

VISIT YOUR SCHOLARS.

The teacher who would be successful must win the confidence of his scholars and be in sympathy with them; he must know their natures, their surroundings, and their needs. In no way can he better do so than by sitting them at their homes. He thereby shows his interest in them and wins their love.

How such visiting enables you to bind the children's heart to your own! I go around in the district and see the parents, brothers, and sisters of my scholars; I am shown a favorite picture book, or a pet dog, or pussy, or pony, or a little garden over which a pupil exercises absolute ownership, and afterwards I take occasion to inquire about these things. I ask one whether his big brother (the family pride) is going into that big store yet; I tell another that I never saw such a saucy, tricky, little dog as hers; I recall some pleasant incident of my visit to their house or ask Johnnie if he can manage the potato bugs in his garden yet. In this way I gain the love, confidence and hearty co-operation of my scholars.

The parents, too, are pleased with the attention, and no longer regard me as a school teacher merely, but more as a friend. As far as my experience goes, I must say I have found no surer way of securing the support and co-operation of the parents, than by paying them an occasional visit.

Then, too, I get many valuable hints. I know that the most effective way to manage White R. is to drop a letter to his mother. I have learned that Jennie B. is to have the nice apple tree at the side of her father's house if she maintains a good standing in her class, and that suggests to me a way of making Jennie study. I know what course of discipline the several families endorse, and that shows me what mode of punishment will be most judicious and effective with different pupils. I know, too, the likes and dislikes of the district, and those of the children, and that saves me from making mistakes in seating scholars, enables me to avoid unpleasantness, and makes things run smooth.

These calls are also beneficial to myself; for, though I have more book learning than any one else in the district, I find there is a number of men who can teach me a great many things about the practical affairs of life. I find that in some things I am pretty green. Intercourse with people of various occupations and conditions in life teaches me many valuable lessons and dispels the crude notions which I brought from college.

Thus I am abundantly repaid for the time spent in the homes of my pupils. I get more correct views of life, secure the good-will of the district, and pick up many bits of information which aid me in managing the school.—L., in *Pedagogue*.

REST A DUTY.

Frances Power Cobbe, in her excellent little volume "The Duties of Women," (a book which every woman should read), says, "Little girls may fidget with toys, and dress dolls, and chatter in the nursery for hours over some weighty concern of the baby-house; but it is a pitiful sight to see grown women making all life a child's play. Rise, I pray you, to the true dignity of a human being to whom petty feelings and small vanities and servile, wheedling tricks must be repugnant and abominable. Respect yourself too much to dress like a doll, or a peacock, or to betray that you have spent hours in devising the trimming of a gown."

How many children die every year because the mother does not take time to read and study the laws of health; and many others die because their parents are so worn out with overwork and undue anxiety that the children do not inherit vitality sufficient to enable them to resist the attacks of disease. "He that maketh haste to be rich shall not be innocent."

One of the "must be's," is certainly care of our own health—this for the sake of our children, our friends and the good we may do in the world, for every one may do some good.

In this age of excitement, hurry and bustle, we must all take great care to secure as a duty periods of rest and recreation. If some of us take a little more rest now day by day, we shall not need the grave's rest quite so soon.

Let us not forget that ever since the

world began, the best achievements have always been after a season of rest and quiet. The diamond and all the precious stones gain their perfect crystalline shape only in perfect quiet and silence. Of burdened, weary mothers, we may often say with the prophet Isaiah, "Their strength is to sit still." But even the "shut in" ones may find ample scope for their benevolence in words and deeds of mercy. What good may they do by letters to those who do not come within the sunlight of their presence! Oh, the blessing that may be conveyed in a letter, or even in a postal card! And, surely, we may all find time to cheer some lonely hearts in this way. Let us each stop and think how we should feel if it should prove that the answer sent to some dear friend, whose letter we have long delayed to answer, should at last arrive just too late, when the tender, patient, long-suffering spirit had at last been released forever from earthly trials and longings.

Surely, however busy, we may allow ourselves time for short misses of love and sympathy for the absent. As to time it takes no longer to write a letter than to make a call, not so long, indeed, and common courtesy, to say nothing of friendship, requires us to call upon our friends at least once a year. A careful and methodical arrangement of work will enable one to do much more than could otherwise be done, and a judicious succession of active and quiet employments will economize strength.

We have only one life to live, let us then try to get a just and definite idea of the "must-be's" and "may-be's." That is to say, the duties and possibilities before us; and, day by day, prayerfully and carefully make our selection from them, before it is too late, remembering always this, as one of the most important "must-be's," "Every one of us must give an account of himself to God." Anna Holyoke Howard, in *the Household*.

HINTS TO TEACHERS ON THE CURRENT LESSONS.

(From *Peabody's Select Notes*.)

SUGGESTIONS TO TEACHERS.

Oct. 11.—2 Kings 7: 1-17.

The intervening history given in 2 Kings 6: 24-33 is an essential part of this lesson. Note the facts briefly,—who were the kings of these nations; the date; the place on the map; the short interval of peace.

Subject.—God's promise fulfilled.

I. The famine in Samaria, its cause and its severity.

II. The trial of faith. The famine was the result of the sins of the people (see Deut. 28: 47-58), and hence, though God had often sent relief before, this continued till the punishment could produce its proper effect. Hence it was a trial of the faith of the king and people. Elisha's faith was tried in two ways: (1) by the long-continued famine, though doubtless he had prayed for its removal, and the king and the people were excited against him for not doing something for their relief. (2) The king threatened him with death.

Illustration. Parents continuing to punish a child when they desire to cease, but must see signs of repentance. The surgeon continuing to cut off the diseased limb to save the life of the patient, even while he is sorry for the pain he must inflict.

III. The promise of relief (vers. 1, 2).

IV. The promise fulfilled (vers. 3-16).

Mark especially God's manifold ways of helping our need, often in the most unexpected ways. There is no limit to his resources,—he can see multitudes of ways of helping us when we can see none.

Illustrations. (1) The unseen guardians revealed in our last lesson. (2) The new and unexpected forces and powers men are finding continually in nature. Who would have suspected the powers of steam, of the

telegraph, the telephone, a hundred years ago! But every power was there, though unknown.

V. The fate of unbelief (ver. 17). Note the difference between the doubt of the king, which led him to search for the truth of the lepers' report, and the mocking, hard-hearted unbelief of the lord. Show why such an unbelief is deadly, and worthy of punishment. The prophecy of Elisha was fulfilled, not by miracle, but by the people, as a natural result of his unbelieving and haughty disposition.

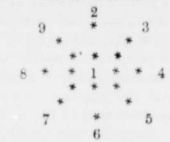
Illustration. This lesson suggests the folly of the sinner who perishes within sight and reach of the Gospel feast. A ship, after long buffeting with the storm, driven hither and thither, and making no port, was without water, and its crew, fainting with thirst, hailed a passing vessel with the cry, "Water, water!" The answer came back, "Let down your buckets; you are surrounded with fresh water." They were off the coast of Brazil, in the outflow of the Amazon, which pushes its tide of living waters away out into the Atlantic a hundred miles.—S. S. Times.

PUZZLES.

REBUS.



PUZZLE WHEEL.



- 1-2. A transparent drop.
- 1-3. A gown.
- 1-4. Therefore.
- 1-5. Sailors.
- 1-6. To ensnare.
- 1-7. A beginner.
- 1-8. The highest parts.
- 1-9. Gentle.
- 1, 2, 3, 4, 5, 6, 7, 8, 9. To change the place or order.

ENIGMA.

(By Miss Haverall.)

A whimsical set we must often seem,  
Of crochets as full as an organist's dream;  
If we were abolished, there'd straightway be  
A piscatorian jubilee.  
We are frequently clothed in a snowy array  
As a maiden fair on her bridal day;  
Yet we're often black as the blackest night,  
E'en when we're lauding the soft moonlight.  
The depths of the ocean we faithfully show,  
On us hundreds of miles you may swiftly go;  
We measure the distance from place to place  
And encircle the globe in our wide embrace.  
Woe, woe to the soldier who dares to fly  
From us when the hour of battle is nigh!  
Yet the gardener himself, in his peaceful trade,  
For planting his cabbages needs our aid.  
If a lady endeavors her age to hide,  
We ruthlessly publish it far and wide  
Wherever she ventures to show her head;  
Yet in us her destiny oft is read.  
In the hearts of a friend long, long forsaken  
A few of ourselves may deep gladness awaken,  
Yet ours is a many-stringed, changeful lyre,  
For dismay and despair we may often inspire.  
We're essential to poets, to artists, musicians,  
To all washerwomen, and mathematicians;  
It required a Euclid to tell what we be  
Yet us at this moment, fair reader, you see.

ANSWERS TO PUZZLES.

ILLUSTRATED PUZZLE—2, OIL. 3, DOLL 4, LID, 5, MIDS 6, COLL. 7, VIOL.  
ENIGMA.—TURK.  
CHARADE.—WATCH-SPRING.  
CORRECT ANSWERS RECEIVED FROM EVELYN D. STONE.

Come unto Me, and Rest.

"Come unto me, all ye that labor and are heavy laden, and I will give you rest."—MATT. 11: 28.

EL. NATHAN. JAMES McGRANAHAN.

1. Broth-er, art thou worn and wea-ry, Tempted, tried, and sore oppress'd?  
2. Oh, He knows the dark fore-bod-ings Of the conscience-troubled breast;  
3. To the Lord bring all your bur-den, Put the prom-ise to the test;

List-en to the word of Je-sus, "Come un-to Me, and rest!"  
And to such His word is giv-en, "Come un-to Me, and rest!"  
Hear Him say, your bur-den-Bear-er, "Come un-to Me, and rest!"

REFRAIN.

"Come un-to Me, and rest!" "Come un-to Me, and rest!"  
Come, Oh, come and rest! Come, Oh, come and rest!

Come, ye wea-ry, hea-vy-lad-en, "Come un-to Me, and rest!"

- 5 If in sorrow thou art weeping,  
Grieving for the loved ones missed,  
Surely then to you He whispers,  
"Come unto Me, and rest!"
- 5 Trust to Him for all thy future,  
He will give thee what is best;  
Why then fear when He is saying,  
"Come unto Me, and rest!"