

hem, and do other farm chores when he is sick or called away. I know many such wives. And surely it would be a pleasure to a weary housewife to leave home for a few days to rest and visit friends, and come back re-freshed to find all at home comfortable and in order, instead of finding everything top-syturvy, the beds unmade, the dishes all dirty, victuals all gone, and men and boys clamorous for something to eat.

Again, men ought to do a little house-work so they may better appreciate their wives and know what their lot in life is. Many men are almost as ignorant as last year babies concerning the wearing, health destroying burdens their wives are weekly bearing. They love their wives, perhaps, and would be very sorry to lose them, but they cannot see that they are working themselves to death. Many husbands are thoughtless and unsympathetic through ignorance. I once went to help one of my neighbors out of his difficulties. His wife was sick and there was but one to take care of, and cooking to do, etc., and he was at his wife's end. He was a great, strong man and uncommonly handy about the house, so he got along better than most of his sex in like circumstances. He had been busy all the morning, getting his breakfast, skimming milk, washing pans, waiting on his wife, churning, etc. He was doing well, and I praised him to keep his courage up, but long before noon he dropped into a chair. "Well, there!" groaned he, "I haven't been so tired for six months!" and he a hard working farmer! I had been over that road many times, and knew how it was myself, and ought to have pitied him, I suppose, but I must acknowledge it was refreshing to hear that great, robust man declare that the drudgery which farmers' wives spend most of their lives in doing was tiresome work.—*Household.*

A BAD CHARACTER, AND HOW IT FOLLOWS US.

Some years ago, in a farming neighborhood, a middle-aged man was looking about in search of employment. He called at the house of a respectable farmer and told his errand. "What is your name?" asked the farmer. "John Wilson," was the reply. "John Wilson—the same that lived near here when a boy?" "The same, sir." "Then I do not want you."

Poor John, surprised at such a reply, passed on to the house of the next farmer, and there a similar reply was given. And he found no one in the neighborhood where his earlier years had been spent was willing to employ him.

Passing on, he soon came in sight of the old school-house. "Ab!" said he, "I understand it now. I was a school-boy three years ago; but what kind of a school-boy? Lazy, disobedient, often in mischief and once caught in deliberate lying; and though since I have been trying to reform, they all think me the same kind of man that I was as a boy. Oh, that I had done as I ought when at school. Then people would have confidence in me now."

So it is, and school-boys and school girls should remember it, that character follows us, and is remembered, and that those who have known us in our early days will be very apt to look upon us in our later years as they did in our youth.—*Sel.*

THE SUNDAY-SCHOOL releases no parent from the obligation to train his offspring in the Scriptures. In instances beyond enumeration, it stimulates, and guides, and helps the parental effort. If, in some strange instances, ignorant and careless parents feel absolved from the parental effort by this auxiliary of modern times, there are contrary instances, tenfold more numerous, of parents and families who, from the connections of their children with Sunday-schools, have first become awake to the duty of instructing them, and first learned the best methods of performing it.—*Christian S. S. Teacher.*

PUZZLES.

ILLUSTRATED PUZZLE.



When the figures in each picture have been translated into letters they will spell the word necessary to answer the question for the picture. Example: Picture No. 1. What are these men fishing for? Answer: Cod. (C, 100; o, 4; d, 500.) 2. What does this lamp contain? 3. What is the little girl crying for? 4. What does this kettle need? 5. Where is this horse going? 6. What is the man about to do with the rope? 7. What does this musician want?

CHARADE.

My first looks for evils increasing, Though it covers its face with its hands. It runs day and night without ceasing; But finds time for each one's demands.

My second does even more running, And that it's a leap, too, is clear; And, if you will pardon my punning, I'll add with a march 'twill appear.

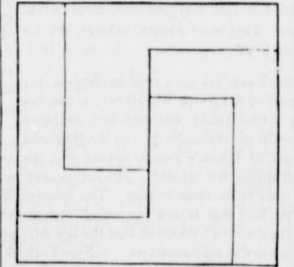
My second would cause time's destruction If into my first it should run. To my first give my whole introduction, And 'twill serve us in place of the sun.

ENIGMA.

Of a useful whole I'm the most useful part; I've a good circulation, for I've a heart; I have two or three garments or outer clothes;

I am closely allied to a lip and nose; Rare, and parchment, and jewels rare, Rubbish and treasures within I bear; The tiniest leaf I produce I can nip; With a dexterous finger and thumb at my tip; Though I'm often as tall as a spire to view. If you travel far I accompany you; I am the Indian's light canoe; To puzzle you more, I'm an aqueduct, too; I'm part of a garment of olden time; And part of a beast of a southern clime; And finally now, to crown the whole, I am your body, but not your soul!

ANSWERS TO PUZZLES IN LAST NUMBER.



CHARADE.—GLADSTONE.
 DECAPITATIONS.—1. N-ICE, 2. N-HIL, 3. P-ICE
 4. S-U-B-R-K, 5. S-U-B-M, 6. B-I-E-A-T.
CORRECT ANSWERS RECEIVED.
 Correct answers have been received from Maggie F. Call.

HINTS TO TEACHERS ON THE CURRENT LESSONS.

(From Peloubet's Select Notes.)

I. The map.—Showing the extent of the kingdom when this quarter began, and how it was divided between the two kingdoms; which tribes belonged to Israel and which formed Judah.

II. The history.—Impress clearly the outlines of the history of this almost a century of national life,—nearly as long as the United States has been a nation. Let the scholars repeat in concert the names of the kings of Judah and of Israel, and learn thoroughly two or three of the more important dates. Give a view of the differences between the two kingdoms in their religious character, and in their prosperity.

III. The persons in this history who stand as a warning to us.—Rehoboam, Jeroboam, Omri, Ahab, and Jezebel, indeed nearly all the kings; the young advisers of Rehoboam; the elders of Jezreel; the prophets of Baal; Gehazi. What were their deeds that we should avoid? What were the characters out of which these deeds proceeded? What commandments were broken by them? The results of their evil courses.

IV. The persons in this history who stand as examples to us.—Such as Elijah, Elisha, Obadiah, Naaman, the little Jewish girl; and to these, in a far lesser degree, may be added the 100 prophets Obadiah preserved from Jezebel; the prophets who were persecuted, the 7000 who refused to worship Baal. What were the good deeds they did? What elements of character should we emulate? What good results followed their good actions? Call for the best person, the noblest deed, the bravest and most heroic act, the act requiring the greatest faith, the most benevolent deed.

Oct. 4. 2 Kings 6: 8-23.

As this is the first lesson of the quarter, give the scholars a clear and vivid idea of the condition of the two kingdoms.

Review briefly the history and miracles of Elisha. Note the time and place of these marvellous works.

The subject of this lesson is, The Defenders of God's People.

I. Israel attacked by Syria (ver. 8). The location and causes of the war.

II. Defended by God's prophet (vers. 9-12). The lesson from this is that God reads the secret thoughts of men. Have the scholars look up the texts in the Bible which prove and illustrate this. The two different effects of this fact. (1) Comfort to the Christian; (a) God knows his secret longings, even when he cannot express them; (b) God understands his motives when others misrepresent him; (c) God knows just how to lead and comfort him.

Illustration. Many years ago the Rev. H. W. Beecher was mobbed. The mob thought he was in a certain house, and threw stones and eggs at its windows and doors. But all this time Mr. Beecher was in another house near by, looking at the attack, and feeling perfectly safe because he was not there. So we watch the attacks of infidels and opposers. They often attack caricatures of the Bible truths and not the truths themselves, and we can look calmly on, because we are not where the blows fall.

(2) Terror to the sinner; (a) his secret sins are known; (b) he is judged by the motive, and not by the outward act alone; (c) he can hide nothing from God, and therefore God can hinder his secret plans.

III. The assault upon Elisha (vers. 13, 14).

IV. The multitude of his defenders. The Christian is surrounded by unseen defenders. (1) God (Ps. 46: 1); (2) Christ (Matt. 28: 20); (3) the Holy Spirit (John 14: 16, 17); (4) angels (Heb. 1: 14); (5) the secret forces of nature (Rom. 8: 28).

Illustration.—As around the virgin and child Jesus, in Rachel's Sistine Madonna, the air is filled full of angels' faces, so ever around the Christian are there invisible angels of God for his defence and help,—ministering spirits who minister to those that shall be heirs of salvation.

Illustration.—A good man dreamed he had died and had gone up to the gates of heaven. Before admission, he was, however, hidden to tarry awhile in the picture-room. He looked from scene to scene upon the canvas there, and all appeared familiar to him. At last he recognized them as from his own life, and in each presentation he was in peril of some kind, but angels, sent of God, were guarding or directing him.

The disclosure thus made put all his life into a new light. God's messengers had cared for him all the way through. His heart was at once raised in gratitude to his divine protector, and then he was ushered into the city.—*S. S. Times.*

Illustration.—The unseen forces of nature are mighty and mighty, which yet God has promised shall work good to those that love Him. We are surrounded by these forces,—magnetism, heat, light, chemical affinities, attraction of gravitation, all under the control of God.

V. The peaceful victory. Dwell especially on conquering enemies by changing them into friends (Rom. 12: 20, 21.)

CONCERNING SUBSTITUTES.

There are few schools in which all the teachers are present for very many successive Sabbaths. Illness, absence from town, bad weather, and a great variety of circumstances sometimes make it quite impossible for the most faithful teacher to be at his post. In that case there must be a substitute. And the importance of the matter suggests the following words:

- I. To the Regular Teacher.
 1. Have a substitute as seldom as possible. Your place is not one to be left on slight occasion. Your reason for absence ought to be very good indeed.
 2. If you must be away, secure your substitute yourself. Do not send word to the superintendent, just at the opening of the school, that "you can not be there to-day, and he will please find some one to take your place."
 3. Give your substitute reasonable notice. He can not teach without preparation, any more than you can.
 4. Furnish him with your lesson help.
 5. Pray for him before he goes to your class, while he is teaching, and after he has finished.
 6. In the name of Christian courtesy, never forget to thank him for what he has done.

II. To the Substitute.

1. Understand in the beginning that you are undertaking difficult work. It is never easy to take another's place. It is impossible that you should know what sort of scholars you have, or what they need, meeting them only once. Do not be discouraged, therefore, if you find it hard to teach, and if it seems, at the end of the hour, as if you had done nothing.
2. You have a possible opportunity of doing great good. Your way of putting things may strike the attention of one who is accustomed to his teacher, and hears his words without heeding them. The Spirit may direct your arrow, shot at a venture, straight to a mark hitherto untouched.
3. Pray much before you go to the class.
4. Study the lesson. You can not teach at hap-hazard, or on the strength of your general knowledge.
5. Never mind finding out "how the teacher does it." Get at the lesson and teach your own way.
6. Pray afterward for those who have thus been brought under your teaching.—*Walter A. Brooks, in Westminster Teacher.*

TO SECURE PUNCTUALITY.

My rule is almost too simple to offer, and yet, in practice, most superintendents shrink from it.

It is merely, begin when the hour comes. I once belonged to a model Sunday-school, in which there was but little complaint of tardiness; but which, under a new, though very good superintendent, gave great trouble in this matter, until the old plan was suggested and restored.

Baldly begin with three children, if only three are present. If your musicians and singers are absent, never mind that; change the order of the opening exercises, or even its whole character. You can pray and you can read chapters. More children and teachers will come in as you read, to swell the responses; and you can afford to be very polite to your singers when they do arrive, for the sight of the difference they have caused in the school routine will do more than any words to show that their presence is necessary. The children, too, will quickly improve.

Some will always be late; but if it is not known exactly when school really opens, a great many will be late.—*Margaret Meredith, in Sunday School Journal.*