

Sweet Day of Rest.

SWEET day of rest! the very sound is healing—
 A hush amid the conflict and the strife;
 The calm of heaven is softly round us stealing—
 We hear the whispers of a holier life
 Earth's misty veil that hangs so closely round us,
 Is gently lifted this one day in seven;
 And passing cares, which in their net have bound us,
 Retire and leave us transient gleams of heaven.
 This day, on which our Saviour rose to glory,
 Has left a shining radiance on its track;
 Again we hear with joy "the old, old story;"
 Oh! childhood's faith or wings of light comes back
 Oh! wherefore, wherefore should we lose the blessing;
 When morn restores the round of earthly care?
 Happy the souls who, all in Christ possessing,
 Breathe, e'en below, the pure celestial air.
 And we, amidst the daily path of duty,
 May keep the oil still burning in our breast:
 So shall the toilsome path grow bright with beauty,
 And every day shall be a day of rest.

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A Faithful Teacher.

In one of our Western cities a young lady teaches a class of boys, after whose interests she looks in a most wise and faithful way. One young fellow, skeptically inclined, and disposed to cavil at religion, gave her much trouble. She wrote a friend to ask for books which she could place in his hands. He recommended "The Philosophy of the Plan of Salvation," the little Chautauqua text-book on "What Men Think of Christ," and one on the Bible. A recent letter reports to that counsellor the result. She says: "He has not simply read but studied them, noting and bringing to me any points that he found specially helpful to him, and also any with which he could not agree. He was quite enthusiastic about the first book, declaring it the best book he had ever seen. The reasoning is so clear and straightforward that it is a book he can appreciate. Will you now tell what is the best book on the divinity of the Bible? The boy has still many questions that have troubled him. He acknowledges that an unenlightened conscience can lead a man

astray, and that he has placed too much confidence in his own reason. All the spirit of bitterness is gone, and he attends Sunday-school because he enjoys it. Three of the boys in my class since last September have given their hearts to Christ, and now Willie is the only one left of the fifteen. He knows the boys are all praying for him, and I am sure he is affected by that. I am sure that he will come out all right in the end, but I often feel so perfectly helpless to give him the assistance he needs."

The friend to whom this letter was written recommended the boy to read "Credo," by Dr. L. T. Townsend.

How much good might be accomplished by Sunday-school teachers if they were to take this deep, earnest, personal interest in the intellectual and spiritual welfare of our young people! There are thousands of boys and girls who are troubled with skepticism—a skepticism born as much of ignorance and unchallenged infidel assertion as of disinclination to obey. If Sunday-school teachers were to take an interest in these youth, and put into their hands useful religious literature, many a cloud of doubt would be dissipated.

Evenings with Boys.

A GENTLEMAN in business on Wall Street has a class of boys in the Sunday-school which he attends. He believes that to be a useful teacher on Sundays he must have some knowledge of his boys and some influence over them between the Sundays.

He believes, moreover, that this influence need not necessarily be confined to direct and formal efforts for their spiritual good. For this, indeed, he labours as the ultimate aim in all that he does; but he knows that nothing will more easily repel a boy from spirituality than to have its claims persistently obtruded upon him.

In response to the editor's question as to how he succeeds in holding the boys during the week, the gentleman replies as follows:

"We meet every two weeks, and the gatherings have met my full expectations. One of the boys plays the violin quite creditably, and myself the violoncello, which, with my wife's accompaniment on the organ, gives us just enough to introduce matters and to get the machine well oiled. Then I read them a short sketch of some noted man who has left a good record, and in whose life the spirit of adventure is prominent, or whose life has been active and pronounced in some good cause; and thus the boys get food for thought. After this I try to draw them out by questions as to what they have read since the last meeting. Then come refreshments. The boys leave so as to reach home by half-past nine o'clock. I have a plan of reports by postal of each one's individual work week by week, with an expression as to whether they like the different articles read. Of this I make a record."

We believe that much may be done to promote a love of good reading and good society among boys for whom nobody is now taking any care. We look to Sunday-school teachers to co-operate in this.—S. S. Journal.

WHY can't somebody give us a list of things which everybody thinks and nobody says, and another list of things that everybody says and nobody thinks?—Dr. O. W. Holmes.

Among the Corn.

THE most appropriate emblem of the United States would be, not the wheat ear, nor the pine tree, nor the palm, nor the cotton ball, nor the tobacco plant, but the silk-tasselled Indian corn. It is by far the largest and most valuable crop in the Union. In the Central, and Southern, and Western States, for hundreds of miles, you will see very little else, and very beautiful it is waving in the wind in serried ranks, plumed and tasselled like an Indian Chief, often rising ten or twelve feet high. What our American friends call the "hog crop," is but Indian corn in the shape of hams and bacon. The maiden in the picture, however, is thinking not of this, but of when will the sweet corn be ready for eating or for "popping" before the kitchen fire.



AMONG THE CORN.

The Library.

EVERY Sunday-school library ought to be a great educational force working in harmony with the other departments of the Sunday-school. It should aim at the conversion and edification of the scholars. The librarian, therefore, should be one of the most competent persons in the school. He should be thoroughly in sympathy with its objects. He should be heartily sustained in all legitimate efforts to do his work effectually.

The books which children read exert untold influence over them. It is to be feared that this fact is not properly appreciated by Sunday-school Boards and Library Committees.

We are glad that the public libraries of the country are giving much attention just now to the reading of the young. Those who have the selection of libraries for our Sunday-schools ought to do likewise.—S. S. Journal.

To-day and To-morrow.

TEACH the Sunday-school scholar the lesson to-day. Get it into his understanding. Fix it in his memory. Place it where he cannot escape its reminders and reproofs—a beacon to warn, a buoy to guide. Associate the lesson with the facts of his daily life. Attach its ethical principles to the places into which every day he comes—the school, the house, the street, the shop, the play-ground.

Keep in mind the necessity of a supernatural enforcement of the truth you teach. You are responsible for the teaching, not for the supply of supernatural force. You are to conform to the divine law in a faithful presentation of truth to souls for whom it is designed, and to whom, through you, it is divinely sent. When you have done that, you have done your all. Having taught with prayer, it is for you, with prayer, to wait.

But always in Sunday-school teaching keep in mind your pupils' possible life-work. Ask again and again: What will my pupils be to-morrow, and ten years from now, and thirty years? Where will they be likely to live? What will be their peculiar perils? What business will they follow? Then ask: How can I make my teaching tell most effectively on these after years?

They will remember much that you say. And though they forget your words, they will certainly remember the impression your character makes upon them. They will remember any frivolity, any want of earnestness, a winking at skepticism, and every thing of the kind. They will remember your sophisms, your attempts to evade the force of any plain teaching of the Scripture, which may happen to condemn you. In manifold ways your life and lessons will go with them up and down, at home and abroad.

It therefore behooves the Sunday-school teacher to keep in mind the possible future, the earthly conditions, and the exposures of his scholars; to teach them as minds that are yet to grow to maturity with power of judgment just and severe, and with memories very vivid, and with a sense of approval or disapproval.

You are teaching the men and women of to-morrow. Do not trust too much to the immaturity, ignorance, and defective judgment, or unenlightened conscience, of to-day.—S. S. Journal.