

"With gladness," too. You would all have been glad together, and you would have said God had heard those prayers of yours. But, you know, those immediate and glad hearers had "no root in themselves." And there's another immediately: "Immediately they are offended."

That was very quick work all through.

The third class of hearers, "the good ground" (and may your girls besuch!), heard the word and received it, and brought forth fruit. Bringing forth fruit is the sure evidence of good ground.

But some of these hearers brought forth only thirty fold, while others brought forth one hundred.

And now, young teacher, this is my second point of encouragement for you (don't forget the first—the work is God's), some brought forth only thirty fold.

One trouble with you is that you are looking for too much fruit; not only too much, but too soon. Those girls cannot become like you in one day, or one year, perhaps not in ten years.

There is Lucy—she has a quick temper. Yesterday she controlled her temper, because of something you said. Is not that fruit? (Perhaps God calls it a hundred fold.)

There is Susan—she is more respectful to her mother than she used to be; and Mary gives up her own pleasure for somebody; and Jennie never forgets to "say her prayers;" and Louise did not yield to the temptation to make a call on Sunday. You may not know these things; God knows them.

You cannot count them "fruit." God does. You think because they do not confess themselves to be Christians, and "join the church" (as Miss S—'s class have) that God is doing nothing for them, and not letting you do anything for them.

I am sorry you have given up praying; if you cannot pray, do something better, *praise*. Praise God for giving you these girls to teach; for giving you his word to teach; praise him for the blossom, and pray him to make it fruit. *Don't hurry them.* Wait. Just think how God is waiting for you.

My third point of encouragement is that God has a work for those girls to do for you, and the more faith and hope and cheer you have, the sooner they will do it. God thinks about the teacher as well as about the class.—*Westminster Teacher.*

## PREPARING THE LESSON.

BY AMOS R. WELLS, IN S.S. SUCCESS.

The weak point in the preparation most Sunday-school teachers make is their failure to prepare a schedule for their teaching—the order, that is, in which they shall take up and discuss the facts and lessons of the day's Scripture. Probably the majority of teachers begin with verse 1 and go stolidly through to verse 13, or as near it as the superintendent will permit them to get. This is teaching with a shovel, and not with a sieve.

Wise teaching selects, marshals, brings to a focus. It excels haphazard teaching as far as a painting by Rembrandt excels a white-washed fence. It does not permit ideas to neutralize each other. It has a purpose, clearly and determinedly held in view, and to this purpose it subordinates everything else. It knows that the effectiveness of the lesson depends quite as much on what is left out as on what is put in.

Now the more ideas a teacher has, the greater need has he of a schedule, just as the railroad that runs most trains is in most need of a good time-table. Indeed, the performance of a teacher without a plan bears a strong resemblance to a railway collision. Ideas, illustrations, exhortations, bump into one another front and rear, telescope each other, and form at the end of the hour a disheartening mass of splintered fragments, with here and there a jet of steam or a puff of smoke. If the teacher has no schedule, the scholars on his lesson train will grow confused and get nowhere. Small blame to them!

Imitating Paul, the wise teacher will take for his motto, "This one thing I teach." He will teach as much more as is possible, but first he will make absolutely sure of one thing. My own plan in connection with every lesson is to lay down one principal, and two or three subordinates. It is best to write these down on the margin of the quarterly, in precisely the order in which they are to be taken up. Ask yourself most earnestly, "What is the main lesson this Scripture is to teach my scholars?" Having decided on that, consider your teaching a success, whatever happens, if it has impressed this one truth. Leap to this task as swiftly as may be, even if to reach the