

4. To speak in *doubt* or *irreverence* toward any portion of God's Word, his ministers, or the Church. If a Sunday-school teacher has doubts, let him keep them to himself.

5. To mix with the teaching of the things of God *levity* and *flippancy* of speech. There is an increasing tendency toward such unseemliness, both in the pulpit and the pew.

II. MISTAKES IN PREPARATION.

1. To *put off* to the last day and hour of the week the study of next Sunday's lesson, and then to trust to some sort of inspiration in teaching it.

2. To *neglect the Bible* in his lesson study, and unduly magnify the teaching "helps" by depending upon the thought and study of others.

3. To have no plan of *systematic Bible study* for one's leisure hours, and thus never to become "a workman that needeth not to be ashamed, rightly dividing the word of truth."

4. To study and to teach *without special prayer* for the divine blessing, and without trying faithfully, as time will allow, to get a personal knowledge from one's scholars.

5. To neglect the *teachers' meeting*, the very best place of all for sharpening the teacher's wits, and showing him how to teach a lesson.

III. MISTAKES IN MANAGING.

1. To come *tardy* to school, and to let the spirit of mischief and idleness preoccupy the minds of his scholars in advance of his coming.

2. To *stay away* from his class for any thing less than providential reasons, and perhaps undo in one week the good work of months.

3. To *allow disorder and idleness* in his class, under the plea that if he tries to keep good order his scholars will leave him. The *growing* class or school is always the class or school that is orderly.

4. To *neglect the dull and slow scholars* of his class, and give the place of honor and work to the bright scholars, who need but little of his care and encouragement.

5. To *neglect the training* of his scholars in the practical duties of the Christian life, such as Church attendance, home Bible reading, prayer, etc.

6. To fail to *follow up every absence* persistently and lovingly, and to form the *habit* of being in his place on the Sabbath day.

IV. MISTAKES OF INSTRUCTION.

1. To do *all the talking* of the half hour, and fail to use the time in drawing out the scholars.

2. To ask *questions* of a few bright or favored ones, and to neglect to question every scholar in every lesson.

3. To *consume time* "reading the lesson round," instead of at once beginning the teaching.

4. Teaching the *little things* of the lesson and leaving no time for the personal application of the great spiritual truths which it contains.

For the Good of the Work.

BY MRS. W. F. CRAFTS.

"Should a primary teacher hold her class indefinitely?" was a query put into a question box at a convention by a mother who was greatly afflicted by the fact that her little child had to attend a class taught by an elderly lady, who had been in charge of the primary department for twenty-five years. The long continuance of the teacher would not have been objectionable if she had not been content, and not only so, but firmly fixed, in teaching just as she did when she first took charge of the class; that is, each Sabbath she called the roll, heard the verses, asked, "Who was the first man?" "Who was the first woman?" "Who was the first murderer?" "Who was the oldest man?" etc. When urged to take up the international lessons, and teach them according to kindergarten methods, she had replied, with rather a good-natured sniff, "La sakes! I can't teach such nonsense."

The superintendent, who was a man thoroughly in sympathy with advanced methods, would have liked to ask her to resign. But he did not dare to suggest it, because she was a sister well beloved in the church.

Many mothers whose little children went to kindergartens through the week, and were made "much happy" there, kept their darlings at home on the Sabbath, rather than have them go to a class which was in such contrast to the kindergarten, and so the primary class was much smaller than it should have been.

No wonder that anxious mother dropped the query into the question box, hoping to get some solution for the difficulty. She listened eagerly as the questions one by one were answered; at last hers was reached, and this is the answer that was given: "A primary teacher who is progress-