

part of wisdom to fly from the region of the temptation into a higher sphere. There is peril in even thinking upon the mean and vile. To think of something noble is to rise out of the danger zone. He who would not fulfill the lusts of the flesh must walk in the Spirit.

Woodstock, Ont.

Getting up the Lesson

By Rev. R. Douglas Fraser, D.D.

It means work, of course, but it is work worth while.

In the first place, the mastering of the Lessons is worth while for its own sake. The Lessons are carefully selected. Every one of them contains some precious passage of holy writ, some facts and truths which enrich life, and which, therefore, it is inex-pressibly worth while to know.

Then, a well studied Lesson is the scholars' fair share. The teacher studies his Lesson, and does his best to teach it to the class. Every scholar who comes with the Lesson makes the teacher's task more effective. Besides, good preparation is infectious. If you learn your Lesson, the others in the class are more likely to do so also. The Lesson period is a pooling of the common knowledge of the teacher and of all the scholars. It is only a fair playing of the game that all should contribute their quota to the common profit.

How is it to be done? It is not difficult. It needs only a little time, a little method, and a little perseverance.

As to the time, ten minutes a day—or, for that matter, five, will accomplish wonders.

As to the method, there is no one perfect method. Some will do it one way, some another. Here is one method worth trying. Turn the Lesson up in the Bible, laying aside your QUARTERLY or your LEAFLET for the time being. Read it over carefully. Then see that you understand clearly just where it lies—read what comes before it, and sometimes, what comes after. That will give you its proper setting. Then read it over again, even more carefully than before, looking up in the dictionary any words you do not understand, and in a Bible dictionary (many good

Bibles have a Bible Dictionary) all names and places. Turn up all the references in the reference column of your Bible.

It is time now to shut your Bible and see how much of the Lesson you know—whether you can give the substance of it; and only when you can do this, should you appeal to your Lesson Help. You will be surprised to find how little need there is for it, how much of it you have already constructed for yourself.

When you have mastered all that the Lesson Help has to give, it is not a bad plan to put down as much of the Lesson as you can on paper. You will be surprised and gratified at the result of this.

If you discover, at this point, that you have failed, then comes the perseverance. Tackle the Lesson afresh. Go back over the steps you have already taken—revise and re-revise.

But when is one to know when he really knows his Lesson? One pretty sure answer is—when he feels that he could teach it to some one else. If you reach this stage, then will come the joy—and it is a very keen joy—of feeling that you have mastered your task.

Which is Harder?

"It is hard to be good; I'm going to give it up."

The speaker was a boy of sixteen. He had disobeyed one of the rules of the athletic association and had been suspended for three months, poor fellow. His father had said a few harsh, critical words when he heard it and his sister said she felt disgraced. The boy said he "didn't care," and, as he thought the matter over bitterly by himself, was angry with the very thought of goodness and declared he did not want to be good anyway, that it was too hard work and did not pay.

When his chum came up to try to console him over the loss of his place on the team he found him still growling over his fate.

His friend was a reasonable sort of boy, a year his senior, and when he heard him making all sorts of threats as to his future behavior, he laughed.

"Look here," he said, "you're not suffering now because you've been good, but because you haven't. You say it's hard to be