

Apostle visited Thessalonica and other points in Macedonia, as set forth in the 17th chapter of Acts, we shall understand it better. And we shall enjoy all the more his recounting of his experience and theirs, as he speaks of "his manner of entering in," and their "turning from idols to serve the living and true God."

But with those lessons which are largely historical, we fail to convey a great deal that is valuable, if we neglect date, place, hero, or the facts narrated. It is often the case that both teacher and scholar are ignorant as to the respective chronology of Noah and Belshazzar. If our scholars generally are asked whether Solomon built his temple before or after the days of Ahab, some of them might be sorely puzzled, and it is questionable if they know the precise year in which either of those monarchs ascended their respective thrones. We need, then, to study and to teach "WHEN" the events of our lesson took place.

And "WHERE" is also of some consequence. A book on Palestine, recently published, informs us that Nohh built his ark at Joppa. The authority it omits to give. It is true that we may go to heaven without a complete knowledge of Bible geography; but if prophets considered it important to mention that Jesus should be born at Bethlehem, that he should live at Nazareth, that he should exercise his first ministry in the benighted regions of Galilee, it is worth our while to know something about where such events did actually take place.

The individuals mentioned in the lesson may well demand a share of our attention. We do not need to give our scholars the full biography of each one, at every lesson; but, if we are sufficiently acquainted with them to give the children at least a passing introduction, we derive both information and interest. "WHO," then, is a matter of some importance.

In making ourselves acquainted with "WHAT" was done, the facts of the lesson array themselves before our minds. We should push our researches in this direction, not only to the extent reached by some of the empty question books, whose staple is, "What did he then do?" and "Where did he go next?" The thing we need to study is, what the doing, and the going and the saying accomplished.

And with all these accessories and incidentals, with prayerful study and with studious prayer, with diligent searching of the Word of God, and careful comparison of Scripture with Scripture, we come again by way of application, to the "WHY"—the leading thought, the central idea, the golden core of instruction. And we bring all that we have learned, and all that we have

taught, to bear on the real scriptural appli-

cation of the truth so as to reach the scholars' hearts.

From such a study of a lesson, no teacher need rise with a feeling of weariness. From the teaching of a lesson thus studied, no teacher need go home with a heavy weight of discouragement.

Don't Give Up.

"I am thinking seriously of resigning my class into some other hands," said Miss Arnold to her pastor. "I shudder at the responsibility of teaching those girls. I have had them now a whole year and I see no fruits at all."

The pastor thought of the years that he had spent in the field, praying, preaching, visiting, entreating, yet seeing too often very little fruit. But he held another idea of responsibility from that of the young girl who sat in his study discouraged.

"Is it not that you do not love the work?" he said.

"By no means; I do love it dearly, I rejoice to be with the children and tell them of Jesus, and his love. But it makes no impression. They hear, as if they did not hear. I feel as if I were taking up the place of some one else. Surely some one could be found who would lead them to Jesus."

"My friend," said the pastor, "I think your trouble lies here; you forget that God alone can give the increase. It is not in you, it is not in me, nor thanks be to God! in any one, to convert a soul. He does it all. We can but sow the seed. Do this with prayer and pains, and he will give the harvest in his own time."

Miss Arnold resolved to try a little longer. Not so heavily weighs the responsibility that is borne, not by weak human strength alone, but by the help of One who is divine. Years passed, and she saw the fruit her hands had planted.—*S. S. Times.*

Feed My Lambs.

When our Lord Jesus Christ stood by the quiet shores of the Sea of Galilee, and said to Peter, "Feed my lambs," he spoke a voice that was heard immediately by only that little company of friends, but he uttered a principle, which, though unknown to the philosophers of the world, and which if known by the Pharisees and Sadducees would have been utterly scorned by them, yet a principle, which was to be a power in the world to upheave its foundations, and shake it to its centre. For the growth of the church of Jesus Christ, from that time to this, has been principally through the training of the children of the church. And at this period of the Christian era we are beginning, more than at any other period to appreciate this most imposing and important fact.—*Howard Crosby, D.D.*