

4. Mark the attendance card in the presence of the class, making running comments of encouragement as you go down the list. For example, "Bennie Cook is still keeping up his splendid record." "Willie Blackwood is back from his long illness, and I am sure we are all glad to have him with us again." "Joe Brown is still away; if any of you see him use your influence to have him come regularly and I will write to him too." The time thus spent will not be lost, and will prove one of the most interesting portions of the lesson period.

5. Let each boy have a special place in the form, and should two members persist in talking, separate them. This plan, if strictly followed, will produce gratifying results.

6. Shake hands with each member as he leaves the class, giving to him a bright word of encouragement. For example, "Good-bye, Willie; you helped me nicely to-day." "Well, Oscar, I am glad you are coming so regularly and doing so well." "I fear you did not know much about the lesson to-day, Charlie, but I am sure you will do better next Sunday." If you have had trouble with any boy during the session, arrange it so as to say good-bye to him last, and then speak to him in such a manner that he will not go away with any unkind feelings.

Follow, or rather improve on, these suggestions; prepare your lessons thoroughly; pray most earnestly for God's blessings to rest upon each member of your class, and in due season ye shall reap if ye faint not.

### More Foxes.

THE best work in many a school is injured, if not destroyed, by inattention to little things that might easily be remedied. Here is a group of outside loungers, who persistently stand around at the church doors, perhaps smoking cigarettes, but always ready with a comment on every one that goes in or comes out. They may or may not be church-members, but they form a nuisance that ought to be abated at once, and at all hazards. This fox is not little, by any means.

Then there is the almost constant running out and in of pupils during the session, with or without cause, to the discomfort and annoyance of every one. As a rule, this is mere habit, and wholly unnecessary. Cut off the tail of that fox close behind the ears, if you would preserve the school from failure.

A fox of no trifling size is the visitor, small or large, to the class; having no special interest in the lesson, but with much to say with the friend or relative with whom the said visitor came, the teacher will have hands full to keep attention or to do any good. Let it be a well-established principle that no one is allowed to bring a visitor into a class without permission

of the superintendent, and be sure not to give permission if one comes, but find a suitable place for such visitor where no harm can be done, and win such person to the school as a "regular," if possible.

Another fox that is easily deprived of life is the practice, by far too common, of reading the lesson habitually from the lesson papers or quarterlies, by both superintendent and teachers, a practice that will be certainly followed by pupils, if half a chance is given them. More Bibles at hand; more Bibles owned by members of the school; and then a regular showing of Bibles at the opening of the session; this is the way to kill *that* fox.

The only plan for disposing effectually of these foxes that spoil the Sunday-school vines is to take them one by one and despatch them so thoroughly that they never will come back to life. Keep a close watch, lest some others, small and wary but dangerous, shall get in, to the injury or destruction of the lambs of the flock.—*Baptist Superintendent.*

At a recent Sunday-school convention, brief written answers were returned to the question, "What is the greatest lack, other than spiritual, in your Sunday-school?" The replies are summarized as follows in the order of number. The first answer was returned by nine persons.

1. Lack of competent, interested teachers.
2. Lack of permanent teachers, most remaining only a short time. Lack of personal interest of teachers in their scholars. Lack of special preparation by teachers to impart instruction by skillful questioning. Want of appreciation by teachers of the character and importance of their work.
3. Irregular attendance; lack of interest of officers and teachers in maintaining regular attendance.
4. The desire of too many to control.
5. Lack of discipline.
6. Lack of energy on the part of the superintendent.
7. Lack of good singing.
8. Lack of definite aim in work.

To see clearly the deficiencies of the Sunday-school is the first step in removing them. Perhaps some of our readers may see in this list suggestion of just what they ought to do.—*Pilgrim Teacher.*

LIFE is made of smallest fragments,  
Shade and sunshine, work and play;  
And with honest, true endeavor,  
Learn a little every day.

Tiny seeds make boundless harvests;  
Onward, onward, as they go,  
Rivers join the ocean billows,  
Streamlets swell the river's flow.