

what laws and customs. This from Bible dictionaries.

4. Seek for the main object or purpose of the book. No man writes without aiming to accomplish something by his writing. And a phrase has a very different significance according to the aim or purpose then before the author. It will pay to spend much time on this, for there are many great misunderstandings that arise from the failure to do this. For instance: Many readers approach the Epistle to the Romans with the feeling that it is the epistle of predestination, and they read it in more or less of a combative mood. On the contrary, it is an epistle of salvation by grace and love, as opposed to the idea of a salvation by purchase on the part of the sinner. Be sure to get the main object of the writer clearly in mind.

5. Ascertain the aim of the chapter or section of the book that is under consideration, and then you will apprehend the relation of each verse to this object.

6. If in any doubt as to the exact meaning of some particular verse, use the marginal references freely. They will guide you to other passages in which the same idea is expressed in different phraseology, or in which some slightly variant form of the idea is given. This will help greatly.

7. In pausing to ponder over a verse, other verses which would throw light on it often come to mind, but at the moment we cannot lay hands on them. For such occasions always have a good concordance at hand and use it freely.

8. If you have a Teacher's Bible, do not hesitate to use the "index" freely. The difference between the concordance and the index is that the concordance will point you to texts which contain some particular word that is in mind. The "index" points you to passages that bear on the theme in hand, though the phraseology be utterly different.

9. Use good commentaries as aids to suggest thought. Do not follow them slavishly, but avail yourself of their suggestions.

10. Seek opportunities to talk over the passage in hand with some thoughtful friend.—*The Presbyterian Journal*.

Sunday-school Officers.

THEIR SELECTION.

1. They should be chosen from the very best material the church affords, apart from all considerations of mere "policy" or personal compliment.

2. The three conditions of choice should be: First, a genuine *piety*; second, a *willingness* to take the office and make the most of it; third, capability and expediency. The last is worth little without the others.

3. There should be an *annual election*, at which each officer, according to his deserts, should be re-elected or displaced.

4. Age and experience are better qualifications than youth and inexperience. Too many schools are "daubing with untempered mortar."

I. THE MISSIONARY.

Every Sunday-school should have one or more somebody with the pastoral instinct—going the year round from house to house upon his twofold mission: first, to find and bring in *new scholars*; second, to follow up and reclaim the scholars who are slipping away. His work should be reported to the school quarterly and to the church annually.

II. THE SECRETARY.

1. He should be provided with a good *record book*, and keep it accurately and neatly.

2. His record should contain—(a) the complete roll of officers, teachers and scholars; (b) the actual attendance from week to week; (c) the *individual attendance record* of every officer, teacher and scholar; (d) the weekly minutes of the school.

3. The weekly report should be read by the secretary from the platform in such a way as to be heard and understood by the school.

III. THE TREASURER.

A practical and successful business man makes the best treasurer.

1. His book should show, in order, plainly: (a) The receipts and collections of the school, posted weekly, and balanced and reported each week and quarter; (b) the items of expenditure of the school, with date, amount and voucher for each; (c) an *individual credit account* with each member of the school, exhibiting at a glance how well the *habit* of systematic giving is being developed in each.

2. Along with the regular weekly report it would be well to bulletin before the eyes of the school some educative items like the following (taken from the blackboard of a New York mission school by the writer):

TO-DAY'S OFFERING.

February 25.

Total present	560
Number giving	490
Number not giving	70
Amount given	\$15 80
Average	24-5c.

IV. THE LIBRARIAN.

1. In a school with a library of reading books—(a) he must know the books, and guide the scholars in their selection; (b) he must keep the books from loss and damage; (c) he must secure