

"Order of Service"? I venture to say, that wherever this hymn has been reverently studied, and used as it was intended to be, the pupils have a clearer conception of the office and work of the Holy Spirit than they would have received from years of ordinary teaching.

Let the Supplemental Hymn be the School song for the Quarter. Let no superficial acquaintance with it satisfy. Discuss briefly, if possible, first, its author; the following Sabbath, its central idea; afterwards, the various thoughts contained in it. Long before the Quarter is ended, that hymn will be known as never before, and so the hearts and lives of young people enriched.

Stayner, Ont.

What the Leader Can Do

By W. M. Clarke, Esq.

The leader in the service of praise in the Sabbath School has a very high calling. If a leader is to do his duty faithfully in this department of God's great work, he should be a man who thoroughly believes in prayer, and uses it; otherwise his efforts will be largely in vain.

He must be fully in sympathy with each and every individual scholar under him. He must be energetic, full of life, ready to drop a kind word here and another there, making each scholar feel that he is interested in him. He must be able to enlist the hearty co-operation of pastor, superintendent, teacher, and officers. He must study to interest all the School with some new ideas at each service.

The leader can select a number of scholars, and form a Sabbath School choir to whom he can teach the hymns for the School session. He can also interest the scholars, by teaching them some "Services of Sacred Song," such as are largely used in England, as, St. Paul, Moses, Elijah, or temperance stories, such as Tim the Newsboy, Alone in London, Jessica's First Prayer, etc. By using these the scholars can be interested so much that they look and long for their rehearsals.

The leader can do much good by being systematic in his work. He can teach punctuality, perseverance and patience. Be punctual

for a rehearsal with the children, and they will be punctual also.

The scholars who are being thoroughly trained by the leader in the Sabbath School will be useful in the church choir, as opportunity permits. I always treat my Sabbath School choir as my garden, and have seen a number transplanted to the church choir.

Elora, Ont.

Sunday School Work in Tunapuna, Trinidad

By Rev. John Morton, D.D.

[The first of a series of articles on Sabbath School work in our foreign fields.]

The Schools are twenty in number, with 850 children. They lie, from east to west, 36 miles, and from north to south, 21 miles, apart. The Sabbath Schools meet an hour before public worship, and in the country districts the School passes quickly into the preaching service, all the children remaining.

The weekly Sabbath School work is prepared in the day school, where the Hindi scripture Lesson and Comments are twice read through simultaneously by all who can at all read Hindi; and the Golden Text, "I Have Learned To-day", the Catechism, and Hymns, English and Hindi, are committed to memory. Verbal explanations are, of course, added. The time given to this is about thirty-five minutes daily, and, on our monthly inspection of the day schools, much attention is given to this part of the work. It will thus be seen that those children who cannot be gathered into the Sabbath School, are getting exactly the same course of lessons as is given on Sabbath. Hindus and Mohammedans keep no Lord's Day. Markets are open till 9 o'clock a.m. Grass-cutting, wood-gathering, and other work have to be done for the parents. Bathing, bird and fish catching, and games tempt the idle. And more than all, the opposition of the parents to Sabbath Schools and church keeps a large number away.

All, however, take part with the Christian children in the day school religious instruction, and many of them know a great deal about the Bible. In the statistics these do not count as Sabbath School scholars. But