

Paul or Barnabas in carbonic acid gas. The door-keeper in the house of the Lord has an high office. 7. Encourage him; 8. Recommend him."

—"What is the value of the young people's societies to the local church? 1. They increase the spirituality and give a more robust form of piety. The young people have reacted favorably upon the prayer-meeting. 2. They have cultivated a truer denominational loyalty. 3. They have enabled the pastor to utilize more the laity in the evangelization of the world. The young people's societies are training-grounds for the official board."

—"A number of the Leagues have on their printed lists of officers, etc., an invitation like this: 'Dear Friend,—If you have no church home you are cordially invited to worship with us. We invite you to become a member of our League and thus we can help each other.' Then a dotted line follows, on which the one giving out the card can write his name. It is a good idea, for it makes the invitation more personal when the autograph accompanies the printed request."

—"How Young People can help the Revival," 'Outside Work,' 'Inside Work,' 'After the Revival. What?' The papers are limited to eight minutes, and each will be followed by a general discussion in which each speaker is limited to three minutes. Good music will be interspersed, and at the end of the literary programme refreshments will be served and a social hour enjoyed. All Methodist young people are invited and urged to be present. The exercises will be helpful—intellectually, spiritually, and socially."

—"If a revival must come to a close the formation of a Young People's Society is its best sequel. It brings the young converts together in Christian Association and sets them at work. It is an upbuilding and strengthening influence that must not be overlooked."

### Rules for the Teacher.

1. PREPARE each lesson by fresh study. Last year's knowledge has necessarily faded somewhat. Only fresh conceptions warm and inspire us.

2. Seek in the lesson its analogies and likenesses to more familiar truths. In these lie the illustrations by which it may be taught to others.

3. Study the lesson till its thoughts take shape in familiar language. The final proof and product of clear thought is clear speech.

4. Find the natural order and connection of the several facts and truths in the lesson. In every science there is a natural path of ascent from its simplest notions to its sublimest outlooks. So, too, in every lesson. The temple of truth is not a jumbled mass of disjointed truths.

5. Seek the relations of the lesson to the lives and duties of the learners. The practical value of truth lies in these relations.

6. Use freely all aids, but never rest till the truth rises clear before you as a vision seen by your own eyes. To David, his own simple sling was better than Saul's magnificent armor.

7. Ask for all the facts and views of a subject, but be sure to master some. Better to know well one truth than to know imperfectly a hundred.—*Pilgrim Teacher.*

### The Holy Day of Gladness.

BY EMILY SEEVER.

How shall we keep this holy day of gladness—  
This queen of days, that bitter, hopeless sadness  
Forever drives away?

The night is past, its sleep and its forgetting;  
Our risen Sun, no more forever setting,  
Pours everlasting day.

Let us not bring upon this joyful morning  
Dead myrrh and spices for our Lord's adorning,  
Nor any lifeless thing:  
Our gifts shall be the fragrance and the splendor  
Of living flowers, in breathing beauty tender,  
The glory of our spring.

And, with the myrrh, oh, put away the leaven  
Of malice, hatred, injuries unforgiven,  
And cold and lifeless form!  
Sail, with the lilies, deeds of mercy bringing,  
And fervent prayers, and praises upward spring-  
ing,  
And hopes pure, bright, and warm.

So shall this Easter shed a fragrant beauty  
O'er many a day of dull and cheerless duty,  
And light thy wintry way;  
Till rest is won, and patience, smiling faintly,  
Upon thy breast shall lay her lilies saintly,  
To hail heaven's Easter Day.

### The Teacher's Privilege and Responsibility.

BY ANNIE CRAWFORD.

"Must Jesus bear the Cross alone,  
And all the world go free?"

I ASKED myself, indignantly, as, shaking off a disinclination to leave my cosy seat by the open fire, I threw down my *Sunday Magazine*, and prepared to face the driving snow and choking bluster of a February storm in Canada.

Seated in the midst of my Sunday-school class, half an hour later, I marvelled that it had taken such strong incentive as the memory of my Master's sacrifice to bring me there. With the sweet, pure faces of my six little girls so attentively upturned to mine, came an overwhelming realization of the extent of my privilege, the weight of my responsibility. Mine it is, so to speak for my Saviour won by week that these bright girls may be won to His