

the best of reading matter, which is particularly fortunate for our young people, educating their taste for good reading while the mind is pliable, and before they go out among evil influences.

Sarah K. Bolton very fitly says: "We are apt to give children books which are too weak rather than too strong. Let a child know something of the best poetry, the best history, the best essays, and the best fiction, because life soon becomes so full of labor that there is little time for reading for the most of us." This is a work for parents. Read the best to and with your children. What would be passed by as dry and uninteresting by a child, if given it to read alone, becomes fascinating when it is read by father or mother, pointing out and illustrating its beauties.

What noble minds the world has known, who were thoroughly acquainted with a few rare old books in their childhood, which kindled their enthusiasm and filled their minds with ardent desire to benefit their fellow-men. Let us turn sometimes to the quaint old writings of early Friends. Such earnest, simple-minded and quiet lives as they lived should induce us to stop sometimes in this busy, noisy world, and ask ourselves if we are living up to the best made known to us?

There is a grand old Book full of the choicest wisdom—the record of good deeds for us to copy, and one sinless life, the teachings of which we should ever aspire to follow. Let us not lose sight of this Book in our readings, but endeavor to become better acquainted with its teachings by the aid of the Spirit which giveth understanding.

While we possess such excellent advantages we should not be unmindful of those persons less favored than ourselves. There are little children with hearts ready for good seed, but no suitable reading matter at hand, no pretty papers full of instruction such as are so plentiful about us. Also there are many older people hungry for

reading, but having no means by which that hunger may be satisfied. Will not a few cents for postage and a little time spent in wrapping for the mail odd copies of papers suited to the needs of these lives cause gladness and plant good seed in their hearts which shall come to the harvest? May we not encourage the reading of pure literature in this way? It is a little thing to do, but let us not withhold our hand from answering any appeal which may come to us, because it seems trivial to our human understandings. Our little efforts will be blest if we faithfully perform the work which lies nearest us.

"Doe the nexte thyng,"

and look not for some great labor which would find us unequal to the task should it come in our way.

"Let us not be weary in well doing; for in due season we shall reap if we faint not."

THE VALUE OF THE BIBLE FOR INSTRUCTION IN THE FIRST-DAY SCHOOL.

(Read before Genesee First-day School Association.)

I am sure that every one of us gathered here to-day is interested in the work of the First-day school. It is probable that I may not say anything which you have not heard before. The question, "What is the value of the Bible in the First-day School?" is a most important one. I do not believe that one is properly prepared to teach a class until he has thought the subject over, and formed some opinion clear and definite concerning it.

We know that the Bible is the one book in which most people are interested. It is the most generally read and the most thoroughly studied of all the books known to Christian lands. In view of the spirit of criticism that characterizes this age, it is well, indeed, for us to ask what is the value of this book, especially as regards its use in the First-day School? I should be glad if I could answer this question so satis-