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Be exclusively a teacher of the Sabbath School lesson. The hour is God's and for thought upon His Word alone; any other use of it is misuse. Two little friends of mine voluntarily left both class and school because their teacher spent so much time in light conversation; or as put in their own language, "What she told us we could learn on the street any time; what we wanted was something about the Bible." Children are quick to discern the fitness of things. Oh! teachers, our duty is plain. We are answerable to God. Keep to the lesson. Don't trifle with

Do not let the teaching hour exhaust your knowledge of and acquaintance with your class. Study their individual character. Learn much, if postible, of the influences that pervade their everyday life, both in the school and at home. There may be especial features, wherein your power could do good. Know their parents; confer with them; and let them feel that their children have a place in your heart. In many cases the assistance of the parents alone is enough, but at any rate it is, in general, in the most direct line of accomplishment of this object, and, by its immediate and responsible relation to the pupil undoubtedly eclipses in efficiency any expedient that can be devised. Not only visit pupils in their homes, but have them visit you. Help them in any way you can, socially and intellectually. 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. This phase of Sabbath School duty is rapidly coming to be recognized way for the solution of many difficulties. The jurisdiction of the teacher responsibly touches these things, while it does not at all control them. This ought and can be done; and when reglated by Christian courtesy, and the promptings, not of curiosity but of duty, great good is likely to accrue, not only to the pupil, but also to the teacher and the cause in which he is laboring.

Last, and no one ought to say least let me speak of prayer as sustaining a vital relation to this matter. It has a practical power that must never be lost sight of. A personal Master is your helper and triend, and He whose work you are doing will he!p you in the work. The mind and will of Christ Jesus, the gracious guidance and inspiration of the Holy Spirit, are needed to give the "wisdom of the serpent with the barmlessness of the dove" to successfully cope with this and many other perplexing problems of Sabbath School work.

Use Correct Language.

The following very sensible remarks concerning the President of Acadia College in the class room, are from the

Acadia Athenæum: 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 torgue. He said, he regarded a college training as seriously defective, which sailed to give the student power to express himself in pure, if not elegant language. He claimed that, while friendly criticism, the drill of the class room and the translating of the Greek and Roman classi s, were all well adapted to train the student in the use of correct forms of speech, as well as to give him freedom and even beauty of expression : yet if still greater excellence would be attained, the student must be his own critic; he must select his words with care, and God (1 Sam. iv. 18). But of easy tembe ambitious to develop a taste for accuracy in speaking his mother tongue. No amount of labor on the part of the teacher can atone for neglect in the stu-Rigid adherence to correct rules of language in the class room will avail but little if it be succeeded by carelessness in conversation and debate. Whatever may be the attainments of the student in college, if in his intercourse with men he allows himself to fall into an inelegant or corrupt manner of speech, he will be regarded as essentially lacking in culture, besides exposing himselt to the charge of having devoted too much attention to the dead languages at the expense of a living one. In order to be correct in the use of our native English, it is not necessary to be pedantic, or acquire the habit of using large terms. A show of learning is not culture. The cultured man will avoid the extremes of pedantry on the one hand and inelegance on the other, and the student who anticipates a literary line of life, and who hopes to impress men and give direction and shape to thought, must not expect to gain admission to the intellect if he stumbles at the threshold by offending the ear. To obtain the best results in this direction, every student should have a modelsome eminent writer of prose or verse, with whom he should become thoroughly familiar-whose purity of style and

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 . V., VI,-1 Sam. xii. 6-25; xv. 10 35 F. VII, VIII.,-1 Sam. xvi. 1-13; xvii.

F. IX., X ,-1 Sam. xviii. 1-16; xx. XI.,-1 Sam., ch. xxiv.

XII.,-1 Sam., ch. xxxi. THEME. - Preparation for the Kingdom of David.

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 king-

dom of David? Sam, iii. 20....ch. vii. 3....ch. vii. 15. What did the people improperly ask Sam. viii. 5....ch. xii. 12....ch. xii. 25

3. How did King Saul forfeit his king-1 Sam. xiii. 13...ch. xv. 23...ch. xxxi. 6. 4. Of what does King Saul remind us? Luke xix. 42... Acts iv. 26.... Acts iv. 27. Acts viii 3..... Matt. xxi. 43. Acts i. 25. 5. Whom had God chosen king of Israel? as it should be, and is the only practical | 1 Sam. xvi. 13.ch. xxviii. 17. Acts xiii. 22.

6. Of whom was David the ancestor and type? 2 Sam. vii. 16 ... Matt. xxii. 42 ... Rom. i. 3. 7. How was David prepared for his

1 Sam. xviii. 14, 16...Ps. xxxiv. 19....... [Pa. lxxxix. 23, 24. How were the rejection and sufferings of Jesus foreshadowed in David's experience?

Ps. lxix. 19...Ps. 1xix. 4...Ps. xxxv. 11. Ps. xxii. 7, 8. . Ps. xxii. 1... Ps. xxxi. 5. 9. What do we know about the "Son of David ?"

2 Tim. ii. 8. Acts xiii. 23. Acts iii. 20,21,24. Acts i. 11....Luke i 32,33....Rev. xi. 15. It would add to the interest to have read, during the exercise, three (strictly) five-minute ESSAYS, prepared by teachers or scholars previously appointed, on these themes: (1) "Samuel," (2) "Saul,"

ANALYSIS:

(3) " David."

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.

VI. Saul Rejected, 1 Sam. xv. 12-26. VII. David Anointed, 1 Sam. xvi. 1-13. VIII. David and Goliath, 1 Sam. gvii. 38-51.

IX. David's Enemy-Saul, 1 Sam. xviii. 1-16. X. David's Friend-Jonathan, 1 Sam.

XI. David sparing his Enemy, Sam xxiv. 1-17. XII. Death of Saul and Jonathan, Sam. xxxi. 1-13.

Norms.-The consideration of the five prominent characters in the Quarter's Lessons, will make an interesting Re-

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 per, and weak in the discipline of his sons, whom he did not restrain from their evil ways. Hence judgment was pronounced upon his house. He died at age of ninety-eight.

2. Samuel. Lessons II., III., V .- The first of the long course of prophets. He delivered Israel from the Philistines, resisted their desire for a king, because it sprang from unbelief and involved a rejection of Jehovah as king; but at God's command gave his assent. He inaugurated the transition from theocracy to monarchy, and died lamented by all Israel.

3. Saul. Lessons IV., VI., IX., XI., XII. Remarkable for his beight, strength, &c. His two great errors were, first, his presumption in taking the priest's place, in offering sacrifice at Gilgal (1 Sam. xiii. 9, 10); second. his disobedience in not utterly destroy? ing the Amalekites (xv. 12-26). Having thus rejected God, God rejected him; and his subsequent career was full of darkness and sin.

4. Jonathan. Lessons IX., X., XII.-A model of the spirit of self sacrifice, and of unselfish devotion to his friend was slain in battle on Mount Gilboa.

5. David. Lessons VII., VIII., IX., X , XII.—The youngest son of Jesse, of accuracy of expression would naturally the tribe of Judah. Shepherd, warrior, elevate his tastes and influence his lan- minstrel, exile, king. We have, in our lessons his piety and confidence in in which the initials and finals express find out how poorly I spell.'

God, bis 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 excitedand 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. If the lessons have taken proper hold upon you, and each has been thoroughly mastered, ere you have taught them there will not be any paucity of material for review.

-Abridged from the Baptist Teacher

Bouths' Pepartment.

Original and Selected. Bible Enigma.

No. 256.

Double Acrostic. 1. A leader in Israel. 2. Son of Aram.

3. Son of Jupiter. Widow of a Moabite. 5. Weapon of destruction. Initials, one who gave name to a large

The finals the first name of his grand-

CURIOUS QUESTIONS. No. 165. Scriptural Charade. Rapidly it grew, But it did not last, 'Nea:h the heaven's blue

Yet a comfort proved; And its cooling shade Had an ill removed, And a shelter made.

Quickly it past.

He that felt no grief For a people's fate, Sought in vain, relief From his trouble great.

When there came the might In the early sun; And in noon-day light, The sad work was done. No. 166.

Form a square of words of 1. An Island west of Scotland. 2. Comes apart. 4. The country of which Victoria

5. To attempt.

No. 167. We're a comple of fellows, Well mated for life, Though we each have a tongue. Never use it for strife. Perhaps we are humble, 'Twould seem so at least, Our peace is the foot At any great feast. We work on the hose And are true to the last : What firemen think you Don't be quite so fast.

We often are injured. But healed we can be; Are sold by the foot, Or the box you will see. The Darwinian theory Some people scout; That we came from the animal No one can doubt.

No. 168. Supply the words required pronounced

1. I do think that Ellen- give a -- to the Society. 2. Our domestic poet composed aupon 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 uncoil the -

6. It was so cold that he thought he must --- as he stood gazing at the --erected by the great architect of London. 7. Let us - this subject as we view the — which has carried off Fanny's

No. 169.

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.

(m) An abbreviation of a man's given (n) This, and no other. (o) An affirmative answer.

(l) A convulsive cry.

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

Answer to Bible Enigma.

No. 255. 1. W atch. 2. A nanias.

3. I Baac. 4. T abret.

5. O nesimus. 6. N ebuchadnezzar. 7. T homas.

8. H eaven. 9. E lizabeth.

10. L ove. 11. O livet. 12 R obbers.

13. D aniel WAIT ON THE LORD. Ps. xxvii 14,

ANSWERS TO CURIOUS QUESTIONS.

No. 161. 1. New York; 2. Boston; 3. Trenton; 4. Galveston; 5. Portland; 6. Baltimore.

> No. 162. Half Square PERFUME ELOISE ROUSE FISH

USE ME

No. 163 Ee (ease) Ee,e (easy). No. 164. 1. He A rd.

3. Na I ve. 4. Re S in. 5. Me T al. 6. St O op.

Pe T er. 8. Ha L ve. 9. Sh E en.

Aristotle.

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. Peace on earth, good-will to men, Angel voices ringing, Christ the Lord to earth has come, His glorious message bringing.

Wise men hastened from the East To bring their richest treasure,-Gold and myrrh and frankincense And jewels without measure. Him they sought, although a king, They found among the lowly. In the Virgin's arms he lay, The babe so pure and holy.

Earthly crowns were not for him, He came God's love revealing : On the cross he died for us, His blood forgiveness sealing 'Tis the Saviour promised long, Ring out your loudest praises. Every heart this happy day Its grateful anthem raises.

Ring the bells, the merry Christmas bells, Chime out the wondrous story, Glory be to God on high, Forevermore be glory. -Songs for the Little Folks.

Sabbath Observance in Honolulu.

lands, 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. He found one door open-a chemist's shop with a soda water fountain: The thermometer marked above 100°; yet the keeper of the place had to say, "We do not sell soda to-day; we can't buy ice on Sunday." The writer continues: photographer who had travelled with us had proposed to show a few of his new acquaintances some pictures of the is land in his studio, but now he expressed his regret that it could not be done. "But why not?" "Oh, you could not see them without light." "But there is plenty of light." "Ah, you do not know Honolulu," said the photographer; " if a window of my place were to be seen open on Sunday we should all get into trouble, and mine wouldn't end

"Your handwriting is very bad," said a gentleman once to a public official. "Yes," he replied; "but don't you see, Find a double acrostic of the following, if I were to write better, people would

Gorrespondence.

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 havn't set eyes on you for mor'n a month -leastwise not to have a talk to youand I do like to have a good long talk with you. You are pretty well eddicated, and read a pile and have good idees." | a good one it wuz. Now what is the use 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.

neighbors could live in sight and hearin of each other for weeks and months and ment, why the next thing to do would not so much as get a chance for a talk? It does beat all now doesn't it, eh? mind hearin' about two brothers who about it. lived on the same square, and within a few doors of each other in London for half a life-time, and never met-the one always goin' one way to his work and tother goin' tother way-until one day one of em wuz comin' home from a funeral and ran agin his brother goin to work. Now you see I go to the village to trade and to get blacksmith and other work done, and you go to the corner, and we don't go to the same meetin', and I'dont go to Grange. Now that just mers. As I turn over the land and foller along the open furrow plowin', I turn over idees in my mind and foller along a kind of open furrow of thinkin,' and I do get to the root of things. Sometimes I'm brought up all standin' by some big idee—like as you get brought up agin a big stone or a root. I often think that if I could only write and speak the things I think I'd be counted pretty smart.

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 ope another. A man or a woman is just as good in homespun as in broad cloth or satin, and just so a good idea is as good in homespun words as if a fine speaker fixed it up. Knowledge is knowledge, science is only a big word for what scholars have found out. The grange ought to be as good for the wimmin as for the men. There's butter and cheese makin' and how to take care of milk, and cookin' and-and-well all their work and takin' care of the youngsters. I tell you now you jist git their tongues a goin' and their idees a runnin' but that's the trouble they'r apt to be quiet as mice when they'r wanted to talkknit, knit, knit, puttin their heads together to whisper about somethin' thats happened, and titter-but you can't get em to stand up and talk the good sense and the good language too that's in every blessed one of 'em. How do I know? I did belong to a kind of society wunst.

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'nt take two hundred dollars for her now-no sir. Cant come -well I'm sorry too. Well I spose I'v got to let you off-tho' I'v got a lot of things to talk about. Seems as if I hadn't rightly commenced. Hold on a our college. Isn't it just like a stand up fight, and all the rest of the denominations and outsiders standin' round in s Landing in Honolulu, Sandwich Is- ring and enjoyin' the fun? How they do pitch into each other now don't they!

> they talk out a little too loud when they | phraseology. think differently from one another.

Di-di-somethin' or other di aticks? no that isn't the word. I did think I had it all right. Thats it! Thank you-Di dac-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 can't 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'. Some is like the same scent steeped out and than ten shillings an acre.

put in a bottle and corked up. I can't jist get my idees into shape about what Dr. Rand is goin to teach, but I guess I'v got it pretty straight in my head and I stand up for the new chair, and the guvners, and senate, and Dr. Rand. The chair and the man are to my mind jist what's wanted.

What's the good of making sich a fuss anyway? The guvners 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 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 "Isn't it most remarkable that two him do either. If the guvners made a mistake or havn't acted with good judg. be to say as little about it as possible, and not let the rest of the world know

Ef you've got some one to make your bread for you, when they got a batch mixed and riz, and all ready fur the oven, don't put yer own hands in and work it over, ef you do yer'll hev a sad mess of it, that batch is spiled.

Well if there isn't Sam comin fur me! I'd better hev left this tarnal college bisness alone, and gone home, won't my misses give it to me.

Well good bye, I wanted to have a chat about turnips and silos, and that shows the good of such societies for far- 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 That's just what the Grange is fur aint on, my mind full of half formed thoughts suggested by his rambling discourserambling, 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 illustra tion 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 turnips 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 minit. What d'yer think about this row | the eastern sky and glorified the words. their bavin' about the new professor fur "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 Baptists think for themselves, but have transcribed them in his own

> Very respectfully yours, UNGLE NED.

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. A bill was recently introduced into the Legislative Assembly of that Province regarding the settlement of this Mallee Country. In the course of the debate it was shown that large tracts of what might be made very valuable territory was wholly given over to rabbits and wild dogs, The former vermin were so numerous. one member said, that one might go out blindfold and shoot them down by scores. In such a state of things settlers would not go in unless they were assured of a tenure on very fair terms, as it requirpeople's eddication is like a sweet scent- ed great capital to clear the country of ed flower, fillin' the air all around, others | rabbits. It could not be done for less