

Owing to failure in some of the Editor's arrangements for the Helps, failure which it was impossible for him to foresee, the issues of the first two Quarters were not in advance, as they should have been. During the latter part of the year this has been rectified, and the Publications have been regularly mailed by the printer in good season.

The success of the Helps has been encouraging, the highest total circulation during the year being 75,000, from 60,000 the previous year. Many kind and appreciative words, too, have been written, for all of which heartiest thanks are given.

But the work, in addition to that of the Records, has been too great for any one to carry on, and the Editor, at the recent Assembly, recommended that as there was good prospect, with economical management, of the S.S. Helps being self-supporting, they be issued from the beginning of 1899 in Toronto, and that a Committee be appointed to select one as Editor and Manager.

This was unanimously agreed to, and with equal unanimity the Committee at its meeting agreed to appoint Rev. R. Douglas Fraser to take charge of the work. It is hoped that his efforts to give to the church a good series of Lesson Helps will be cordially seconded by all our S.S. workers.

THREE S. S. PROBLEMS.

THE PROBLEM OF THE LATE SCHOLAR.

The late scholar is no blessing, and yet he is far from an unmixed evil. The wise teacher will get all the good he can out of him.

Of course, he is to be transformed into the early scholar, care being taken lest by mistake he be transformed into the scholar absent altogether. And during this process of transformation there is a small harvest of advantage to be tended.

Let his entrance be a danger signal. Don't act mad. Of course, the electric current of interest is flowing by this time, or never, and the late scholar rudely breaks it. But never mind. Better the total loss of your scholars' interest in the lesson than the loss of their respect for you.

Remember, too, that there may be a good excuse,—even late coming may mean earnest

endeavor,—and premature impatience in such case will cause you dismayed repentance.

The late scholar cannot be ignored; don't try it. Sometimes we fiercely attempt to finish our sentences, or get answers to our lost questions. The late scholar is a potent and aggressive fact, and cannot be got rid of in that way.

No. Accept the situation promptly and sensibly. Stop short at once, and greet the late comer heartily. Don't let him sneak into a back seat but set him in the midst. See that he has a Bible or a lesson paper. Incorporate him. Then proceed thriftily to utilize him. He is your opportunity for a review. You probably need one at this stage of the lesson, anyway. Here is your chance for gathering up loose ends and binding all the truths thus far taught in a compact whole.

You may do it in this way: "Before you came in, Charley, we were talking about Christ's command to lay up treasures, not on earth, but in heaven. We've been deciding what some of the earth treasures are. We've agreed that they include money and clothes and houses and studies and friends, and that we mustn't win any of these in such a way that they will belong merely to earth. You see? And now, class, can any one think of another earth-treasure?"

Or you may do it in this way: "Here's Churley. John, will you please tell him what we've talked about at the beginning of the lesson? That's good. And Bess, tell him, please, what conclusion we have come to thus far. That's right. And now let us go on."

Similarly, all through the lesson, the late scholar may be your excuse for bringing up points mentioned at the opening of the hour, and needing repetition. "Something was said at the start which bears on that matter, and Charley wasn't here. Ned, please tell him what that was."

Bring him into the electric circle by a question as soon as you can. But remember that it takes time for him to become charged with interest and understanding as fully as the rest, and ask him easy questions at first, or, perhaps better, call on him to read a verse or two.

The late scholar's exit is fraught with as much danger as his entrance. You must utilize that also. Let your questioning be