

foundland, Britain's oldest North American colony. Here, scattered along the coast are tiny fishing villages. The scenery, as we pass along, is very rugged and beautiful. Most of the communication between various parts of the island is maintained by water. The interior is not settled at all, and there is but one railway in the island. Our missionaries are working here too. More than that, the people of Newfoundland give most liberally to missions—more so than many of our Canadian people.

Now we are in St. John's harbor, and are charmed with its beauty. There is a deaconess on the wharf to welcome us. How glad we are to see her after our long journey. She is surprised to see "our crowd" as we come down the gangway, but she calls out cheerily, "Come on, girls and boys; I am going to take you up to the Methodist Orphanage." Up hills and down we go, and at last we stop at the only orphanage in Canadian Methodism, so the deaconess tells us. "What do the orphans do who don't live in Newfoundland?" one of the boys asks, but his question goes unanswered.

We learn a great deal about Newfoundland and its fisherfolk, and are sorry to say good-bye. The news agents will tell you something of the history of the great island. "All aboard!" shouts our guide, and the boat is whirling a warning flare for us to hurry, so good-bye, Newfoundland.

MONTREAL, QUEBEC.

Now we are in the mighty St. Lawrence. The river is so wide at first that we cannot see the banks on either hand, but as we proceed it becomes narrower, and we realize that we are in a river, and not on the ocean. Past the ancient city of Quebec we steam, and finally anchor amid other craft in the harbor at Montreal.

THE FRENCH METHODIST INSTITUTE.

"Three cheers for Canada!" some one calls, and they are given with a will. But there is Mr. Villard, waiting to conduct us to the French Methodist Institute in Westmount. He points out various places of interest as we pass through the streets, and we mentally compare Montreal with the other great cities we have seen on our trip.

But this large red brick building is the Institute. We are not surprised at Mr. Villard's pride, as he shows us from room to room. Everything is spotlessly clean, and in the best of order. The boys and the girls who go out from here have a splendid training, not only in school work, but in home-keeping as well. We enter some of the recitation rooms, and are struck with the bright, intelligent faces of the pupils, and with their aptness in the subjects they are studying.

On Mr. Villard's invitation, we stay to dinner in the Institute, and we are all interested to learn that the tables have been arranged and the cooking done by some of the older girls. We feel that we would like to be pupils ourselves, and the Principal tells us that only French-Canadians are admitted now, and even with this regulation, many applications have to be refused, owing to lack of accommodation.

SOME METHODIST MISSIONS IN QUEBEC.

While we are in Montreal we will visit some of the churches, and see what is being done here to reach the people. We find them very active, not only along the line of evangelistic work, but with schools, employment bureaus, etc. Here in the Province of Quebec we find the colporteur, who travels through the country selling the Word of God, and endeavoring to gain an entrance to the homes and hearts of the people.

In the town of Actonville is another prosperous mission of our church. Here the membership is large, and the people are true and loyal. The church services are well attended, and a new school has lately been built. We are glad to learn that here the Roman Catholic people are very friendly, because the great drawback to our work in this province is the prejudice and opposition of the Roman Catholics. But our missionaries here in this eastern part of our Dominion are working just as earnestly, just as faithfully and persistently as those we have met in other mission fields, and success must crown their efforts.

"All aboard!" calls out the conductor, and in a few minutes we are bound for Toronto, our trip around the world almost completed.

DEC. 1.—HOW TWO PROPHETS PRAISED GOD. (Praise Meeting.) Hab. 3: 17, 19; Zeph. 3: 14-17.

Praise to God for Himself rather than for His gifts is one great lesson to-day. Though there may be some who say, "Praise God is ours, Habakkuk and Zephaniah agree on this. Study the topic around this central thought. Then our juniors will see that to give God praise is a matter of principle rather than of impulse. We should give Him praise for what He is to us, not only for what He does for us. 'Salvator' and 'Savior' are suggestive words. They represent the full purpose and plan of God for us. To feed our bodies and to give us many physical and temporal bounties is only a small part of God's will concerning us. He is better than the best of His gifts, and all that He does is only to show us what He wants to be in our hearts. Children do not love their parents just because they feed and clothe and house them, but because they are parents and children. So with our Heavenly Father. We praise Him because He is our Father and we are His children. Many secondary reasons may be found, that this is the one great source of joy and praise—"I am His and He is mine for ever and for ever."

(With this thought as the central truth of your topic study, let the juniors find and write many illustrative Scripture texts, and so make your meeting a praise service in fact as well as in name.)

DEC. 8.—WORKING FOR GOD. (Our Work.) Hag. 1: 7, 8; 2: 4.

Perhaps we had better study this topic by asking two simple questions:—1. What is our work? 2. How ought we to do it? It is easy to see that the prophet wanted the people to do—repair, rebuild, refurbish, restore the Temple. They were enjoined to do this, and in the doing of it they were to be strong and united. The "temple" may stand for your local church. What is our work regarding it? (Get the juniors to express their opinions. They will tell you that it should be kept in good repair, be a pleasant place, well attended in its services, well equipped for work, and that officers, etc., be let Scripture realize their place in it. They should be there, be loyal in their attendance and support, etc.) But your local church stands for the Connexion. So follow up your study. Not loyal Methodists in a local sense merely, but true to the whole denomination is part of "our work." Personal loyalty is not sufficient. The Methodists are at best only a small part of the universal church. The Temple may thus mean the whole Kingdom of Christ. "Our work" is thus as wide as our Lord's sympathy, and that includes all "the world." What a great work ours is! Not to build a piece of worship called a church, only, but to fit our hearts as living stones in His temples, to work and pray for other lives,

to look and labor for the day when His true church shall fill the whole earth with His glory. This is our real work. How should we do it? (You may easily secure many appropriate answers to this question. The juniors will tell you that we should do it willingly, gladly, together, always, etc., but do not omit the closing lesson that we should be "be strong" in it—strong in purpose, in spirit, in enterprise, in faith, in hope, in prayer, etc., and so may we be successful.) We do it as our work we are doing, it is also our work. He needs us to do it for Him, and if we do it not, we, as well as it, are the losers. It may cost us thought and time and money too, to do it well, but no matter what we put into it we shall get more out of it, and no other work pays so well. Then let us be "all at it, and always at it."

What Kind of Literature Should Juniors Read?

Juniors do read. They read what they have to, and in addition, they read what they are interested in. The text-books of the schools they have to read. Why? Simply because they realize that such reading is necessary to their education. They are frequently appealed to on this ground of necessity by their parents to do their home work. In like manner, our children should be made to realize the need there is for them to read the Bible. The consciences of many of our juniors might well be appealed to in this particular. If they were taught that an intelligent knowledge of the Bible is the foundation of good education, they would read it more. They should be led to see that the "must" is as imperative in relation to reading the Bible as to their ordinary school text-books. Children read books that interest them. Hence we should provide them with interesting books. Such books must be judged from the viewpoint of the boy or girl, when selecting reading for the young, parents will do well to study the individual tastes of their children, and at the same time recall their own childhood. One cannot easily make a child read. Most children do not need any "making," but rather require direction. Suitable children's books were never so numerous, or so cheap as in these days, so that there is no excuse possible for their absence from every home. Let the juniors have abundance from which to choose, and very few of them will fail to pick out the best—for them. Many a boy has formed the habit of reading pernicious books simply because they were the only ones he could easily get. The parent that fails to put within reach of his children the best books possible, is doing them grievous mental and moral harm. Books that give wrong views of living, that fail to inculcate high ideals of character, that put a premium on vice in any form, that are immediately exciting, that make a boy dissatisfied with home or provoke within him a spirit of rebellion against parental authority, are bad books. They should not find a place in any home. Books that embody in their pages wholesome food essential to healthy individual life, that prompt the child to fill reverence and obedience, that develop the spirit of patriotic devotion, that inspire confidence and love toward God, that make human brotherhood real, and that inculcate to deeds of kindness and help, even to the meanest-creature in the animal world, are good books. A list of these would be a long one. Such books our juniors should read, and we have confidence enough in them to believe that if they are prepared within their reach, they will choose them in preference to any others.