

repetitions. Ex.—Matt. 6: 25-31; Acts 10: 11-16. Give other examples.

(3) Recall purposely after intervals of several weeks.

III. Ability to Recall.—Depends upon—

(1) Frequent practice in recalling what we have learned.

(2) Great accuracy in what we do recall.

(3) Persistency in recalling whatever we attempt to recall.

(4) Great concentration of mind and great will-power in the matter.

ENRICHED BY TEACHING.

While I was a scholar in the Sunday-school, I never questioned but that it was an institution maintained solely for the benefit of the young people. Considering all that is done to secure, hold, and instruct, the young, this view was hardly surprising.

But, since I have been teaching, I have often wondered whether, after all, we teachers are not the ones most benefitted. Many of us could testify that we have given our best thought, best work, best selves, to a Sunday-school class, only to find that in all these things we have been enriched,—enriched by teaching.

Perhaps even the tact necessary to secure scholars may not be ours by nature; but, when it is cultivated and developed for such a cause as this, we acquire power which may be of service in a larger sphere than the average Sunday-school.

To hold these scholars from Sunday to Sunday, to make Bible study attractive, to make them Bible students, to bring them to Christ, necessitates our putting into exercise many graces of mind and heart. Patience, love, knowledge, have here abundant opportunity for exercise, and one cannot exercise them without gaining thereby.

If we are wise teachers, we will not slight the power of attractiveness, whether it be of person or dress; because of this, one's general appearance will improve,—a thing not to be despised by those of us who are past the day of youthful grace and vigor.

A Sunday-school teacher's privileges are not confined to one day in seven. There should be a profitable week-day companionship between

teacher and scholars. It is to this week-day relation that the teacher is indebted for many brightening, quickening influences, resulting from contact with the optimism of youth. Our sympathies are also broadened and deepened by these everyday glimpses into the helps and hindrances that surround our scholars in their home, social, and business circles.

But even better than all this is the result of the faithful teacher's purpose to become just what her scholars think she is; not that there is any effort on her part to deceive them as to her true worth, but they have a way of placing her on heights in mental and spiritual spheres,—heights on which we ought to be, but perhaps have not yet scaled. The restraining influence of the class is upon us in matters of opinion and decision, and we are thus spared some faltering and stumbling. Their faith in us, their expectancy of the best in us and by us, leads us on "from character to character," the possession of which gives satisfaction of the highest and purest.

The study of the Word for the purpose of presenting its truths to a class, is another, doubtless the greatest, source of benefit to a teacher. We cannot spend several hours weekly in a prayerful research of the Bible without coming into closer fellowship with the Great Teacher, without whose leadings we are failures, indeed, in this great work of teaching in the Sunday-school. I doubt if many of us would be like the Bereans of old, were it not that the responsibility of teaching others were laid upon us; then our loss would be as great as is our present gain.

Not to be overlooked is the goodly company into which this Bible study for the work in the Sunday-school brings us,—a company whose knowledge and experience in ways mental and spiritual makes clear to us many things we might not otherwise comprehend or enjoy. We may never see McLaren, Miller, Hurlburt, Schauffler, and a host of other lesson-writers, but they are not strangers to us; they are giving us much valuable help in character building.

These are only some of the benefits resulting from teaching a Sunday-school class, but perhaps enough have been advanced in support of the statement that we are enriched by teaching.—*M. D. Schaeffer, in S. S. Times.*