

How Sunday Schools May Help.

Renewed Consecration.

The Sunday-school may help the revival—

1. By renewed consecration. Let each teacher seek for a deeper work of grace and the endowment of power for service.

2. By prayer. Let each teacher beseege the throne of grace for the conversion of unconverted scholars in his or her class.

3. By personal effort. Let each teacher endeavor by divine tact and patient persistence to bring his or her scholars under the spell of the gospel, and so win them for Christ.

MRS. T. E. HARRISON.

London.

Personal Effort.

By the teachers and management prayerfully and wisely planning to have every member of the school—not now a Christian—personally dealt with. In the preparation and presentation of the lesson, have the scholars' conversion chiefly in view. Invite them to decision; give the opportunity. Let all effort be saturated with prayer. Pray and work! Thus the school can help in a grand revival.

REV. R. J. ELLIOTT.

Norwich.

A Saved Community.

The superintendent and teachers should feel their great responsibility and should endeavor to have such a spirit as Paul had at Miletus when he said, "I ceased not to warn every one day and night with tears."

Thus in touch with God, their motto will be "Everyone in our school for Jesus." Every child saved is likely to become a worker and will by song and tender appeal carry the message of God to friends and parents until a great army of converted men and women shall be the result.

A thoroughly saved Sabbath-school means I believe very largely a saved community.

T. B. SHILLINGTON.

Blenheim.

Cannot Labor in Vain.

That the Sunday-school may become a tributary to the great revival for which the Church is praying there must be found in the school itself at least one thoroughly quickened Christian who believes with all his heart that children may enjoy experimental religion. Having his heart warmed with love and his mouth filled with arguments this revived man set to work to quicken his co-workers.

To succeed the teacher must be persuaded that "Christ is the child's greatest magnet." "Prepare ye the way," Christ wins the day against all opposition.

Let the teacher deal pointedly, persuasively and personally with his scholars.

It is well to hold a brief prayer-meeting at the close of the Sunday-school session. As soon as possible let class-meetings be organized. Arrange for an enthusiastic evangelistic service, making use of the lesson for the day as a text for a Gospel appeal, for warning and exhortation. Call for testimonies from adult Christians who were converted in childhood.

As soon as evangelism becomes the dominant spirit in the school the children are morally certain to come to Christ. Teachers and officers baptized with the Holy Ghost cannot labor in vain.

REV. D. N. McCAMUS.

Cohoury.

Fuel Needed.

A revival, like fire, cannot be maintained without fuel. The S. S. contains the very best material. The flame of devotion kindled in one young heart will not only glow there but will spread to others. So the revival will grow until it affects the whole school.

A revival, like any other great campaign, needs workers. The S. S. superintendent and his staff should be among the very best helpers the pastor has in his work. They know the individual needs and should be able to find appropriate supply. The children themselves will greatly help if given the opportunity. By singing, personal invitation, and other ways, even a child may contribute much to the success of a meeting. While the methods of work will differ from different places, the whole plan of campaign should be intelligently arranged by mutual consultation among the pastor and S. S. staff, and then carried out in the spirit of true co-operation on the part of all.

Napanee.

REV. S. T. BARTLETT.

Prayer-Inspired Methods.

1st. Establish a deep conviction respecting the necessity and paramount advantage to be derived, for the success of a revival movement will depend largely upon the holy zeal that may be inspired and set in motion. This, united with earnest, expectant faith in God, are essential auxiliaries.

2nd. Every teacher should have a personal aim, and that supreme purpose—a my class for Christ.

3rd. By prudent and prayer-inspired methods of studying each scholar, making a study of the social, intellectual, and spiritual conditions.

4th. By recognizing the divine and human factors in soul-saving. We are co-laborers with God in the accomplishment of this heaven-directed enterprise.

5th. Use the Bible as the text-book, directing study of appropriate passages, thereby securing an intelligent and abiding piety. The inherent power of the Word is too little valued. "My word shall not return unto me void."

6th. By convening heart-talk meetings, comprising the pastor, superintendent, teacher and class. These may be followed by personal work on the part of the teacher.

Winnipeg, Man.

W. H. PARR.

Put Sunshine Into Voice and Face.

By interesting the children—the younger the better. Perhaps they do not understand the philosophy of a revival, and may not be clear in their ideas of what regeneration means, but that is unimportant; get them interested—get them intensely interested. Talk to them about it a few minutes every Sunday, whisper a word about it when you meet them on the street on Tuesday, fill them full of it, tell them to talk about it at home, to ask questions and to tell all their friends about it.

What's the good? Well, if they're the kind of youngsters mine are, and most others that I know, they'll set more people to thinking and talking and praying about that revival than all the class leaders and local preachers in town. Teacher, do you believe it? Then set to work right off and cram those children just as full as can be of revival and they'll overflow and fill others.

But a word in your ear. If you want genuinely blessed results, don't, *don't*, *don't* draw a long face or cry about it; put sunshine into your voice and face and so attract the little ones. Children love bright, sunny days, but clouds and rain are repulsive to them.

LOCKE B. SCOTT.
Ottawa.

Personal Invitations.

The Sunday School can aid in the revival:

1. By the teachers talking about it in their classes every Sunday, thus getting the scholars interested.

2. Let each teacher take those in his or her class already Christians and have them pray definitely for every unsaved member of the class.

3. By sending personal invitations from the teacher to the parents of each scholar in the class to attend the services.

4. By having a prayer and testimony service for the scholars at the close of the regular session.

5. Let every officer and teacher attend the meetings regularly.

Toronto.

THOS. H. KEOUGH.

The Children for Christ.

Childhood is pretty much the same in every age and clime. The Hindoo child, the Chinese child, the Turkish child, the African child and the American child, prattle and coo and jump in quite similar fashion, and in their first speech even use words that are much alike. Wherever it is found, childhood is winsome, and makes its appeal to the heart of humanity.

The Bible takes note of the world-wide interest in children, and does more for childhood than any other so-called sacred book. While among Bible characters the children who appear are not many, what is taught us there concerning the Benjamin, the Samuels, the Davids, the Johns and the Timothys, is most significant, while the holy happy years of the child Jesus at Nazareth are full of heavenly suggestion. There are bad children who figure in the scripture records, but these seem to lurk in the obscure shadows, and are rather ignored, as though their characters and careers were something so abnormal as to suggest that they be hid from sight. The Bible claims childhood for God and when this or that child does not respond to that claim we are sensible of jar and disappointment. Something has gone wrong. The rule that should rule has been defeated.

The interest that God feels for childhood must logically be shared by every believer in God. Childhood is for Christ. And in order that it be for Christ, it must be trained by Christians. Children must not be allowed to grow up like weeds on the rough edges of life's highways, but should be cultivated as tender plants in the Lord's garden of grace. Each successive generation as it comes to maturity is charged with the responsibility of passing on to younger minds and hearts what it itself has received of Christian culture.

It is the duty of successive indoctrination that was taught pictorially by the raising of the twelve stones by Joshua on the edge of Jordan, by the Lord's command. That cairn was to memorialize the instruction of youth. The appeal was made to that ever active element in human nature, curiosity. When in after years the question might be asked, as surely it would be asked, What mean ye by these stones? a basis would be afforded for the explanation which would follow as to the display of divine power in the crossing of Jordan. The monument would be a standing testimony to the truth of God; it would connect the generations together in His feat and fealty.—*The Observer*