

because it is hard to hold the attention of the scholars all the time, therefore they do not care to have you for their teacher. You are mistaken, and if you leave the school so may they. They do not wish you to resign, and you have a stronger hold upon their affections than you are aware of. Do not distrust your own ability, and thus fail to do the good you might.

After all, in teaching Bible truth it is not simply what is said that makes the impression, but the spirit with which one speaks. Truth shines upon the printed page, but comes with greater power when it comes through the medium of a living soul. The gospel of salvation is to come through men to men, for this is the will of God and it agrees with reason. Teach, then, the facts of the lesson, but teach the Christian spirit which underlies all Bible truth; teach that by your own blameless and holy life.

Do your work as a teacher under the inspiration of the highest motives. Let the grandeur of your calling cheer you when the moment of despondency comes. As you teach be yourself a learner, and if your class be somewhat trifling, and if what you say should seem to be but little heeded, do not easily lose heart, but learn those lessons which all of us need to know in the battle of life, Courage and Patience.—*S.S. Journal*.

The Lesson Leaf in the Class.

REV. CHAUNCEY N. POND.

1. NAME TWO of the most common abuses of the lesson leaf in the Sunday-school class. One is to depend on the leaf to the neglect of the Bible; another is the practice of reading from the lesson leaf the answers to the questions.

2. What would you say of remedying these abuses by discarding the leaf entirely, at least during the class half-hour? To discard the leaf because it is sometimes wrongly used would be as unwise as to throw away the books in the home library because they are occasionally unwisely read. We must distinguish between the correct and incorrect use of every good.

3. Why will it not do as well to study the lesson help at home, and come to recitation with only the Bible? Because any proper mastery of the facts and truths to which the leaf affords us a clue will occasion the need for many references to it while in recitation.

4. Name some particular uses for which the lesson leaf or quarterly will be valuable in the class. It will be useful as a guide to references and home readings, and as a means of looking up special notes. It will enable teachers sometimes to put scholars in the leadership of the recitation for a brief season, thus drawing out their independent thought. And, perhaps most important of them all, the presence of the leaf will make it possible to show to the pupils more definitely what particular points are to be mastered in the lesson for the following week.

5. But will not pupils read the answers to questions if they have the answers in their hands? Not necessarily. It is not supposed that pupils in geography will read their answers, even though the book be within reach at the moment. The habit of allowing answers to be read is totally unnecessary.

6. How may the leaf promote independent study? By enabling the teacher to mark out a precise lesson as a basis of facts; then thought, inquiry, and further investigation will be easily secured.

7. As quite commonly used, to what is the leaf equivalent? Simply to a few verses of Scripture printed by themselves. Supplementary help is not utilized; what is the result? A very slovenly literary habit, and feeble attention to the truth concerned.

8. What would you urge in this connection? Full and careful attention by the teacher to every point in the leaf; he will then be able to use what is best and most helpful in the class.—*Highways and Hedges*.

No Time for Preparation.

A TEACHER writes upon a question of duty: "I am closely confined to business during the week, and unable to find time for needed preparation to teach my class of boys. Should I continue in the work, or give it up?" We answer the question by asking several others, designed to be personal and searching. Is it really true that you *cannot* find time for preparation? How about the early morning, and the evening? How about the spare fractions, ten minutes now and then, an occasional half hour, noonings, and other opportunities?

Very few busy people can take a half day at a time for lesson study, and very few that succeed do not find success through the right use of bits of time that with others go to waste. How would it do for you to divide your lesson into as many parts as there are working days in a week; taking one portion each day for reflection and study, and on Saturday evening prayerfully gathering up the parts into an intelligent whole?

Then go to your class with conscious strength, derived from the Source of all strength.

ONE brief counsel to speakers at Sunday-school conventions will bear frequent repetition: *avoid apologies*. If you are going to make a poor speech, at least allow your audience the mental exertion of finding it out. If you have been too busy to prepare for your address, don't let the audience know at the start that you have considered them and your subject of less importance than your other business. Your apology will not persuade the audience that you could have done better if you had tried; it will only weaken the force of what you really have to say. Besides all this, much lying would be avoided if most apologies by public speakers were omitted.