

# SUNDAY SCHOOL BARRER

for  
TEACHERS  
AND  
YOUNG PEOPLE.

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## The School of Life.

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I sat in the lonely school-room,  
When the work of the day was o'er,  
And the sound of the last little footstep  
Had wandered away from the door.

Out in the glad, bright sunshine,  
Free from constraint or rule,  
From the tasks which sometimes grew irksome,  
They hastened home from school.

With mind grown tired and weary,  
And aching, throbbing brain,  
The work and care of the busy day  
My thoughts dwelt on again ;

The noise of thoughtless pupils  
Had seemed greater than before,  
And even those who were brightest  
Must be given their lessons o'er.

But I thought of the Heavenly Teacher,  
In whose school I am being taught ;  
Are all of the tasks He assigns me  
Discharged in the way I ought ?

Do I turn from the lessons He gives me,  
Those learned in the school of pain,  
Till with a hand so firm, yet loving,  
He turns me the page again ?

O Father, who, aye, givest all things  
For Thy heedless children's good,  
Who teaches us in the school of life  
Things hard to be understood ;

Give us faith to trust Thy guidance,  
Till Thy training is complete,  
And we pass from life's hard school-room  
For the life Thou hast made us meet.

Till out into heaven's sunshine,  
Sitting low at Jesus' feet,  
The task which once seemed weary,  
Shall be found so plain and sweet.

## Concentrating Fire.

Failing to concentrate is a serious element of weakness both in public secular school work and also in that of the Sabbath-school.

The comparatively mature student in college or high school often has only four or five branches to study at a time, sometimes not over two or three. Yet the tiny child in the public school frequently has pressed upon its attention from two to three times that number of branches; this, too, without either its parents or teachers having any election in respect to leaving off branches for which the child has no adaptation, or of giving special attention to studies in which it becomes evident it would be as much at home as a bird in the air. The result is that the moral tone, in sympathy with the mental and the physical abuse, suffers seriously. And the average young Canadian of to-day is growing up with less practical grip than his fathers.

The same malpractice is to some extent to be fairly charged to much of our work in Sabbath-school departments. The preacher in the pulpit usually finds a single verse—often a small part of a verse—enough for his trained brain or his audience to grapple with as he pours forth his sermon on a great subject. The average Sabbath-school work skims over from ten to twenty times as much Scripture surface in a lesson for which there is seldom as much time as is given to the sermon. Yet a very small proportion of the teachers have intellectual training to compare with that of a pastor, and the scholars can hardly be expected to hear as understandingly as a more mature audience.

The writer has for years, both as a teacher and superintendent, aimed to concentrate the fire of class and of school on some one vital point in one verse. This then becomes so thoroughly burnt in that there is some chance of its being remembered. It is not what people make, but what they save whereby they become rich. It is not what they hear, but what they remember that makes them wise. Finally, this concentration makes review at the close of a quarter, more efficient and satisfactory.