

AUGMENTATION.

The following are the amounts asked by their Presbyteries from the different congregations for the Augmentation Fund :—

PRESBYTERY OF HALIFAX.

Asks From

St. Matthews, Halifax, \$280; Fort Massey, \$280; St. Andrew's, \$140; Park St., \$140; St. John, \$125; Maitland, \$125; St. John's Windsor, \$110; Chalmers, Halifax, \$110; St. James, Dartmouth, \$110; Milford & Gay's River, \$80; St. John's Yarmouth, \$55; Shubannacadie, \$55; Grove Church, Halifax, \$30; Noel, \$30; Canard, \$27; Newpor, \$27; St. Paul's, Kentville, \$27; Middle Musquodoboit, \$27; Lower Stewiacke, \$27; Hamilton, \$20; Kennetcook & Gore, \$20; Elmsdale and 9 Mile River, \$20; Upper River; Upper Musquodoboit, \$20; Lower Musquodoboit, \$20; Musquodoboit, Hr., \$20; Annapolis and Bridgetown, \$18; Wolfville and Horton, \$18; Lawrencetown, \$10; Kempf and Walton, \$10; Waterville and Lakeville, \$10; Carlton and Cheboque, \$10; St. Croix and Ellershouse, \$10; Bedford and Waverly, \$10.

THE PRESBYTERY OF TRURO.

Asks From

First Presbyterian church \$110; St. Andrew's, \$110; St. Paul's, \$75; Stewiacke, \$55; Onslow, \$55; Upper Londonderry, \$55; Clifton, \$55; Acadia, \$55; Middle Stewiacke, \$50; Springside, \$50; Great Village, \$45; Riverside, \$45; Economy and Five Islands, \$45; Brookfield, \$30; Parrsboro, \$20; Coldstream, \$15; River Hebert, \$10; Harmony, \$5.

THE PRESBYTERY OF PICTOU.

Asks From

United Church, \$200; Prince St., \$135; James Church, \$110; Antigonish, \$95; Stelarton, \$75; West River and Green Hill, \$70; Knox Church, \$70; East River, \$65; Union Centre, \$52; Thorburn, \$50; Scotsburn, \$50; Glenelg, \$50; Hopewell, \$50; New St. Andrew's, \$50; Merigomish, \$30; Sherbrook, \$30; Blue Mountain, \$30; Lit-Harbour and Fisher's Grant, \$20; Barney's River, \$15; Trenton, 10.

THE PRESBYTERY OF LUNENBURG AND SHELBURNE.

Asks From

Lunenburg, \$110; Bridgewater, \$65; Mahone Bay, \$44; La Have, \$44; Lockport, \$30; Shelburne, \$30; Clyde River, \$3; New Dublin, \$16; Riversdale, \$10; Rocks, \$5.

The majority of those who read the following lines are past the time of life when they can make a practical application of it to themselves, but the solemn lesson need not be lost if it leads parents and others to greater care in shaping the characters of the young:—

“Live as long as you may, the first twenty years form the greater part of your life. They appear so while they are passing, they seem to have been so when we look back to them, and they take up more room in our memory than all years which succeed them. If this be so, how important that they should be passed in planting good principles, cultivating good tastes, strengthening good habits, and fleeing all those pleasures which lay up bitterness and sorrow for time to come! Take good care of the first twenty years of your life, and you may hope that the last twenty will take good care of you.”

Thousands of men breathe, move and live, pass off the stage of life, and are heard of no more. Why? they do not partake of good in the world, and none were blessed by them; none could point to them as means of their redemption; not a line they wrote, not a word they spoke could be recalled; and so they perished; their light went out in darkness, and they were not remembered more than insects of yesterday. Will you thus live and die, O man immortal? Live for something. Do good, and leave behind you a monument of virtue that the storms of time can never destroy. Write your name, in kindness love and mercy on the hearts of thousands you come in contact with year by year: you will never be forgotten. Not your name, your deeds will be as legible as on the hearts you leave behind you as the stars on the brow of the evening. Good deeds will shine as the stars of heaven.—*Dr. T. Chalmers.*

Let teachers encourage an inquiring spirit among their scholars. Thus interest and thought, and often feeling, are developed, Jesus at the temple when twelve years old asked his teachers questions. Proper inquiry is helpful to teachers as well as to pupils. It creates greater study and investigation. It breaks up routine or perfunctory teaching. It starts one on new lines. It indicates the bent of the scholar's mind. It may lead up to light on dark problems, and also to practical results. The fitting answer shows the pupils that their teacher thinks and is posted. If the question cannot be answered on the spot, ask time for consideration and give the reply next Sabbath, and do it so as to make a telling point. *Sel.*