

put the telescope to his blind eye. The consequence is that many stand idle all the day long, to whom the Master says, or has said, "Go work" for Me.

As a rule, our Sunday Schools have not lacked helpers, although many who could have done much have done nothing. Nor can it be denied that there has been much self-sacrifice, much heart-searching, much mental discipline, much thorough devotion on the part of hundreds of thousands of Sunday School teachers.

One chief secret of the success of the institution has been the personal winsomeness and character of the individual teacher; and so long as there is personal fitness for the work, personal adaptation of spirit, personal love for the Saviour and for children, personal attractiveness on the part of teachers, the Sunday School will continue to be a mighty and a growing force. But great forces need to be under the guidance of wise and good persons, and, therefore, each one connected with this force should be duly qualified.

Our teachers need to be at one with God. They should be devoted, converted persons. In them the religious sentiment should be genuine and energetic. They should be wide in their sympathies, receptive of Divine influences, and responsive to the best human influences. They should cultivate the habit of prayer diligently, secret bible-reading, apart from, and in addition to, biblical study. They should be hopeful as to the results of their work, and be strong in faith. They should be all this—but more. They should seek to improve and adorn their minds continually, and to extend their intellectual range. To be merely good is not enough, is not nearly enough. Some such have often been the most impracticable and unreasonable men, both in Sunday Schools and in the general work of the Church. They are people to be avoided; but they should have been taught to apply themselves to thought, reading, and education, so that they might become better workers and less objectionable associates. The best teachers anywhere, in schools of any grade, are they who have a genial, opulent, overflowing soul; having that, they have one of the great secrets of success in teaching.—*Westeyan S. S. Magazine.*

How to Teach the Youngest Scholars.

BY MRS. B. B. CAMPBELL.

"How shall we teach the little ones?" is a question often on the lips of infant-class teachers; "how gain their attention?" First of all, let me say, put yourself in sympathy with each pupil in your class, let your heart touch theirs, and they will respond by giving you as much attention as should be expected from their age. They are young, fresh, and confiding; moreover, they are usually good readers of the face. If you come to them with cold, forbidding or indifferent aspect, no matter what your words may be, they will turn from you to find something brighter, and to them of more interest, else-

where; anything within range of their vision will attract and interest, and you will find it difficult to recall their attention. If, on the contrary, you meet them with smiles and words of pleasant welcome, showing real interest in each little one, in his or her presence in the class, asking them simple questions, and encouraging them to give their own childish replies, always giving the replies due attention, leaving their minds in no doubt as to what you have aimed to teach them, telling all as if directly from your heart to theirs, you will usually find you have gained the child's attention,—more, the heart with it.

In the class there may be one who for months has been looking forward to the time when she should be old enough to accompany her brothers and sisters to the Sunday School. After her longing eyes have followed them as they left her on Sunday, now she too, with hand clasped in that of an older one, and heart full of pleasant expectancy, is on her way there. The superintendent receives her kindly, and the teacher readily admits her to the class, and not unkindly hears her repeat the lesson she has long been treasuring for this day. But the teacher's face is not lighted with loving looks or smiles, the tones, though not unpleasant, perhaps, are not soft and tender in the ear of the little one, to whom no word of welcome or praise for her little recitation has been given, and she does not recognize any touch on her young heart, neither does the teacher recognize the idea that this new pupil should receive more of her attention until she comes to feel at home among faces and scenes quite new to her. And so the disappointed child goes home with ardour chilled, and is far from sure that she wants ever to go to Sunday School again.

A little boy has been told that he is to go to Sunday School as soon as he is old enough. Timid, sensitive, and retiring, he looks forward to the time with dread; the day comes, and with much persuasion from others and reluctance on his part, he consents to go. How his little heart beats as the superintendent leads him to the class! But the gentle, loving face of the teacher half reassures him, and as she tells him in soft, pleasant tones that she is glad to have him come to her class, and that she is sure the little boys are glad too, and then kindly listens to his little lesson with interest, and talks with, not altogether to, him about it, he feels the soft touch upon his heart, the bond of sympathy is being established, and in his heart already are dawns of a true love for the Sunday School; and when the next Sunday comes around, no urging will be needed, he will be quite ready to meet his teacher. In the matter of infant-teaching the age or acquirements should not as much govern, in choice of teachers, as the tact or winning manner they may possess in imparting instruction; and, pervading all, there should be a tender desire to win these young hearts for Jesus.

THE Old Testament revision will probably be published next winter or spring.