

words, phrases, customs, &c., requiring explanation.

TEACHING THE LESSON.

Know thoroughly and familiarly whatever you would teach.

Get and keep the attention of your scholars, and excite their interest in the lesson.

Use language which your scholars understand, and explain the meaning of every new term you need to employ.

Begin with what is already known and proceed to the unknown, making each step thorough before taking the next.

Excite the self-activity of the scholar, and tell him nothing which he can easily discover for himself.

Require the scholar to re-state correctly, and in his own language, whatever he has learned.

Review, review, review, carefully, repeatedly.

COUNSELS.

Be on hand at the opening of the school.

Be courteous, kind, and social with your scholars.

Profitably occupy the spare moments before opening by inquiries after the absent, or the sick; in *private* rebuke or re-monstrate; narrate some incident which has fallen under your observation during the week, susceptible of a moral or spiritual application.

Never forget you are a teacher.

Insist on order and discipline at all times; require each scholar to find and read the hymn, if not sing it. See that the request of the superintendent for the school to pray or repeat lessons aloud is complied with; do this by the force of *example*.

Bring Christ into every lesson.

Create in the scholar a deep interest in all that pertains to the Church.

Urge a regular attendance of the scholars upon all the means of grace. Inquire who attended church *this morning*, and who not? Who will meet me at the weekly prayer-meeting?

Encourage your scholars to contribute systematically, and from pure motives, to all the benevolent institutions of the Church.

See that every scholar is a converted church member.

Be on the lookout for ministers, missionaries, and teachers in your class.

CAUTIONS.

Don't cram the scholar's mind with too much.

Do not preach. Bear in mind that your scholars remember long what they tell you, but soon forget what you tell them. Draw out the observation, reflection, &c., of the scholar, and so make them remember; a mass of information may be told which is

no sooner heard than is forgotten, because the scholar is not worked, and takes no part in the lesson.

Do not neglect the dull scholars; it is easy to teach a child who is anxious to learn, but the dull and stupid ones want the most care.

Be graphic.

QUESTION GUIDE.

1. Parable Passages.

Is the incident parable, conversation or discourse of the lesson, or anything like it elsewhere given in Scripture?

2. Persons (Biographical.)

Who wrote the lesson? to whom? what reasons are mentioned? what do you know about them?

3. Places (Topographical.)

Where did these persons live? Places mentioned—when situated—size, distance, and direction from Jerusalem.

4. Dates (Chronological.)

What year of the world and of Christ did these things occur? Age of persons. Allusion to days, hours, seasons, &c.

5. Doing (Historical.)

What did each person do? who had the most to do? why?

6. Doctrines (Theological.)

What truths about God, man, character, conduct, the future, the present, are taught?

7. Duties (Practical.)

To God, man, self, to church, nation, neighbor, enemy, friend, world, young, old, good, bad?

NOTICES, ACKNOWLEDGMENTS, &c.

SYNOD FUND.

Truro Congregation	\$26 00
Clifton (no expenses)	6 00
Lower Londonderry (no expenses)	8 00
Primitive Church	16 00
St. James, Charlotte County, N. B.	5 00
New Mills	3 09
St. John's Church, Halifax	15 00
Richmond Bay, West (no expenses)	
15s. Island Cy.	2 50
Glace Bay, C. B.	10 00
Clyde River	8 00
Onslow (no expenses)	8 00
Albion Mines (no expenses)	12 00
Yarmouth	14 20
James Church, New Glasgow (no ex.)	10 00
Sheet Harbour, Taglier and Quoddy (no expenses)	3 50
Dundas (no expenses)	2 00
Musquodoboit Harbour	\$7.71
Clam Harbour	5.20
Meagher's Grant	1.20 14 11