed determination to win all their hearts as soon as possible to Christ. The person to whom I refer has some time since gone to receive the recompense of his fidelity, and there need therefore be no hesitation in speaking of his example and success. He was an active man of business, calm but not cold in temperament, deliberate and wise in forming plans, constant to his purpose, and bent on doing the greatest possible amount of good. For a long course of years he was superintendent of the Sunday-school in the large church to which he belonged. In this position it often seemed to me that he exerted scarcely less influence than the average of pastors, so thoroughly was he accustomed to prepare himself, both intellectually and spiritually, for his Sunday work. Perhaps it was in some degree because of what he saw of the want of spiritual power in many teachers, that he was led to do himself what he did at a later period. Believing at length that a change of superintendent might be beneficial to the school, he resigned that office; and then, taking the place of a teacher, he immediately organized a Bible class of fifteen or sixteen young ladies, the greater number of whom were not professed Christians. With this class he commenced at once a course of efforts directed to the end of leading them to give their hearts and lives to their Redeemer with the least possible delay. Every Saturday evening, shutting himself into his library, by thorough study of the lesson, and by special prayer for himself and for his class, he prepared himself for his Sunday labor. At brief intervals he invited the class to his house together, where, after a pleasant social interview by way of cultivating easy acquaintance, he pressed on them the question of personal discipleship, and prayed with them and for their spiritual renewing. They soon manifested great readiness to attend these little gatherings; and then gladly gave him opportunity to converse with them severally, and to give each such counsel as the particular case required. The class once in operation after this fashion, it required no persuasion to secure attendance. Within two years every member of it had united with the church, and the school needing additional teachers they were taken for that service. But the pleasure of being under the care of that teacher had now come to be so well-known that another class of about the same number and character was formed immediately, the same course was pursued, and with the same result. We knew the history of successive classes, and have witnessed, since, the consistent Christian lives of some of those who were connected with them, and who associate with them and their faithful teacher the beginning of the divine life in their souls.

O teacher! magnify thine office. It is one of great responsibility. It should be one of great moral power. By your personal influence, your wisdom, your kindness, your watchful and prayerful love, you may open the hearts of your pupils first of all to you, and then secure the opening of them to Christ.—S. S. Times.

**THE SUPERINTENDENT'S PREPARATION.**

Mr. Haven's first care was to prepare himself thoroughly for whatever he had to do. This preparation included the deciding what was to be done and the learning how to do it. All this was attended to before the time came for speech or action. He never went to his Sunday-school without knowing before he left home just what he was to do at every step in the school exercises. He knew what hymns were to be given out, what Bible selections were to be read, who was to offer prayer, what announcements were to be made, what he was to say to the school, and how long he was to be in saying it. He never stood in his desk waiting for one minute to think what should be done or said next; that had been settled beforehand. Commonly a memorandum was made of all these points. At his home he noted on a slip of paper the

order of exercises for the coming Sunday. Even when he used a printed form of service, he noted separately the hymns and special readings, the notices, the person who was to pray, and the outline of his brief address, or the order of his examining questions, for the day. To all of these things he gave careful and prayerful thought. Whatever of success he had in this line of service was the result of downright study with a consecrated purpose. What superintendent ever won success in any other way?

It is to be remembered that Mr. Haven began his Sunday-school work without an education, without books, without money, and without leisure. He had, at the start, no well-supplied library, no acquaintance with the contents of books, no time to devote to study if books were available, and no means for the purchase of books. His early circumstances were no more favorable to success than those of the humblest young man who reads this story of his well-doing and wishes he could do as admirably. But Mr. Haven obtained first a Bible and a hymn-book, and until he secured other helps to study he made excellent use of these. He would take time when work pressed hardest—take it from eating or sleeping if necessary—to study his next Sunday's lesson. Unless he knew that lesson well enough to teach it, he did not consider himself ready to lead the teachers in its study, nor yet to lead the school in timely opening and closing exercises while it was under consideration there. Lesson-study with his limited advantages and the few helps at his disposal was no slight undertaking; but he was prayerful and persistent in it, and of course he was successful. This method always brings success in Bible study.

As he gained in means, Mr. Haven added to his stock of books, and all the books which he purchased he made intelligent use of. Gradually he accumulated a well-selected library. The more he learned, the more he wanted to learn. His growing experience helped him to better methods of study, not to getting on without study. Each year found him giving more time, week by week, to preliminary work for his Sunday duties. Laterly he was a careful reader of the best of the multiplied helps to the study of the International lessons, yet without neglecting the fresh study of the Bible. His opening and closing exercises; his special plans for review Sundays, for monthly concerts, for school anniversaries, and for Christmas and Easter services to the latest year of his life—cost him quite as much labor as anything of the sort in the earlier days of his school work. Forty years of experience made him value only the more highly his work at home over what he was to do in the schoolroom. It in no degree lessened his dependence on careful preliminary study. If more superintendents would give as much time to close and prayerful preparation for their Sunday-school duties as Mr. Haven averaged during all the long years of his faithful service, such success as crowned his labors would not be so rare. The trouble is that, as a rule, the less genius a man has, the less he is willing to work. The man of inferior talent commonly wants to get on as well as the superior one without giving as much time to it. Mr. Haven did have a certain amount of genius; therefore he worked hard to make himself ready for whatever he had to do.—From "A Model Superintendent."

**AN ASSISTANT TEACHER.**

BY MRS. C. M. HARRIS.

I imagine that many of you whose eyes fall upon the above title are about to turn with the thought, "That does not concern me; I am not at work in the Primary Department." But wait! the assistant teacher of whom I have a few words to say to-day sits with you every Sunday before your class of boys or girls, who listen more eagerly to her instructions than to yours. We cannot escape her assistance, and it behooves us all to see that she comes not unprepared; for to the unconscious teachings of manner our scholars will give far more ready heed than to the most elaborately prepared presentation of the truth which we can bring to them.

Does she enforce or annul your carefully chosen words? I do not allude now to the mere method of presenting the subject-matter of the lesson, important as is that question; it is one to which, as teachers, our attention is continually called; the corner of the vineyard where I hope to catch the ruthless little fox that is spoiling many a tender vine, is that under the care of our

personal bearing. Perhaps I can entrap him by a few straight-forward questions.

When the "last bell" of the superintendent announces, "I would like instant and undivided attention," do you, fellow-teacher, hurriedly conclude your remarks to the class, find Jenny's gloves for her, send a message to absent Julia, write down the forgotten address, and then give heed to your superintendent? While he is speaking, are your eyes steadily fixed upon him, or do you glance over your notes, &c., turn the pages of the *Sunday-school Times*, and even make some arrangement with a scholar—some appointment for the week to come?

If you do, your assistant is busily at work, clearly enunciating statements like these: "It is not worth while, my dear, to pay much attention to your superintendent; he spoke to you last Sunday; he will probably address you again when the next comes; what he says is of little consequence; you may look around, if you like, whisper to your neighbor, or make yourself familiar with the contents of your Sunday-school book." Are you willing to endorse this teaching?

When, again, a hymn is given out, do you keep your seat when the school is requested to stand, fail to find the place in the book for yourself or your charge, or, finding it, hold it with listless hands under wandering eyes, nor lend your voice, however feeble it may be, to swell the volume of the song! Ah, that child is watching you—see! He is saying to himself: "Teacher doesn't sing; I don't like to sing either; I don't know how, and I—won't!"

That pair of lips is speedily silenced by—your assistant teacher.

Once more. Do you ever keep open-eyed at prayer time lest some child should whisper or play? open-eyed that you may frown and shake your head at him? Do you know what he may read in those open eyes? "Worship is being offered to Almighty God, but I am excused from taking part in it that I may watch over you. It may be important to ask God's blessing on our services, but you must not feel that it is the most important duty of all—one which would justify your teacher in giving to it, for the time, all her heart and mind and soul and strength. Oh no! prayer is never quite so important as that!"

May I make one more of these questioning suggestions? What does your manner teach your scholars concerning your feeling toward them? Is it an indifferent, a ceremonious, or a tender one? Does it make a place close beside you for the shy child, warm with a smile the neglected and dull one, cheek with a glance the rude and forward, and shed over all the sunshine of a sincere and heartfelt love? If it does all this, you have found an assistant teacher whose help you could ill afford to spare.—S. S. Times.

**A SUNDAY-SCHOOL THREE HUNDRED YEARS OLD.**

BY THE REV. E. A. RAND.

A Sunday-school three hundred years old! Yes, every day of it, and more too. And a school started, too, among the Romanists, which should not be forgotten. In the year 1538, at the castle of Arona, Italy, was born Carlo Borromeo. He finally became archbishop of Milan. He was a noble soul. He wanted to change the wrong things about him and started out to do it. That made certain people angry. There was an order of monks called Humiliate, meaning the humiliated. They were anything but humble, for they persuaded one of their order to attempt the life of Borromeo. The archbishop was kneeling at his prayers in church. Suddenly, a pistol-shot was heard, and it rang through the church! The pistol was fired by the would-be murderer sent by the humble men. Luckily, the bullet only grazed the skin of Borromeo, and he was spared to die peaceably in his bed in 1584. One of his good deeds was to insist that the poor children should be gathered in the cathedral every Sunday, and there be taught how to read, and also what the church of Rome believed. Can we not seem to see the inside of the grand church?—rich in ornament, but richer in the little children who are the Good Shepherd's jewels? Before the Sunday-school stands a priest. He hears the children read, perhaps says a prayer, or the famous Apostles' creed. Many years have come and gone since then, and still the children come to Sunday-school in the beautiful cathedral of Milan.—*Church and Home.*

**A REMARKABLE SUNDAY-SCHOOL.**

The following remarkable statement was found among some old family MSS. It is without date, but was probably recorded about the year 1836. The J. Campbell who communicated the incident was the Rev. John Campbell, of Kingsland, the well-known African Missionary.

At the last tea-meeting in connection with one of the schools of London, England, they were interested by the presence of an ancient mariner, who is, doubtless, one of the eldest Sunday scholars in England. He produced a Bible on the occasion, the fly-leaf of which contained a narrative, of which the following is a copy:

"This Bible was presented to me by Mr. Raikes, at the town of Hertford, January 1st, 1781, as a reward for my punctual attendance at the Sunday-school, and good behavior when there. And after being my companion fifty-three years—forty-one of which I spent in the sea service, during which time I was in forty-five engagements, received thirteen wounds, was three times shipwrecked, once burnt out, twice capsized in a boat, and had fevers of different sorts fifteen times—this Bible was my consolation, and was newly bound for me by James Bishop, of Edinburgh, on the 26th day of October, 1834, the day I completed the sixtieth year of my age. As witness my hand.

"JAMES B. NORTH."

Mr. North was a master in the navy. He is a very enlightened and devout man, in the judgment of your brother and friend,  
J. CAMPBELL.

**BROUGHT UP ON THE BIBLE.**

The teacher is constantly to treat the Bible as the final authority in all things. Twenty years ago a Protestant gentleman, living in Paris, was called upon by the teacher of the school to which he sent his son, and asked what his method of training his children was. "For," said the teacher, "all the other boys in my school will, when I call on them to tell me about what has taken place among them, either say what is false or else prevaricate; but your son always tells me the exact truth. I have made the trial in several cases, and the result is the same. I wish to know how it is that you bring him up, and what causes the difference between him and his fellows." "Oh! there is no difficulty in answering you," said the parent; "I bring my boy up by the Bible." This seemed only to confound the teacher the more until the gentleman explained to him that in teaching his child what was right and what was wrong, what ought to be done and what ought not, he invariably rested every command and every prohibition upon the Word of God, constantly bringing the authority of the Most High to bear upon the conscience. In this way he put in exercise the strongest of all motives, and secured the result which so much astonished the teacher. All wise parents pursue the same course, but it is to be feared that all Sunday-schools do not. Sometimes the appeal is made to expediency, to love of reputation, to the spirit of emulation, or even to worldly advantage. The true method is to go at once to the Scripture, as the Word of God, and insist that here is the voice against which no resistance is possible. One "Thus saith the Lord" is an end of controversy, for the reason which even a very young child can be made to see, that all men together are not to be listened to, in opposition to the living God.—S. S. Times.

**MAKING THE APPLICATION.**—The duty of making the application of the lesson should not be omitted by the teacher, on the plea that the superintendent will make some impressive remarks at the close of the session or in the review. What the superintendent says is, after all, an arm's-length business. If the teacher knows the spiritual state of the scholar, the teacher can best make the appropriate application. There is an effect produced by the nearness of the teacher, by the kind tone, and earnest manner, by the look of the eye and by the touch of the hand, which no appeal from the desk can make. The Rev. William Jay, of Bath, England, was once invited to preach in another pulpit. His brother minister asked him before they entered the pulpit, whether he should not relieve him by taking the preliminary part of the service—the prayer, the giving out of the hymns, and Scripture reading before the preaching. Mr. Jay answered, "No, I thank you, I like to what my own saythe."