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To give.
Of what
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the Jews.
the Roman
and to speak

Felix. To
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Agrippa.
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of Melita.

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In a house
? A soldier

preach? To
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denial. Who
Christians.

unt one day?
our brother?

is better than
help some-
d By self-

Outline.
of God."

16. 10.
im. 4. 2.

25.
tt. 5, 11, 12.

16.

akers. Acts 18. 3.
' Acts 20. 34.

V. A SPIRITUAL WORKER.

Have ye....the Holy Ghost? Acts 19. 2.

"Walk....after the Spirit." Rom. 8. 1.

VI. AN AFFECTIONATE WORKER.

Ceased not to warn....with tears. Acts 20. 31.

"I have you in my heart." Phil. 1. 7.

VII. A SUBMISSIVE WORKER.

Jews....laid hands on him. Acts 21. 27.

"Blessed are the meek." Matt. 5. 5.

VIII. A COURAGEOUS WORKER.

He reasoned....Felix trembled. Acts 24. 25.

"I may speak boldly." Eph. 6. 20.

IX. A PERSEVERING WORKER.

I continue....witnessing. Acts 26. 22.

"Be thou faithful unto death." Rev. 2. 10.

X. A TRUSTING WORKER.

There shall not a hair fall. Acts 27. 34.

"Trust in the Lord." Psalm 37. 3.

XI. A SCRIPTURAL WORKER.

Persuading....out of the law. Acts 28. 23.

"Search the Scriptures." John 5. 39.

XII. A SELF-DENYING WORKER.

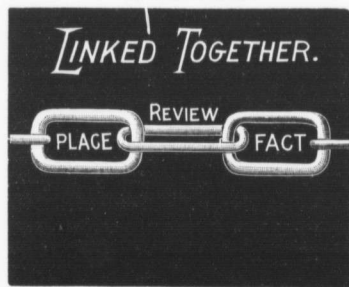
Nor to drink wine....stumbleth. Rom. 14. 21.

"Bear the infirmities." Rom. 15. 1.

References.

FOSTER'S CYCLOPEDIA. PROSE, 2815-2820, 6095-6100, 9368-9378, 12262-12265.

Blackboard.



Here are three links, being a part of the great chain of lessons. If we had room enough we might have twelve links, but we can get along with the three. The small link is the review link which fastens the facts and places together. In reviewing the lesson commence with the first one, and write inside the link, where the word "place" is, the name of the place where Paul was. Ask the school to tell of what occurred there. Write this in the link where the word "fact" is. Having linked together the place and the fact or event, ask such questions as may be thought best touching on the study of that lesson, and then pass on to the next one. The links will be filled as

follows, but it will be necessary to erase the names as you pass each lesson:

1. Troas.....Vision.
2. Philippi.....Prison.
3. Athens.....Address, Mars' Hill.
4. Corinth.....Tentmaking.
5. Ephesus.....Preaching.
6. Miletus.....Farewell.
7. Jerusalem.....Five Years Prison.
- 8, 9. Caesarea.....Before Felix—Festus.
10. Malta.....Shipwreck.
11. Rome.....Interview with Jews.

Preaching to the Young.

WE fully approve of the saying, "It requires more ability to preach to the young and ignorant than to preach to the mature and well instructed." But the reasons given do not always quite satisfy us. The preacher to the educated and mature preaches in his own range of thought, interest, and association. When he attempts to preach to the young and the uneducated he seldom realizes that he enters another range of thought, feeling, and association, whose unfamiliarity makes effective work extremely difficult. Often the mistake is made of only trying to find expression in simple words. The difficulty is let remain, that the thought, the setting of truth, or the figure, is out of the child-range. Very few persons can think good thought within the limits of child-knowledge and association. Those who work among children are not careful enough in the endeavor to find out what children really do think. Of course there is a possible extreme of simplicity which makes preaching to children childish. Perhaps the truth is that many who try to preach to children do not take trouble enough over the preparation to insure any high measure of success. It is so easy to get a point or two in mind, and then to say, "Surely, I can talk for ten minutes to children about this," and then to go and try, trusting to the clothing of our thoughts at the time. The fact is, that preparation for preaching to children should be the severest work we do. And it is certainly work which will well repay the utmost precision and care, and an anxious effort to secure relativity to the thought, interests, knowledge, and associations of the young people. If our readers have any sense of failure in their attempts hitherto to address young people, we very earnestly advise them to ask themselves whether they have really taken trouble enough. There is no work of which it may more fittingly be said, "That which is worth doing is worth doing well."—*Sunday School Chronicle.*