

the sphere of party politics would be strongly opposed by the working politicians.

This convention does not need to be informed about the distinctively intellectual character of the work done by school superintendents. Human nature, in all its stages, from the cradle to the grave, is the constant study of the superintendent. Not merely child nature, but parent nature, and school board nature, and political human nature, as well, The crowning disgrace of the guild of teachers

is that they have no voice in determining the qualifications of their own members. It would move Diogenes to laughter to see a coterie of shoemakers, tailors and carpenters sitting in solemn judgement on the scholarship of a teacher, and marking him in definite percentages.

I have not proposed to exhaust, but only to introduce this subject. I am not vain enough to expect the approval of this department. I shall be satisfied if I have provoked intelligent contradiction.

SCRIPTURE LESSONS FOR SCHOOL AND HOME.

NOTES FOR TEACHERS.

No. 3. JOSEPH.

I. JOSEPH LOVED. (Read xxvii. 1-3.) Last lesson about Isaac. Who were his sons? Esau and Jacob, been separated for more than twenty years by a quarrel—now reconciled—had together buried their father (xxxv. 29.) Where is Jacob living? Have a picture of family life of a great chief or sheikh. Many tents—probably each of Jacob's four wives a separate tent for her family. Many flocks and herds, with their herdsmen. But not altogether happy family—quarrels and jealousies arise—partly owing to the father. Whom does he favour most? Joseph, the youngest child but one—perhaps brighter and more winning. How is he specially favoured? His brothers wear the short, coarse clothes of shepherds—but he wears the long fringed tunic of a boy or girl of royal rank. (See 2 Sam. xiii. 18.)

II. JOSEPH HATED. (Read 4-11.) A father's petted child often disliked by brothers and sisters. Joseph speci-

ally so. Why? Because of (a) *Jacob's partiality*—loving him best—giving him the princely coat, as if above them. (b) *His two dreams*. What were they? (c) *His telling of his brothers' misdeeds*. He must not be thought of as a "telltale." Children ought to tell parents if know of wrong-doing, but should warn the brother or sister first; must tell in a kind spirit.

What did their feelings of *envy* lead them on to? From envy to *hatred*, bearing him ill-will—from hatred to *malice*—plotting against him—from malice to *cruelty*—selling him as a slave—disregarding his anguish (see xlii. 21)—then to *deceit* (verse 32). So easy are the steps in sin.

III. JOSEPH AT WORK. (Read xxxix. 1-6.) The long journey over—Egypt reached at last. Who bought Joseph? Potiphar, captain of high rank—accustomed to command—soon sees what sort of servant Joseph is. He finds him (a) *Industrious*. Fond of his work, and doing it well. (b) *Trustworthy*.—Joseph feared