

one ; if your minister makes a long speech, he is not well prepared. If you boil a thing down you must have it well studied. Of course, you should have a great deal more on hand than you expect to use. I think it was Napoleon who said that the power of an army was in its reserves. I think that is a correct saying ; and I think the power of any minister lies in his reserves. You can tell when you hear a man preaching whether he has told all he knows or whether he has, something in reserve. It will be something like the advice given to a boy once : " Now, John, you are going out to see the girls. " " Yes, I am. " " Well, I will give you a little advice ; always leave when it is a little interesting ; they will want you to come back. " (Laughter.) So it is in the lessons ; you should stop when it is most interesting. Let them understand by your very words and acts—they can discern it very quickly—that you have a good fund behind ; and they will say : " I wish he would continue on a little longer ; I should like to come back next Sunday. " You want to have a great deal more ; and you want it well arranged. Then another thing, I never would bring a lesson leaf into the class. (Applause.) Use them to all the advantage you can at home, just as the ministers use their commentaries. You would not like to have your minister come in and commence to read to you what Dr. Adam Clarke says about the subject, or read what Scott says about it ; you want him to read that before he comes in. You should never bring these lesson helps in. The old style was, the teacher had a question book and the scholars an answer book, so there was no trouble at all to teach a lesson ; here was the question book ; I think I should know the back of that question book my teacher used to have if I saw it to-day. The teacher would just ask the questions, and the scholars would read off the answers ; and when we got through that, it was all done, and we were ready to be dismissed ; but the lesson paper is not much improvement on that if you are going to have it taken into the class and let the scholars have it, or let the teachers have a magazine, or the *S. S. Times*. I think it is Mr. Moody that says that a lesson paper in the hands of a scholar and a magazine in the hands of a teacher is like a lump of ice between two lovers ; you can all imagine what that would be ; well, it separates them. What you should do is to bring your Bible, and to have your notes with you ; have a little note to refresh your memory about what you want done. The Sunday before, give your scholars something to hunt up. If you say, " Now, scholars, I want you to learn your lesson, " they will probably come without the lesson learned, because many of them do not know how to learn a lesson ; they hardly know how to get at it. But if you will give them something specific to learn, one to find out all about the persons that are spoken of in that story, and another to find out about the place where the thing occurred, and another to tell what they did—giving them something specific—they will learn. It will take some time, but after a while they will know you expect them to recite something, and they