

it swept over the top of a dune near by. Search was made for it, a careful search, more than once repeated, but no ball could be found; over dunes, into hollows between dunes, through salt grass, green and tough, all in vain. Depressed, for I hate to lose a ball, play was resumed, finished, and a good score made.

Reluctantly I returned to the house—it was getting late—without my ball.

Through the evening, the night, and the following morning that ball reflected light upon me from its lonely bed by the sea-shore; it appealed to me to come and find it. Something whispered to me every now and again, "You have lost a ball; Find it." Before the sun passed the meridian next day, the "golf grounds," by the sea, saw me at the second "tee," and taking a line from the "tee" to the point where the ball passed in flight over the top of the dune, I walked straight on, and lo! in a few minutes found the lost ball at the bottom of the hollow between two dunes. Why did I not find that ball yesterday? I was in a hurry, did not think; did not go to the teeing point.

TO COMPARE SMALL WITH GREAT.

A teacher has a scholar, who, do for him what he can, does not do good work, fair work even. The scholar is careless, inattentive, disturbs the class. The teacher adopts various expedients, carries the case on his mind for days, feels that the scholar is slipping from him. What shall I do, says the puzzled teacher to himself. The writer of this short note advises: go to the parents, if not both, be sure to see the mother. Do not patronize, go as a friend. Make plain that you wish to co-operate with the heads of the family. Do not put the "cart before the horse" by making them

understand that the parents are to co-operate with you. That may come naturally of its own accord, afterwards; but you make the point clear that your work is to aid in securing good results for them. Let the teacher see at least for himself the surroundings of his intractable scholar.

If possible find out why the living school does not get hold of the inattentive scholar. This is simply going to the "teeing" ground in order to find a line of action for your future dealings with your scholar.

This mode may fail you in your effort to hold your scholar, but it will give you some light, and, very often, quite clear light. Sometimes, after visiting more than once, after anxious thought and wise dealing the scholar slips from your influence, and he is lost to you. I will not attempt to reveal or depict the thoughts of the conscientious teacher in such a case, only for encouragement this much: Recollect always in your musings that the best Teacher, and with a small class, too, had one who would not yield to the Master's influence and become a true man. Think of the Master's passion in such a case. The glorious joy, the unfailing joy of recovering a lost piece, a lost sheep, of seeing afar the returning son!

The great majority of teachers are to have small salaries; the great majority of their pupils are inevitably to fill lowly places; but that need not hinder them from comprehending the situation. To be able to labor in the lowly place with honor and with submission to Him who marks even the fall of a sparrow is the effect of self-comprehension as far as is possible, and of faith where eyesight is not adequate. Education in its best sense is self-comprehension and world-comprehension. By it man is put on an