

inspiring service does not fully discharge his obligation or exhaust his opportunity. He owes a duty to the School as well as to his class, a fact which the loyal teacher will cheerfully recognize.

Let us specify briefly some of the things which the teacher can do, and hence should do, for the School.

1. The teacher can help to create and maintain the proper atmosphere in the School. How? By being present regularly, in good time, and in the spirit of love which realizes a "fellowship with hearts to keep and cultivate". By extending to new scholars, strangers or visitors, a hearty welcome, suggestive of an ideal home. By preserving a genial but reverential and devotional demeanor, which beneficially influences others.

2. The teacher can assist greatly in the general exercises of the School. Why does one class sing, participate in responsive readings, or answer questions so heartily, and another so listlessly? One class moves gently, another boisterously. True, some classes are controlled with less difficulty than others, but usually the admirable deportment of the class is traceable to the quiet, but potent, influence and example of the teacher.

3. The teachers' meeting affords another inviting opportunity to aid the School. Probably no School can do its best work without a regular meeting of teachers and officers for study and conference, and the success, indeed the existence, of such a meeting is dependent upon the active co-operation of the teachers. The teacher who will carefully study lessons, inform himself respecting helpful Sunday School methods, be a regular attendant at teachers' meetings and becomingly impart or suggest to others the best results of his own study and observation, may render his School a service of incalculable value.

4. To do its work thoroughly the School must have the confidence of its constituency. What a hopeful opening here for the enthusiastic teacher. By word and act as a representative and recruiting agent his influence in establishing the right relationship between the School and community is constant and effective.

Do teachers habitually think of their personal responsibility for the success of the School? Many do, and not a few superintendents thank God for the thoughtful assistance of their teachers. Possibly the reader may be a teacher, whose work heretofore has been confined to his (or her) own class. If so, dear teacher, can you accept the assurance of others that definite effort for the School as a whole will aid the School, benefit your class and bring personal blessing to you? Need one add that prayer effectually supplements every endeavor? The teacher who truly helps, will unfailingly remember the School and those associated in its work at the throne of grace.

Truro, N.S.

Family Worship And the Home Department

By Rev. J. W. A. Nicholson, M.A.

In the new mining town of Inverness, the pastor found that neither family worship nor any equivalent for it had a place in the home. He knew very well that a generation reared in homes without a family altar would mean a godless generation. While pondering over the situation he listened frequently to the complaints of the Sabbath School teachers who said that the children in many cases came to School without any apparent preparation. The twofold problem suggested a common remedy.

The officers and teachers and the members of Session were consulted, and the following plan was decided upon. A HOME STUDY QUARTERLY would be placed in every home, the parents urged to take up the Daily Readings along with the other members of the family, all to unite together in the Lord's Prayer at the close of the reading. The usual Report Envelope would accompany each QUARTERLY with an explanation of its use for keeping a record of the home study, church attendance, and as a receptacle for the offering.

The pastor undertook the first tour of visitation, calling upon every family, explaining in full the purpose and plan, seeking to impress upon the parents the advantages for themselves and their children of the pro-

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