

Truthfulness and Pureness.

BY AUSTIN Q. HAGERMAN.

PERHAPS not all teachers realize the extent of the temptations to impurity and untruthfulness to which the young are nowadays exposed. Business lies, fashionable deceptions, equivocations and exaggerations are rife. And the very air would seem to be full of the taint of uncleanness, and the foul, demoralizing echoes of abominable scandals. Loose ideas of truth are thus fostered, and "vile affections" incited and pampered. There is reason to fear that the very bodies of the young are in danger of being dishonored thereby.

The disease must be bravely combated and specifically dealt with. The medicine of straightforward Bible precepts must be directly applied. General truths are not immediately available in guiding or restraining the conduct of a child. Truth must be specialized in order to have full power. The child must be plainly told *what* to avoid and *what* to do.

The heart of the teacher may shrink from speaking plainly upon these points. And it may not be done rashly. Only the pure and true have power to adequately handle the case. But the heart that is full of Christ can speak with gentleness, propriety and power.

A New England educator recently said concerning the common school, that the real problem is "how to awaken in the many and confirm in the few the love of truth for its own gracious self; how to enlighten the confused minds of little children concerning moral distinctions; how to lead or lift them out of evil habits already formed . . . how to produce that intelligent and conscientious tendency toward truthful intention, speech and conduct, which will bring the child in due time out into a sincere and truthful manhood or womanhood." If this be the problem to be considered in the common school, how much more should it be the problem to be considered and solved in the Sunday-school.

A Starting Point.

TEACHERS should get down to the level of the scholar's knowledge, and then build upward. Too often they instruct from their high standpoint, and what they say fails to be understood. There ought, in order to success, to be a common starting point of intelligence. To find out the degree of knowledge possessed by the pupil, ply him with questions, and see what he knows. Then add to his stock of information. Thus advance from Sabbath to Sabbath, and he will come up to that measure of intelligence which will make your teaching more pleasant and helpful. It may be discouraging work for a while, but it will pay in the end, and better accomplish the end you have in view—a well-informed and saved class.—*Presbyterian Observer.*

Opening and Closing Services.

SECOND QUARTER.

OPENING SERVICE.

I. Silence.

II. The Doxology.

III. Responsive Sentences.

Supt. I will lift up mine eyes unto the hills, from whence cometh my help.

School. My help cometh from the Lord, which made heaven and earth.

Supt. For the Lord is great, and greatly to be praised.

School. He is to be feared above all gods.

Supt. Honor and majesty are before him.

School. Strength and beauty are in his sanctuary.

Supt. O worship the Lord in the beauty of holiness.

School. Fear before him all the earth.

IV. Singing.

V. Prayer.

LESSON SERVICE.

I. Class Study of the Lesson.

II. Singing Lesson Hymn.

III. Recitation of Title, Golden Text, Outline, and Doctrinal Suggestion by the school in concert.

IV. Review and Application of the Lesson, by Pastor or Superintendent.

V. The Supplemental Lesson.

VI. Announcements (especially of the Church service, and week-evening prayer-meeting).

CLOSING SERVICE.

I. Singing.

II. Responsive Sentences.

Supt. The Lord bless thee, and keep thee;

School. The Lord make his face shine upon thee, and be gracious unto thee;

Supt. The Lord lift up his countenance upon thee, and give thee peace.

III. Dismission.