

the teacher can get an insight into the character, habits, and peculiar temptations of each. As Audubon, the great naturalist, was willing to spend days in the forests studying the habits of the birds, so must the one who seeks for souls have a holy enthusiasm which will glory in toil or sacrifice, if it only enables him to accomplish his purpose of leading souls to Christ. To know how to adapt the lesson to the learner, and give to each his portion of meat in due season, is a task which requires scarcely less patient thought than either of the subjects named. Many an excellent discourse utterly fails of its object because it shoots over or wide of the mark. The lodgment of the truth in the heart requires skill as well as toil; and this skill is to be acquired largely by persistent practice.

Men work hard in order to secure worldly gains; they are content to rise early and toil late; they try every method which promises success; much more should the Sabbath School teacher be willing to labor diligently in his work, so that even though he sow in tears, he may bring back his sheaves rejoicing.

Let each teacher make up his mind to *work*, and to *work hard*, on every service of the year.—*Presbyterian at Work.*

### Anybody Good Enough.

FOR what? Why, for a class of very little children, to be sure. For the more advanced classes we want the highest order of ability; but for the little toddlers, it does not make much matter who shall be entrusted with the care of *them*. In other words, when the nature is yet most tenderly susceptible, anybody may handle it, impress it, give it shape and fashion; when it has become comparatively solidified, then you must begin to be more careful. For incipient consumption any quack will answer; for confirmed consumption, call in the very best physician. For laying the foundation of a house, or the keel of a ship, any tyro will do; but for the superstructure, and the fine finishing touches, a master workman must be employed. May a merciful Providence preserve us from living in that house, or sail-

ing in that ship. The absurdity of such a policy in any earthly matter is at once apparent. Shall we longer pursue it in matters of infinitely greater moment?

## The Sunday School Banner.

TORONTO, MAY, 1874.

### A LESSON FROM AN OLD PROPHET.

THE earliest of the race of prophets, the only one ordained to a foreign mission, the run-away from duty, and the careful guardian of his own selfishness,—the character of the prophet Jonah possesses a peculiar interest to the student of the Bible, both on account of his unique history and the humaness which is so apparent in his every act.

Our readers are familiar with the command to arise and go to Nineveh, with the flight to Tarshish and the punishment and deliverance following. In the third chapter of the book of Jonah we have an account of the result of his mission. We learn that his word was eminently successful, and that the city was spared. The report of his sermon, as it comes to us, is brief; but it is prefaced by an important statement from the Author of Salvation—that the prophet is to declare the word that the Lord bids him—"the preaching that I bid thee."

And may we not learn something from this? We are to sow the *word* if we are to gather the abundant harvest. No substitute can be found for Bible truth. It alone is converting. And we have the promise concerning it that it shall be successful. It shall prosper in the thing whereunto it is sent.

We need more faith in the word of God. It has well been called 'the sword of the