

"The fear of the Lord is the beginning of knowledge," and to begin early gives most hope of usefulness in life. The duty and privilege of child membership and service is clearly taught in Scripture by precept and example. To those who come it is promised, "I will receive you, . . . and ye shall be my sons and daughters." At what age may they receive adoption and say, "Abba, Father?" Is one more a child at ten than on his twenty-first birthday? Are not the Bible promises, except a few to individuals, to the aged and the widow, as truly the property of the child, as of the mature Christian?

If children are admitted into the fold, what then? It was not to the loving John, not to the doubting Thomas, not to the questioning Philip, that the Master twice repeated the injunction which has ever since been the motto for all Christian nurture. He did not say, gather, watch, lead, but "feed my lambs." He might gather and they become scattered, might watch and yet overlook some weak one. lead and some might linger, but the feeding must be for each one—constant, judicious, regular—in order to insure health, growth, and beauty.

"Tell me all about your possessions and your difficulties," wrote an Eastern friend to another, who had gone into the business of sheep-raising in the West. He wrote in reply, "I have three thousand sheep, but my greatest trouble is to find herders who know how to take care of my lambs. On that, more than all else, my future prosperity depends." Shall the Christian church have less skill and foresight than a Colorado ranchman?

There are many ways in which the child of the church can be helped. The profession made, the good work is only begun. It should not rest on the pastor alone to teach and train; and yet scarcely any of his work would so warm his heart or yield such fruitful harvest as to help to develop the spiritual growth of his youngest members.

There are many plans for organization and work. Little "bee-hives" and "busy-bees" are found in many gardens, and to the Master their little gatherings in his name are sweet indeed. Every father and mother, pastor and teacher, ought gladly to help and bid God-speed every plan for instruction and true-hearted service which will prove to be a prac-

tical common sense method for good among the young of our churches. In mission work, home or foreign, in all deeds of benevolence, the lessons learned or work systematically accomplished by the rising generation, will determine the spirit and power for active Christian service in the future. The "look-up-Legions," the "Lend-a-Hand Societies," the "Half-hour Charity Clubs," the "One-Daily-deed Bands," the "Christian Endeavor," and all kindred societies of children if carried on in the Master's name will in time become levers to lift nations and people from darkness into the wonderful light of the gospel.—*Faith Latimer in Westminster Teacher.*

SEVEN ASSISTANTS.

Every teacher has seven assistants, at least, to help her in her work, and to these I want to-day to call attention.

First.—*Each teacher has two eyes.* Wonderful helpers these may be. Yet I have seen some teachers with two eyes who acted as though they were blind. Eyes are given to see with. With them we study the lesson, and so prepare ourselves for the work of the class. What, then, shall we say of that teacher who comes to the class unprepared? Eyes are given to us that we may see to it that our scholars are comfortably seated, especially in the primary classes, where we often let the children sit in most uncomfortable places, and, as a result, find that they do not behave themselves properly. The teacher who does not see when her scholars are misbehaving is acting as though she were blind. Pray, what was she doing with her eyes? Let the teacher, therefore, realize that her eyes are great helpers in all her work, and that if she fails to use them she will probably fail in her work.

Second.—*Each teacher has two ears.* Many a teacher acts as though, while the scholars had two ears, she had only a mouth. She talks and talks, and gives the scholars but little chance to use their mouths. Ears are given us to use, and the teacher should use her ears in teaching, as well as her other organs. Let her be a good listener as well as a good talker. Hear what the class has to say. Sometimes you will learn more about the real "inwardness" of your scholar through what the scholar says than in any other way. But the