

The Lord had revelations to make, and there was need of one who would receive them and make them plain. We do not understand the way of the human message as it wings its flight through the illimitable air, but we know that a delicately constructed mechanism is required to receive and record the ethergram. We do not understand the way of the divine message as it came to earth, but we know that all this time, as God uttered His voice, it was not heard by the multitudes, not even by Eli, but it startled the child Samuel from his sleep, for God had made the heart of this child His receiver. The work of reform began at Shiloh; for Samuel's first commission was to bear heavy tidings to Eli, and that day, standing in his ephod of white linen before the trembling priest, he spoke for God as he predicted the doom of Eli's house.

Now Samuel grew on, and he continued to hear God's voice. The word of the Lord came to Samuel, and the word of Samuel came to all Israel, and he was known among the people as the Seer. The divine searchlight was put in his hands, and he turned it to the place on the dark horizon where God had disclosures to make.

In the work of reformation the personality of Samuel had a place. The priests, Hophni and Phineas, who made themselves vile, were slain, Eli who restrained them not was dead, and the ark of God was taken. Shiloh was now desolate, and the religion of Israel was in ruins. At this crisis the man Samuel became the centre of Israel's religious life, and his holy, unblameable and unreprouvable character rebuked and restrained the evils of the time. He also led the way to purer worship, and as a faithful priest sacrificed at the altar which he had built in Ramah. He there, with clean hands and a pure heart, prayed to God for the people; and so fervently and unceasingly did he supplicate, that he was ever after known "as Samuel among them that call upon his name" (Ps. 99:6).

The work of this religious reform was made more effective and enduring by educational effort. Samuel founded schools, not by endowing them with money, but by planning and setting them up and becoming

a teacher in them. From the schools of the prophets teachers went forth to train others, and by these means the people of that day were raised to a higher plane of intellectual and spiritual life.

This revival of learning left its impress upon the literature of Israel, and through portions of scripture written by men influenced by these schools, we are still drawing the far-off interest of investments made by Samuel the reformer.

Orono, Ont.

"WHOSE I AM!"

By *Rev. W. P. Archibald, B.D.*

Paul was a true Christian hero. How attractive the blending in his character of strength and humility, of daring and devotion! He reveals to us the secret of his calmness, hopefulness and courage in the words, "whose I am, and whom I serve." It was Paul's hold on God that kept him firm amid blackened skies, fierce winds, and rolling billows. His anchor held within the veil.

Paul's memorable confession may well serve as a motto for every Christian worker. The consciousness of belonging to God brings a sense of dignity and responsibility, that will go far to elevate our thoughts and purposes, and make our lives steadfast and true. Every loyal subject of King Edward VII. feels a thrill of joy and pride, as he thinks of the history and influence of the great empire over which his rule extends. The Christian owns a nobler king; he belongs to a grander and more enduring empire. The true imperialism is that of the kingdom of heaven: its citizens enjoy unmixed liberty and unbroken security.

The Christian worker is out on the service of Him whose kingdom ruleth over all, and whose dominion is an everlasting dominion. He must be careful to do nothing to dishonor the banner that has been given him to be displayed because of the truth. It was a magic word of the Iron Duke, as he rode along the lines at Waterloo, "Stand steady, lads! think of what they will say of us in England!" When the foes of God and the soul press us hard and we may be tempted