

Be exclusively a teacher of the Sabbath School lesson. The hour is God's and for thought upon His Word alone;

Do not let the teaching hour exhaust your knowledge of and acquaintance with your class. Study their individual character. Learn much, if possible, of the influences that pervade their everyday life, both in the school and at home.

Seek their confidence. Be ready with counsel upon any matter that may interest or affect them, and make them to feel that in more than the Sabbath School sense of the term you are their friend.

Use Correct Language. The following very sensible remarks concerning the President of Acadia College in the class room, are from the Acadia Athenaeum:

The President of the College took occasion the other morning, to call the attention of the students to the importance of exercising greater care in the use of our English tongue.

The English rabbit, which is attracting attention in Canada, is one of the greatest plagues that infest some parts of Australia. What is known as the Mallee Country in Victoria is perfectly overrun with this vermin.

The Christian Messenger.

Bible Lessons for 1883.

FOURTH QUARTER.

Lesson XIII.—DECEMBER 30, 1883.

QUARTERLY REVIEW.

GOLDEN TEXT.—"Great deliverance giveth he to his king; and showeth mercy to his anointed, to David, and to his seed forevermore."—Psalm xviii. 50.

DAILY HOME READINGS.

- M. Lessons I, II.—1 Sam. iv. 5-18; and ch. vii.
T. II, IV.—1 Sam. viii. 1-10; x. 17-27.
W. V, VI.—1 Sam. xii. 6-25; xv. 10-35.
F. VII, VIII.—1 Sam. xvi. 1-13; xvii. 32-58.

REVIEW.—The thirteen Golden Texts in Concert.

Scripture Review Exercises.—The Pastor or Superintendent will ask the questions. Teachers give the first text; Boys the second; Girls the third; or they may be assigned to classes.

- 1. Who was sent to prepare for the kingdom of David?
1 Sam. xiii. 20...ch. vii. 3...ch. vii. 15.
2. What did the people improperly ask for?
1 Sam. viii. 5...ch. xii. 12...ch. xii. 25.

- 8. How were the rejection and sufferings of Jesus foreshadowed in David's experience?
Pa. lxix. 19...Pa. lxix. 4...Pa. xxxv. 11.
Pa. xxii. 7, 8. Pa. xxii. 1...Pa. xxxi. 5.
9. What do we know about the "Son of David"?
2 Tim. ii. 8. Acts xiii. 23. Acts xxi. 20, 21, 24. Acts i. 11...Luke i. 32, 33...Rev. xi. 15.

ANALYSIS.

- I. Eli's Death, 1 Sam. iv. 10-18.
II. Samuel the Judge, 1 Sam. vii. 3-17.
III. Asking for a King, 1 Sam. viii. 1-10.
IV. Saul chosen King, 1 Sam. x. 17-27.
V. Samuel's Farewell Address, 1 Sam. xii. 13-25.

NOTES.—The consideration of the five prominent characters in the Quarter's Lessons, will make an interesting Review.
1. Eli.—Lesson I. A man of piety, as is evinced by his meek submission to the divine judgment (1 Sam. iii. 18), and his supreme regard for the ark of God (1 Sam. iv. 18).

5. David. Lessons VII., VIII., IX., X., XII.—The youngest son of Jesse, of the tribe of Judah. Shepherd, warrior, minstrel, exile, king. We have, in our lessons his piety and confidence in

God, his true friendship for Jonathan and his patience in awaiting God's time for giving him the kingdom.

It would be a profitable exercise, for scholars to prepare brief papers on the five principal persons whom we have been studying this quarter—Eli, Samuel, Saul, Jonathan, David; or one or two thoughts from the life of each may be brought by different scholars.

Help for Parents, or for the Teacher of the Primary Class.

The simplest form of review would be based upon the five leading characters in the lessons of the quarter.

I see an old man—very old—almost an hundred years. He is blind. He appears to be anxiously waiting for something. He sits near the gate of a city. A younger man comes running to him—dust covered—greatly excited—and says something that makes the old man tremble. Suddenly he falls backward from his seat—he is dead? His name—? (Eli).

Each lesson can be presented with such variations as the different events may suggest. Samuel, Jonathan, and David will each come in for a good deal of attention; and the good things that may be said of each would more than occupy the whole time. As you may never again present most of these characters to any member of your class, deal faithfully with them, and give your children the benefit of all that can be gained from a study of their lives.

—Abridged from the Baptist Teacher.

Months' Department.

Bible Enigma.

- No. 256. Double Acrostic.
1. A leader in Israel.
2. Son of Aram.
3. Son of Jupiter.
4. Widow of a Moabite.
5. Weapon of destruction.

CURIOUS QUESTIONS.

- No. 165. Scriptural Character.
Rapidly it grew,
But it did not last,
'Neath the heaven's blue
Quickly it past.

Form a square of words of

- 1. An island west of Scotland.
2. Comes apart.
3. Wants.
4. The country of which Victoria is an Empire.
5. To attempt.

We're a couple of fellows,
Well mated for life,
Though we each have a tongue,
Never use it for strife.

- 1. I do think that Ellen— give a— to the Society.
2. Our domestic poet composed a— upon the winter.
3. Papa said that he preferred the—in the barrel to the—in the garden.
4. It was— when the— of the Black Plume set forth.
5. He put a— into his mouth before he went forward to unclothe the—.

our hearty wishes for all our youthful readers for the 25th of December:

- (a) Charitable gifts.
(b) An indispensable article to shoemakers.
(c) A constellation.
(d) A certain kind of wheel.
(e) A prefix meaning "half."
(f) "To raise"
(g) "In poor health."
(h) Bodies of water.
(i) A Chinese importation.
(j) Was created on the sixth day.
(k) An arithmetical process.
(l) A convulsive cry.
(m) An abbreviation of a man's given name.
(n) This, and no other.
(o) An affirmative answer.

Find answers to the above—write them down—and see how they agree with the answers to be given next week.

Answer to Bible Enigma.

- No. 255.
1. W watch.
2. A nauias.
3. I waac.
4. T abret.
5. O nesimus.
6. N ebuchadnezar.
7. T homas.
8. H eaven.
9. E lizabeth.
10. L ove.
11. O livet.
12. R obbers.
13. D aniel.

ANSWERS TO CURIOUS QUESTIONS.

- No. 161.
1. New York; 2. Boston; 3. Trenton; 4. Galveston; 5. Portland; 6. Baltimore.
No. 162. Half Square.
P E R F U M E
E L O I S E
R O U S E
F I S H
U S E
M E

Christmas Hymn.

Ring the bells, the Christmas bells,
Chime out the wondrous story;
First in song on angel tongues
It came from realms of glory.

Sabbath Observance in Honolulu.

Landing in Honolulu, Sandwich Islands, on Sunday, a writer for the San Francisco Chronicle set forth to see the people of the capital of the Hawaiian kingdom; but all the houses were closed, and after a depressing walk in the deserted streets, he turned his steps toward his ship.

Supply the words required pronounced alike:

- 1. I do think that Ellen— give a— to the Society.
2. Our domestic poet composed a— upon the winter.
3. Papa said that he preferred the—in the barrel to the—in the garden.
4. It was— when the— of the Black Plume set forth.
5. He put a— into his mouth before he went forward to unclothe the—.

For the Christian Messenger.

Uncle Ned's Talk with his Neighbor.

"Why Uncle Ned how are you! I'm real glad to see you. Seems to me I haven't set eyes on you for mo'n a month—leastwise not to have a talk to you—and I do like to have a good long talk with you. You are pretty well eddicated, and read a pile and have good ideas!"

Well if there isn't Sam comin' for me! I'd better hev left this ternal college business alone, and gone home, wout' my misses give it to me. Well good bye, I wanted to have a chat about turmps and silos, and that agricultural college affair, and all right Sam, I'm right here.

Correspondence.

For the Christian Messenger.

Uncle Ned's Talk with his Neighbor.

"Why Uncle Ned how are you! I'm real glad to see you. Seems to me I haven't set eyes on you for mo'n a month—leastwise not to have a talk to you—and I do like to have a good long talk with you. You are pretty well eddicated, and read a pile and have good ideas!"

I could scarcely help smiling at my loquacious neighbor's flattering estimate, in view of the very slight opportunities ever permitted me, while in his society, of proving whether I had or had not what he attributed to me.

That's just what the Grange is fur aint it? People run agin a pile of knowledge by thinkin' and tryin'—common folks that don't have much of any larnin' I mean—now if they met together once a week and brought along their diskiveris and talked over 'em, they would eddicate one another. A man or a woman is just as good in homespun as in broadcloth or satin, and just so a good idea is as good in homespun words as if a fine speaker fixed it up.

You aint in much of a hurry be you, come over'n have a look at my Jersey heifer, got her when she was a calf from a city chap that actually wanted to get rid of her. I would'n't take two hundred dollars for her now—no air. Cant come—well I'm sorry too. Well I spose I've got to let you off—tho' I've got a lot of things to talk about. Seems as if I hadn't rightly commenced. Hold on a minute. What d'yer think about this row their havin' about the new professor fur our college. Isn't it just like a stand up fight, and all the rest of the denominations and outsiders standin' round in a ring and enjoyin' the fun? How they do pitch into each other now don't they!

Baptists think for themselves, but they talk out a little too loud when they think differently from one another. Di—di—some thin' or other di attacks? no that isn't the word. I did think I had it all right. Thats it! Thank you Di dao-ticks, I thought I'd remember it by the ticks. Well now its rather too deep fir me, but as nigh as I kin get at it, whatever else is or isn't taught that oughter be. There must be two ends to a drain, and you must keep the lower clear, if you dont the drain 'll git full, but you'll soon see useless rushes and stagnant water and a piece of land that aint good for nothin' but to grow beddin' and mire cattle. I ask my boys some times about what they're learnin' at school, and if they say they know but cant tell me, I tell 'em no you don't, nobody knows what they cant tell. The most useful man isn't the one that's read or learned, or been to college most, but the one that knows how to give other people the benefit of his larnin'.

Your handwriting is very bad," said a gentleman once to a public official. "Yes," he replied; "but don't you see, if I were to write better, people would find out how poorly I spell!"

What's the good of making such a fuss anyway? The gunners did what they thought wuz fur the best—that's what they were put there fur by the denomination—they made a bargain with Dr. Rand and he threw up his situation, and a good one it wuz. Now what is the use of makin' everything onpleasant? Do they want him to look up another place—or to beg the New Brunswickers to take him back again? No Sir. If I had the cash to spare, I'd pay it down myself willin' before I'd ask him to, or let him do either. If the gunners made a mistake or havn't acted with good judgment, why the next thing to do would be to say as little about it as possible, and not let the rest of the world know about it.

Well if there isn't Sam comin' for me! I'd better hev left this ternal college business alone, and gone home, wout' my misses give it to me. Well good bye, I wanted to have a chat about turmps and silos, and that agricultural college affair, and all right Sam, I'm right here.

It does me good to talk to you Uncle Ned, you're a grand—yes, yes, Sam, I'm comin'—good—why I do believe hes gone. All right Sam. I looked back as I climbed the hill, and saw my neighbor standing still, as though half inclined to follow me and Sam, impatiently gesticulating. The slightest appearance of hesitancy on my part would I feared bring my neighbor after me, so I hurried on, my mind full of half formed thoughts suggested by his rambling discourse—rambling, yet pregnant with keen insight into human nature; wisdom born of much thought, quaint illustration not always to the point, or presenting the parallelism which a really good illustration should, but rather the uncertainty and haziness of the subject in his mind. Of this nature to my mind was his drainage illustration, and my efforts to get at the aptness that I could vaguely discern, but could not grasp, worried me during the remainder of the day, and at night I dreamt that the Governors and Senate of Acadia College under the leadership of Dr. Rand were performing all the operations of thorough draining with tiles in one part of a field, and in the other half of the field which had already been drained, they were clearing out the mouths of the tiles which poured out Latin, Greek, Hebrew, logic history, mathematics, and all the branches of the curriculum, which the professors were pouring in liberal streams upon the heads of undergraduates who were like turmps and cabbage heads sticking up out of the ground, and looking very thrivingly. These operations were presently interrupted by a crowd of men led on by a venerable gentleman whose face was familiar to me and who charged upon Dr. Rand's corps with enormous pens, with one of which I was struck in the face, and I awoke with a start to find that the cat had jumped upon the bed, and in doing so had struck a claw into my cheek. I had overslept myself. A rich crimson glow suffused the eastern sky and glorified the words, "Seek peace and pursue it," which my mother had worked with her own hands, and hung at the foot of my bed.

Thinking that, perhaps, my neighbor's remarks might furnish some of the readers of the Christian Messenger with food for not unprofitable reflection, I have transcribed them in his own phraseology.

Very respectfully yours, UNCLE NED.