

Golden Rule. This rule applies to all ages, ranks, callings, etc., on earth. It is not universally followed, but its spirit is abroad and growing. The best time of life to teach it is to the young, and the easiest period in which to begin to practice it is in youth. Selfishness is very apparent even among children at play. "I did," "You didn't," "You can't play with us," "I won't play that game," etc., etc. Who does not remember such short, sharp, emphatic statements on the playground? It is sad, and invariably they were evidence of the innate selfishness of the speaker. Even a child must learn to practice self-denial, and the playground is a good place to carry out the principle. Now, dear Juniors, make up your mind that even play is not always going to be pleasant. You cannot always have your own way. It would not be good for you if you could. So, resolve to "give in" sometimes and let the others have their way sometimes. It is pleasant over and over again, and sometimes go together; but they do not make a happy boy or girl, or add to the pleasure of the game. . . . If your game requires skill, do your best at it; but if you are beaten, don't grumble over it. Resolve to do better next time. . . . Never cheat. Play fair. Be as honest in your play as in your prayers. Rather lose than win dishonestly. The great end is not to win anyway, but to win squarely and fairly. . . . If a boy cannot be trusted to play true, he cannot be depended on in any other way. Then remember, that play is recreation. When you are "real tired," quit, and rest. To re-create means to make anew. Your sports help to keep your mind clear, your brain clear, your muscles strong, your stomach healthy, etc., but if you "overdo it" you will suffer. Play is necessary for a child or youth. It helps growth, and if engaged in under enjoyable surroundings and in happy surroundings, it cannot be other than wholesome. Parents should encourage it, provide for it, participate in it, and so guard it against its dangers. Let your Junior League have its hours of recreation and enjoyable play. It will do you all good. An evening spent together for wholesome exercise in this way will draw all closer together in the spirit of desirable comradeship, and will add to your numbers numerically. Lastly, do not, dear Juniors, play on the Lord's Day. Many children do, and think it doesn't matter if no one sees. Let his day be holy—for rest and worship, and you will never be sorry.

A Blind Flower Lover.

The Rev. Mark Guy Pearse, of the London City Mission, is a great believer in the value of giving flowers to the city poor. He tells this story of one of his poor old blind parishioners, who is blind. He is a member of Sister Grace's Guild of Poor Things. His window-garden is a very picture. It was as Sister Grace sat having tea with him one afternoon that he thus delivered his soul: "Flowers, I reckon, is what you might call the Almighty's favorite text. It always seems to me to be his private way o' reminding yer that he don't never shut his eye day nor night. It allus sets me a-thinkin', that it do, it allus sets me a-thinkin' that he's a power more thoughtful than we give him credit for. Because, if you come to think about it, the littles flowers is often the most fiddlin'ly made, if you know what I mean. There's a deal more bits to a daisy than there is to a lily, and yet there's more daisies everywhere. And, if I could just plain plain out, it must upset him for to know that there's so many more as loves 'em than can ever see 'em. God Almighty would never have made the flowers all so careful if he'd a-knowned as folks 'ud claim 'em and put ralin's all round 'em."

Sunday School.

Honest Confessions.

There is no doubt about the value of honesty in a teacher. If he can't answer a question, it is generally better for him to say plainly, "I don't know," than to scribble himself behind that threadbare artifice, "Well, now, boys, I'll give you that question to look up for next Sunday." But there are some confessions of ignorance or indolence which a teacher ought not to have to make. Here is the way Robert J. Burdette puts it. He says: "Sometimes a teacher goes before his class with the remark, 'Hope you've studied the lesson. I've been so busy during the week, hardly time to look at it'—as if a hostess should say, when seating her invited guests at table, 'Hope you've brought a few crackers or sandwiches with you. I've been too busy to prepare anything.'"—Sunday - school Times.

The Ideal Teacher.

She possesseth that subtle and mysterious gift called sympathy. She knoweth the names and conditions of her scholars, and in all she taketh a tender interest; she understandeth their disposition; she hath no contempt for any. Therefore she draweth all towards her, and all place their confidence in her. She is slow to wrath. She remembereth that she also is human, and therefore liable to err. She is gentle and gracious in her dealing, for she forgetteth herself in her endeavors to set at ease them that come to her.

Her voice thrilleth as the tones of the sweet instrument—now persuasive, now high, now low, yet ever gentle and firm. To dwell in her company is an inspiration, for she unconsciously demandeth from her scholars their best. She is humble because she knoweth there is more to be learned. She hath an infinite patience with the dullard and the backslider. She is a mother confessor to every anxious heart. From her confessional box the downcast go away cheered, the indolent inspired, the rebellious subdued. She is a born ruler, for she is of them who have learned to obey in their youth. She loveth the children. No duty to her is trivial or beneath her to do well. She loveth her work, since not for what she getteth, but for what she giveth, does she toil. Yet is she cheerful of spirit. The sound of laughter often issueth from her lips, and calleth forth that of her scholars. That which she doeth she doeth with zeal; under her teaching the burden of learning growth lighter. She liveth ever, for in the years to come her memory will be green, and emit a sweet fragrance in the hearts of those she taught and loved.—Pennsylvania Sunday-school Herald.

Order in the Sunday-school.

A lack of order in the Sunday-school must be displeasing to God and is, without a doubt, a positive injury to all who attend. The injunction of the apostle to let all be done "decently and in order," is applicable to Sunday-schools as well as to churches. We have known some schools where confusion had "the right" to the closing, and the demoralizing effect of such a state of things were very plainly visible. It is impossible for a disorderly school to do good work. The scholars will not develop into as fine types of character as if good order were insisted upon and maintained.

The superintendent should insist upon order in his school. He should not proceed with any exercise until he has perfect order and attention. This will require in some schools a great deal of self-possession and firmness. Let it be understood from the very beginning that there can be no exercise without order. An attitude of firmness will before long have its desired effect. A superintendent who lacks the necessary tact and firmness to secure good order, had better allow some one more gifted in this direction to take his place.

To maintain good order, the superintendent needs the hearty co-operation of the other officers and teachers of the school. Such co-operation is due him from every consideration of courtesy and duty arising from the relation which one Christian worker sustains to another. Teachers should feel that they are responsible for the order in their own classes. They should set their scholars a good example of proper behavior in the house of God engaged in religious service, and of proper respect for the wishes and authority of the superintendent.

The irreverent conduct of many grown persons in the house of God is shocking to a person who has been trained in a different way. It is sacrilegious, and opens the way for a utter disregard of sacred things. The Sunday-school should be careful not to encourage irreverence. If the children are taught reverence for holy places and holy services in the Sunday-school they will show it when they become men and women in their conduct in the house of God. Irreverence is the ground out of which grows all manner of disobedience and unteachableness. To all workers in the Sunday-school we would say, Maintain order, teach reverence.—Evangelical Sunday-school Teacher.

Men Wanted.

It is said that the members of the official board of a leading Methodist church in Chicago no longer pledged themselves to attend Sunday-school, and to perform any service that the superintendent might request. This action was caused by a statement from the superintendent, setting forth the difficulty of preventing boys from dropping out of the Sunday-school when they approached young manhood. The superintendent attributed this to the fact that there were so few men engaged in the work of the school. He thought that, if there were more men in the Sunday-school after they had a tendency to disuse the minds of young men of the impression that the Sunday-school was a place for only women and children, and that it was beneath the dignity of young men to remain in the Sunday-school after they had attained to the years of early manhood. There are many superintendents who have the conviction, based on observation and experience, that it would add greatly to the strength and influence of the Sunday-school if more men were engaged in the work of the school. There are many superintendents who believe that the older boys and young men of the Sunday-school would not "drop out" if their fathers and brothers had not already "dropped out." Shall the study of the Bible be confined to the young only? If not, is there any better place for this study than the Sunday-school? The writer is convinced by reason of long experience in Sunday-school work that many young men could be retained in the Sunday-school if earnest and conscientious and intelligent teachers could be secured for them. There are more men wanted in the army of Sunday-school workers. Where are the volunteers?—New Century Teachers' Quarterly.