

The Sunday School.

COMMITTEE: James Lediard, Geo. Fowler, Mrs. L. Pitcher.

Did you take up your offering for Home Missions last Lord's day? If you did not, will you remember that it is not too late even yet, and try hard and increase last year's offering?

To what extent are you doing distinctive teaching in your class of boys or girls, as the case may be? I mean pure, unadulterated Bible teaching which will be likely to make New Testament Christians of them, and give them a chance of growing up, simply Disciples of Jesus Christ and nothing more.

The Sunday School teacher will be largely responsible for the views and ideas of divine truth which the children will imbibe. Strive for correctness in your teaching. Be a good Bible student yourself. Don't skip your lesson; put hard work on it. It will pay you in the increased attention you will get, and the good you will do, for what you teach will be carried through life.

The fall and winter months give exceptionable opportunities for real Gospel work amongst the young. Let us labour and pray that they may be brought to a knowledge of the truth. Save the children; and then train them for useful members of the church.

I have found the following excellent article on the use of the blackboard in the *Sunday School Times*, from the pen of Alice May Douglas, which I think will be helpful to those who use the crayon:

It is imperative that every teacher who comes before a primary class should instruct by means of a blackboard. The heart can be reached through the sight, sooner than through any other sense. If you can hold the eyes of the children, you can hold their attention every time. The legitimate use of objects, held up before the little ones, has its proper place in the teaching, but nothing can take the place of the blackboard. Why? Simply because expectancy forms a large part in a child's general make-up. The normal child is always enjoying, in advance, what is coming next. Now, when an object is shown, the scholar sees everything that is to be seen at a glance. His interest is excited and held, but not his anticipation. He knows by experience that the teacher will draw some lesson from the object she is showing, but he cares much less than we imagine for the metaphorical lesson that is to follow. But with the use of the blackboard this is all different. It is true that objects are drawn upon the board, but these are all connected. The eager child is wondering what the teacher will draw

next, and is looking the board all over to see where it will appear.

In illustrating the lesson upon the blackboard, we consider it generally preferable to illustrate the simple story in as literal a manner as possible than to reproduce the artistic designs given in the various lesson helps. Children cannot comprehend abstract ideas. It is true that the imagination is most lively during childhood, but, for all that, a child's fancy must be fed upon that which the young mind can comprehend as something material. Little people enjoy fairy stories, yet to them the fairies are real people, possessed of form, sense, everything pertaining to human beings. If we hold up a lily, or draw one upon the blackboard, and tell the class that the lilies are all sisters, that they love one another very dearly, and are awake very early to hear the birds sing, the children will acquiesce with the idea, and a bright look upon each eager face will show that all are ready for the application. Then if we say that good children are lilies (not like the lilies),—little brothers and sisters loving one another dearly, and glad to waken early on the Sabbath morning to hear the church bells calling them to Sunday-school,—the lesson will be received in an intelligent manner. But if we say that the lily is the emblem of purity and humility, and that Jesus, the purest and humblest man who ever lived, is called "the lily of the valley," every little face will become a blank. No wonder. Purity and humility deal with the abstract. And perhaps in the next century primary teachers will realize that the abstract is an unknown quantity in the algebra of childhood.

"But what makes so great a difference in the two methods of illustration from the same object?" one may ask. Simply this, in the first illustration the flowers were represented as *doing*, and the lesson drawn dealt with the every-day life of the listeners. In the second, the flowers were represented as *being*, and the lesson dealt with abstract terms, purity and humility, of which the tender untrained minds had no conception. The children could imagine the blossoms as loving one another as they ought to always love their associates, but they could not conceive of the idea of purity and humility being personified by the Saviour. However, the second illustration would be valuable in drawing their thoughts to Christ whenever they looked upon the lily.

In illustrating the lesson in a literal manner by means of a blackboard, one does not need to understand the art of drawing. In fact, those who are not acquainted with even its first principles can often make themselves understood by the children much better than can a well-trained artist. The teacher should merely make such lines upon the board as shall produce to the young minds a representation of the scene. Suppose the teacher wished to introduce a house into her illustration. It would take an expert artist too long to draw such an object, and the house drawn in a rude manner by one who has never learned how to draw would leave an unpleasant impression upon the minds of the pupils,—one which

would constantly recur to them whenever they thought of the lesson. But let the teacher make a square upon the board, and say, "we will let that stand for the house in which this person or that lived," then everything will be satisfactory.

It would be absurd for a teacher to draw the figure of a man whenever she introduced the different characters of the lesson. But if she makes a simple straight line for each, using different colored crayon, so that all could be readily distinguished thereby, the scholars will receive an excellent idea of the story she is telling. In like manner can every material thing mentioned in the lesson be represented, and what is not material is better omitted. By the way, it is always well to let a cross made with white crayon stand for the Saviour.

Ho! Dallas Delegates.

On behalf of the Central Church of this city, with whom our next National Convention will be held, Oct. 18-25,—

1. I extend you a cordial invitation to attend.

2. But don't fail to send me your name. This is important, for if you do not send it, we will feel under no obligation to provide you a home.

3. If, after sending your name, anything should prevent your coming, please notify me, that your place may be occupied by another.

4. Don't bring your big trunks with you. This is not a *dress* parade, but a workers' conference.

5. Don't every one request a home "near the church"—not more than 1,000, I would say.

6. The hotels make no reductions for us. This is because of the multitudes in attendance on the State Fair and Dallas Exposition, which will be in full blast at that time. Should you prefer a hotel to a private home, you will have to pay full rates, and it should be secured *at once*. Write me, and I will attend to it for you.

7. The entertainment is the same as at Richmond last year—lodging and breakfast free; the other meals provided near the church, at 25 cents each.

8. The Pilot Brigade will meet all trains, and direct you to the church at the corner of Masten street and Patterson avenue.

M. M. DAVIS,
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Dallas, Tex.

Literary Notes.

"Pearls and Pebbles" forms the unique title of a beautiful volume, which I have read both with interest and profit. The author, Mrs. Traill, has gone very far into the secret chambers of nature; and, in return, the dear old mother has, in the most generous and hospitable way, shown and explained to her

many of her most interesting wonders. The book is not what we Southern folks call "learned," for when a book is stupid, and dull, and tiresome, and still we want to say something nice about it, we look wise and call it "learned." Mrs. Traill's book is not only instructive, but it is delightfully entertaining and refreshing. She wields a graceful, facile pen. And all the while the reader will find himself, while drawing nearer to nature, still drawing nearer and yet nearer to nature's God.

A. D. B.

Foreign Missions.

Send all contributions for Foreign Missions to A. McLEAN, Box 750, CINCINNATI, O.

FOR FOREIGN MISSIONS.

Comparing the receipts for the week ending August 21st, with the corresponding time last year, we have the following for Foreign Missions:

	1894	1895	Gain
Number of contributing S. Schools..	18	28	10
Number of contributing churches..	12	4	loss 8
Number of contributing Endeavor societies	2	5	3
Individual offerings	20	8	loss 12
Amount, 1894, \$516.87; 1895, \$524.06; gain, \$7.19.			

K. D. C. for heartburn and sour stomach.

RICHIEU & ONTARIO NAVIGATION CO.

Toronto and Montreal Line.—The splendid Royal Mail steamers, Spartan, Algerian, Passport, Corsican, leave Toronto daily (Sundays excepted) at 2 p. m., and call at Bowmanville, Port Hope, Cobourg, Kingston, 1000 Islands, Brockville, Prescott, Cornwall; pass through 1000 Islands and Rapids of the St. Lawrence by daylight; arrive at Montreal 6:38 p. m. Returning, leave Montreal 10 a. m., also calling at the Bay of Quinte ports. Meals and berths included in fare going west, also going east in June and September.

Hamilton Line.—The splendid new steamer Hamilton leaves Hamilton every Monday at noon, Toronto, 6 p. m., and calls at all way ports via Bay of Quinte both ways. Leaves Montreal, Thursday at 4 p. m. Reduced rates by this steamer, including meals and berths, both ways.

Montreal and Quebec Line.—The magnificent large double tier steamers, Montreal and Quebec, leave Montreal, week days, at 7 p. m., Quebec, 5 p. m., Sundays, 3 p. m., and connect at Quebec with Saugunay steamers and Intercolonial Railway. Orchestras on board.

Saugunay Line.—The splendid steamers, Caroline, Canada and Saugunay, leave Quebec, Tuesday, Wednesday, Friday and Saturday, and, from July 15th to August 25th, daily (Sundays excepted) at 7:30 a. m., calling at Murray Bay, River-du-Loup, Tadousac, Ha Ha Bay, and connecting at Chicoutimi with railway for Lake St. John. Orchestras on board.

J. F. Dolan, District Passenger Agent, 2 King St. east, Toronto.

L. H. Myrand, agent, Quebec.

H. Foster Chaffee, District Passenger Agent, 128 St. James St., Montreal.

Alex. Milloy, traffic manager. C. F. Gildersleeve, general manager.

General offices, 228 St. Paul St. Montreal.