

IN THE GARDEN.

There's a tender Eastern legend,
In a volume old and rare,
Of the Christ-child in his garden.
Walking with the children there.

And it tells this strange, sweet story—
(True or false, ah, who shall say?)
How a bird with broken pinion
Dead within the garden lay.

And the children, childish cruel,
Lifted it by shattered wing,
Shouting, "Make us merry music—
Sing, you lazy fellow, sing."

But the Christ-child bent above it,
Took it in his gentle hand,
Full of pity for the suffering,
He alone could understand.

Whispered to it—O so softly!
Laid his lips upon its throat,
And the song-life, swift returning,
Sounded out in one glad note.

Then away, on wings unwearied,
Joyously it sang and soared,
And the little children kneeling,
Called the Christ-child, "Master, Lord."

EVENING STUDY.

Asa and his sister were ambitious to keep up with their classes. Many times when they had hard lessons in arithmetic they would sit up after supper and study. Asa was about three years the older, but he loved his sister's company in study as well as in play or work. He helped her so much that she soon caught up with him. His mind was active, and he easily learned his lessons. It was not easy for his sister, so Asa would act as teacher, as our picture illustrates. Ida would sit and listen to the explanation as Asa took her through each example, step by step. She would ask questions, and he would answer until she understood it well, then Ida would solve an example and explain it in all its parts and answer the questions about it that Asa would ask. In this way Ida gained rapidly. They worked together in this way and kept at the head of their class. Acting as teacher helped Asa very much. He needed to reason and explain more to be able to make it plain. As he reached the higher branches his mind was broadened, so that it was less difficult to master them. By this study together they learned to tell what they had learned. Many boys and girls now only go over their lessons hurriedly, and somehow pass through; but were they called upon to explain their work they could not do so. It is not how much we do that counts for good, but how well. Boys and girls who are slack at study are sure to be slack at work of any kind they undertake. It becomes a habit with them to slight all they do, and some have been known to become even slack in talking. Such boys and girls are slighted by thorough, active people, and when they are grown they

find, but too late to recover the mistake, themselves almost a burden to society. This kind of people generally are proud and want to be classed among the best. They scorn poor, honest, labouring people, thinking to exalt themselves in this way. They try to pass off as cultured people; but sham will be found out. Do you know any such boys or girls? Set them a better example. Teach them the best way.

TREE MAGIC.

BY ELIZABETH B. WALKER.

Out in the old garden was an apple tree. It was as old as the garden itself, grandma said. She ought to know, for she lived in the garden when it was quite new, and she was a tiny girl.

Every spring grandma looked into the budding sweetness and sighed, "How sad for the city children whose gardens are only brick and asphalt yards!"

When mamma wrote that Tessa did not get strong after a winter's illness, grandma said the garden would cure her. So Tessa went to grandma's, and made friends with the apple-tree.

When she came, its rough old limbs were hidden under a fragrant white mound of blossoms. Grandma told Tessa they would change into apples on the tree; so Tessa said they were wings the baby apples had flown from heaven with.

By-and-bye, the flowers were gone, and the leaves made a soft shade. Then Tessa would sit in the bending branches, and read, or sing, or talk. She pretended the trees understood, and that its rustle was laughter when she said funny things, and pity when she told sad ones.

At last mamma came to take her home. What do you think Tessa found, swinging on the lowest branch, when she ran to say good-bye to her tree? A ripe, red apple!

"See!" she cried.

"See!" grandma echoed. "The tree has done as much for Tessa's cheeks as for its own apple."

Tessa put up her hands, but she could not feel what grandma saw—the beautiful health colour.

FORGIVE ONE ANOTHER.

In a school a big boy was so abusive to the little ones that the teacher took the vote of the school whether he should be expelled. All the small boys voted to expel him except one, who was scarcely five years old, yet he knew very well that the bad boy would probably continue to abuse him. "Why, then, did you vote for him to stay?" said the teacher.

"Because if he is expelled perhaps he will not learn any more about God, and so he will be more wicked-still."

"Do you forgive him then?" said the teacher.

"Yes," said he, "papa and mamma and you all forgive me when I do wrong, God forgives me too, and I must do the same."

LESSON NOTES.

THIRD QUARTER

STUDIES IN THE ACTS AND EPISTLES.

LESSON X. [Sept. 5.]

GENTILES GIVING FOR JEWISH CHRISTIANS.

2 Cor. 9. 1-11. Memory verses, 6-8.

GOLDEN TEXT.

You know the grace of our Lord Jesus Christ, that, though he was rich, yet for your sakes he became poor, that ye through his poverty might be rich.—2 Cor. 8. 9.

QUESTIONS FOR YOUNGER SCHOLARS.

What news made Paul very happy?
What did he send to Corinth?
What caused suffering among the Jewish Christians?
What did Paul ask Gentile Christians to do?
What churches had been very generous in giving? The Macedonian churches.
Whom did Paul say might come with him to Corinth?
What did he want the Corinthians to do? To give freely.
Who will reap the best harvests?
How should we give?
Whom does God love?
Who is able to supply all our needs?
What is true giving?

GOD LOVES TO SEE—

A hand that loves to give.
A heart that trusts lovingly.
A mind to keep all God's commands.

LESSON XI. [Sept. 12.]

CHRISTIAN LIVING.

Rom. 12. 9-21. Memory verses, 16-18.

GOLDEN TEXT.

Be not overcome of evil, but overcome evil with good.—Rom. 12. 21.

QUESTIONS FOR YOUNGER SCHOLARS.

To whom did Paul write a long letter?
When did he probably write this letter?
From what city?
What does this part of the lesson teach?
What one word tells all our duty to others?
What kind of love must it be?
How does real love show itself?
How does it show sympathy?
What is a lowly love?
How does true love treat enemies?
What does love seek to do by evil?
What is the secret of love?

LESSONS FOR ME.

If I want real love I may have it.
My love is weak, but God's love is strong.
Love from God is offered to every child of his.