

Lord : though your sins be as scarlet, they shall be as white as snow : though they be red like crimson, they shall be as wool." The voice of God to Israel was ever the wooing call of the lover who cannot forget and will not forsake.

And when God's own Son came the appeal was the same. "In love I sent Him," cries the Heavenly Father, "my Son, mine only begotten Son ! I have not spared Him. I have freely delivered Him up to the death for you all." "In love I came," pleads the Redeemer Himself ; "it was because I loved that I became a man and toiled and suffered. It was love that led me into the black shadows of Gethsemane and nailed me to the cross, and brought me down into the grave."

The appeal is an effectual one. In all the generations it has been responded to by the devotion of loving, loyal hearts. Men have loved not their own lives even unto the death because God's love had conquered them. It is the one only thing that ever has perfectly subdued man's stubbornness, and perfectly won man's service for a Heavenly Lord.

How love begets love, who can tell? How do moisture and sunshine bring forth from the dead bulb the crown of fragrant flowers? How is it that the mother's smile finds answer in the laugh of the babe, as yet too young to understand any language save the language of the mother's face? Why does the hardened criminal, unmoved by judge or jury or prison, tremble under the soft touch of a child's hand? Who can say? Nor can any child of God make other or better answer, when he is challenged to give a reason for His love, than the answer of a blessed experience—an answer that satisfied the apostle of love—"I love Him because He first loved Me."

GEOGRAPHY IN THE SUNDAY SCHOOL

Rev. George H. Smith, M.A., B.D.

Biblical geography is coming to be recognized as a very important branch of Sunday School work. A map of the world, a map of Palestine and a good blackboard are essentials in the equipment for efficient Sunday School teaching.

The first being somewhat expensive, a good substitute may be found in some of the Canadian railway time tables, where outline maps of the

world or hemispheres are printed. These may be mounted on pasteboard or cotton, and hung in the school-room. Maps of Palestine may be obtained at various prices. No school need be without a blackboard, which should be of very light material, prepared on both sides, by which means a map or plan may remain for the whole quarter and be in readiness for the review, leaving the other side free for constant use.

Frequent drills should be conducted by the superintendent with the whole school. Take pains to locate the Holy Land in such a way that the scholar will have a good idea how to reach that part of the world if journeying from his own



school. This will call into use the map of the world.

The map for the quarter's work should be drawn on the board and the places marked only as they occur in the lessons from Sabbath to Sabbath. Practice in map drawing, as in other matters, makes perfect. The superintendent should practise diligently so as to be able to draw the map accurately and rapidly before the scholars. In almost every Sabbath School scholars will be found who, from their practice at day school, can draw maps nicely.

The outline of Palestine, the map so frequently needed, is simply drawn. Use the whole board, or, if too large, mark off an oblong space with the sides in the proportion of 3 to 4.