

Gospel even. Before coming to your class did you ever go through the lesson, timing yourself, to know just how long it would take you to give it to the little ones? If the watch says "fifteen minutes," it is very safe to make it a little shorter, for some minutes are always lost in attending to the wants of the children, or hearing their answers to your questions. But they did not have very much answering to do to-day save "yes" and "no" to your direct questions, for you did all the work yourself. You told the children dozens of things they could have told you. Have you never noticed how a little child's eyes will sparkle with pleasure, if he finds he can answer even the simplest question. A little care on your part would put many of your statements into the question form, and draw from them ready answers, new ideas, and awaken a new interest, because they had a part to do as well as their teacher. Suppose you write at the top of your blank page when next you prepare your lesson, "Never tell a child what he can tell you," and see how much satisfaction you will find in making one question and its answer lead to the next, and that to another, so that one connected plan shall run through the whole lesson. You need not be discouraged though, if they do not at first answer readily, or if the lesson on which you have spent most time and thought seems to interest or impress them least. They are shy often, or have not been used to answering, or your questions are not simple or clear enough may be; but a loving heart, a cheerful face, a sprightly manner, a warm sympathy on your part, will lead and help them, and in the end you will have a class eager and interested, and they a teacher quick to seize any opportunity to press home the truth, to lead them to the Saviour's arms.

I have thought often, only our Father knows how hard we try sometimes when we succeed the least in our efforts, but we may carry home the blessing "inasmuch," remembering that he knows and he accepts, and can make what we call "failure" a blessed victory in the end.—*S. S. World.*

### What Gain thus Far?

As the first year of the new course of Bible Lessons is brought to a close, every

teacher should ask the question, What have my scholars gained during the last twelve months? Growth is a duty in the Christian life. Every child of God should steadily "grow in grace, and in the knowledge of our Lord and Saviour Jesus Christ." Growth will show itself. If a scholar has a firmer and more intelligent *faith* at the close, than at the beginning of the year, the teacher need be at no loss to discover the fact. For all growth in the grace of faith on his scholars' part, the teacher can thank God and take courage. If indeed a scholar commenced the year without faith in Jesus as his personal Saviour, and still lacks it, his teacher has reason to see that his own first work for that scholar is not yet accomplished. That scholar ought to be a believer. God can make him such. It is for the teacher to so plead with God for him, and with him for God that the prayer shall be answered. According to the teacher's faith, it will be unto him and his.

As to the progress in *knowledge* by the scholars severally, there need be no doubt. Six months of careful study in the Old Testament, and six in the New, ought to give to each scholar a better acquaintance with the examined portions of God's Word than he ever had before. It is for the teacher to ascertain as to this. There should be a review in some way of the ground already passed over, before a new year's study is commenced. What do my scholars remember of the lessons in Genesis and Matthew? What precious texts do they have fresh in memory from these lessons? What choice truths out of their teachings do they still retain for their personal guidance or comfort? These questions, with other similar ones, should be asked by every teacher, before the work of 1873 is counted complete, or that of 1874 is begun.—*S. S. World.*

### Winter Vacations.

It has been well said that the closing of a Sunday-school for the winter, in the hope that it will do better in consequence next summer, "is very much like cutting down trees every autumn in the hope that they will sprout up more vigorously when the spring comes." There would be few for-