

dis whole congregation." It is well for a teacher to know what would prove a "wet blanket" on his class congregation, if he would show himself "approved unto God, a workman that needeth not to be ashamed, rightly dividing the truth."

"APT TO TEACH."

When one knows his Saviour, the truth in the lesson concerning that Saviour, and the condition of those scholars to whom he would teach that truth, he must yet know how to communicate the truth in his mind to the mind of the needy scholar, or he fails to be a teacher, notwithstanding his faith and his knowledge. Many a well informed Christian makes a very poor Sunday-school teacher, just as many a learned college professor is far from being a good instructor. Indeed some of the poorest teachers are persons of highest culture. They know so much themselves that they forget or fail to perceive how far above their scholars they are in their modes of thought and speech, and all that they say is away above the reach of those to whom it is said.

Ministers often unwittingly preach sermons which the majority of their congregations do not understand. A subject is so clear to them that they think it is clear to their hearers, when the larger share of their people are unable to comprehend it. Teachers are well-nigh as apt to soar above their scholars as ministers are above their people. To teach even what he knows, a man must have the attention and co-operation of his scholars. Then he must use language which they can understand, and illustrations to clearly exhibit the truth. He cannot know that he has taught a truth until it is re-stated to him by his scholars. Many a prayerful student of the Word of God, familiar with his scholars' needs, thinks he has been a teacher of the truth he knows and they ought to know, when he has utterly failed to impart instruction because he does not know how to teach.

"A MORE EXCELLENT WAY."

By no means are all so-called teachers in the Sunday-school thus fully fitted for their work. Nor can we hope as yet to

have only the thoroughly prepared in the teacher's place. But until one knows his Saviour, the Bible lesson he would teach, the particular scholars committed to him, and the method of right teaching, he is at the best but a sorry substitute for a good teacher, whatever are his other attainments, or in whatever school he may be found.

A Sure Helper.

How often we say, in great anxiety,— "Who shall roll us away the stone?" and when we look again, behold "the stone is rolled away," though it was very great.

Every time God helps us out of a difficulty, we should return and give glory to him, and then go on our way with joy and fresh courage. We should often review the circumstances and see how God was at work for us, may be in distant places, at the very time of our trouble; how he was ordering events and disposing of men's wills, so as to bring us just the help we needed. It is un-Christian to call these occurrences "chance" or "good luck." "All our steps are numbered." Let us learn to see God's hand in all that befalls us. An old man who had been long engaged in business said, "I have had my ups and downs, but as I review my life, those things which I thought, at the time, most against me, have proved the best for me even temporarily, besides teaching me submission to him who rules the world.—S. S. World.

Early Training of Children.

Few persons are aware or consider how very early in life the tempers of children begin to be formed, and consequently how soon that important part of the business of education which consists in training the mind to habits of discipline and submission may be commenced.

"I wish," said a lady some years since, to the writer of a work on education— "I wish very much to consult you about the education of my little girl, who is now just three years old." "Madam," replied the author, "you are at least two years too late in applying to me on that subject."