

### Good Reading.

THERE is no surer safeguard against idleness, poverty, indolence, and evil than a taste for good reading. The best boys and girls in our schools are those who love to read. The intelligent young women and men who move the world, who exert the most influence, yea, all the influence for good, who are the "salt of the earth and the light of the world," are readers. The teacher who keeps pace with the times must be a constant reader. He must work for a love of reading in his pupils and in the community where he teaches. He can engage in no better, or higher work than introducing to his patrons good books and papers.

### Wait.

Do not be discouraged if your boys and girls show very little of the saint and a good deal of the sinner. Wait. You have undertaken a great work and can afford to wait. That gorgeousness of the sunset the other night, how long it took God to make it. To raise the vapour from the sea, to bring the drops from afar, to marshal them, to march them, to combine them for that final glorifying in the sun's light, demanded a long time. Here are half a dozen rough boys or giddy girls in whom you wish to see a Christian character developed under the Holy Ghost. They will go out and make other Christians who in their turn will influence others, the work advancing, until a multitude stand before God's throne, taking a rainbow-glory from that divine, glorious centre.

God spends much time on the first and lesser. You surely can afford to spend a life-time on your greater task. Watch, work, wait.—*S. S. Journal*.

### Intensity.

THE prime need of the Sabbath-school of to-day is an intense devotion of all the faculties of mind and heart to the work of Bible instruction, to the end that the spiritual nature may be wisely directed and uplifted.

The Sabbath-school sadly lacks this intense devotion. Moody's power is that

of a "new affection," as Chalmers called it, saturated with an intensity of purpose. Many teachers are weaklings, impatient of real work, listless in thought, consequently doing little. Their scholars are dull, ambitionless, mechanical in class-work; therefore little is accomplished. The prime need is the awakening in teacher and scholar of a holy ambition, a fervid zeal in acquiring and distributing truth with the distinct purpose of enlightening and inspiring the whole man. Paul's power was not that of a cultured brain. Many men have possessed as great strength of intellect, but few have so expressed in life and word the consuming intensity of a holy intention to make all power contribute to the glory of God and the salvation of men.

Goodly desires and purposes are not enough. Even though these desires and purposes be set on fire—this is not enough. Enthusiasts may be the result. But a clear-headed, warm-hearted, intense devotion will overleap the barricades of indifference, and assure results valuable and far-reaching.—*S. S. Journal*.

THE *S. S. Times* says: "Printed questions, on a lesson paper or in a question book, have a proper place in helping a scholar or a teacher in his lesson study. They suggest to him what specific truth is stated in the text, or what teaching is to be derived from it. But these questions are not to be read off by the teacher in his teaching of the lesson. If a teacher cannot even ask a question about the lesson without having the question before him in writing or print to read out to the scholar, how can he expect the scholar to answer the question properly unless he has the answer in writing or in print before his eyes to read off to the teacher—unless, indeed, the teacher expects the scholar to be better prepared with the lesson than *he* is! But a teacher who would expect *that* wouldn't be much of a teacher—would he?"

No matter how many or how good the commentaries, select notes, quarterlies, lesson-books, leaves, and other helps you may have, *they* will not *get* the lesson. *You* must do that, and by *study*. Nothing can take the place of *study*; and no teacher is qualified without it.—*S. S. Teacher*.