

than one field. Doubt flies on strong pinions, and soars aloft and far. It invades history, philosophy, science, as well as theology. Men have been boasting for thirty centuries in regard to their knowledge of the laws of the natural world; and yet there have been more disputes, more heresies and schisms and secessions connected with scientific theories, than can be enumerated in all church history. There have been dreams, fancies, whimsical notions, innumerable imaginings of crochety minds, solemn explanations of impossible things, sudden changes of front, such as cannot be paralleled in theological discussion. Each generation of this world's wise men makes itself merry over the errors of its predecessors, and is laughed at in turn by those who come after them.—*Rev. J. T. Crane, D. D.*

### Paper Patterns.

SUPPOSE, my sisters, we need a new garment and have neither the money nor inclination to pay the high prices demanded by a first class dress-maker, yet lack ability or time to design and fit it for ourselves. What is to be done?

On my work-table lies a "Butterick's Catalogue of Paper Patterns." Let us see what it says on this point. Under the description of each pattern there is the brief word "*sizes*." For some garments as many as twenty-three different sizes are cut. But even with such care it is impossible to have a separate pattern which will fit exactly all the stout and the slim, the tall and the short, the brunette and the blonde. And who among us would risk wasting rich material, without first carefully adjusting the paper pattern which comes nearest our measurement.

Sunday-school teachers, who expect to buy for a small sum a paper pattern for their lessons which shall fit at once all their scholars, will find themselves grievously mistaken. True, we have come nearer to it with graded lesson patterns for different ages, but who can sort the temperaments, minds, education, habits, thoughts, abilities—in a word—needs of all classes?

In commencing another year's set of paper patterns, we would especially warn

the teachers who take the paper to their class without having previously carefully adjusted it to those to be taught, not to be surprised when they find, instead of fitting closely and bending easily to the movements of the wearer, it stands out stiff and hard from the person, and slides down to the ground. Try the pattern on yourself first, then having learned where the seams are, you can cut off a little here and add a little there, straighten or curve, adorn or leave plain, as you see it needs.

If we would give a tithe of the thought to the forming of the minds and hearts of our scholars that we give to the shape and style of our garments, they would be moulded nearer to the heavenly pattern given by Him who sent us also the material to work upon.

After all, a paper pattern is not intended to wear. It would be a cold, cheerless, ungraceful, rustling, absurdity. Exceedingly helpful in shaping the soft materials, it only thus fulfils its end. If we go to our classes clothed with only a paper pattern, and that perhaps scarcely unfolded before, we will not be likely to show the child the beauty and warmth of being clothed upon with the righteousness of Christ. Oh! don't so waste the precious, God-sent material, but carefully use every particle to the best possible advantage.

Perhaps the very course of lessons which we begun with the new year, will help you to understand what it means to *save a child*. Not even the mother-faith of Jochebed could have dreamed of the work that God had planned for her son. Little did the daughter of Pharaoh know what her hand had found to do. But God knew, and perhaps, as we follow from Sabbath to Sabbath the life of the child so strangely rescued, it may be given us to know in part.

Could we conceive a stronger contrast than the babe of the bulrushes, and that same immortal soul when, after having passed from glory to glory, we behold him again as he appeared on the Mount, some fifteen hundred years after our lessons leave him?

And yet, teachers, the most unpromising child in your class may be just as strangely transfigured, may see Jesus as he is, and be like Him. Will you not