

celebrate that great Anniversary which no one of living men shall ever see celebrated again. It would be well to give the matter careful consideration, whether we may not be able to take advantage of the occasion in a manner worthy of its name. As Protestants, as members of the Church of Scotland, we ought to endeavor to render it and ourselves due honor, by clothing it with an interest, and giving it an éclat worthy of it. Shall we be content to have an ordinary service in the Church, a sermon and a prayer, which probably few will care to attend, and which can do very little towards awakening the minds of our people to the greatness of the day they come to commemorate, or leave behind it any impression at all commensurate to the value of the blessing which that event secured for them and their posterity. Or might it not rather be made a day of remembrance, when the ministers and people of our Churches shall come together, and with one heart and soul render thanks to the God whom Knox served, and in whose cause Wishart and Patrick died? We think it might be so, that it ought to be so, and it will be so, if we have not greatly degenerated from our fathers. We will not pretend to suggest *how* it ought to be carried out, what each one or any one ought to do, but we do not think we are going beyond our province in calling the earnest attention of the people of our Church to the circumstance itself. To be done worthily will require arrangement, preparation, consultation, meeting of friends and members from the various Churches, and appointment of parties to put matters in working order. We are not afraid that there is not ability enough in our midst to make the occasion interesting; we think our people are sufficiently attached to our holy faith, and alive to the great spiritual blessings won for them in 1560, to take a deep interest in any such arrangement. There is not much time to be lost. The method of arrangement was left to the Presbytery of Pictou, and we hope it will take the initiative with zeal and earnestness, and that the laymen of the Church will render them all the assistance in their power, that all parties will labor to bring about a celebration worthy of the cause, and creditable to the Church of Nova Scotia in connection with the Church of Scotland.

SABBATH SCHOOL LESSONS.

We would beg to call the attention of elders, geymen, Sabbath School Teachers, and indeed of all who take an interest in the Sabbath School, to a scheme of lessons prepared by the Halifax Sabbath School Association in connection with our Church. Every one who has had the slightest experience in these matters is aware of how much importance method and arrangement are in a school. They are in fact the secret of all interest and satisfactory progress. It is not enough that the lesson for the day has been duly prepared, but the whole scope and plan of it ought as far as possible to be placed before both the teacher and the pupil. Wherever any considerable number of children are brought together for instruction, there must be both a unity of object and a unity of plan and system, or confusion and ultimate stagnation are very likely to be the result. It is an idea but too commonly entertained, that it is a very simple matter to teach a few children in a Sabbath School. A greater mistake could scarcely be made; careful preparation, study and forethought are absolutely necessary to effect much if any amount of good. In the class three objects are to be sought; to gain the affection and confidence of the child, to interest and instruct him. If we fail in one of these, we are very likely to fail in all, and we need scarcely tell an experienced teacher that these important objects are not to be gained without serious and conscientious effort. Some people have a natural gift of talking when they have little or nothing to communicate; and are able to go on without stopping for half an hour or more with perfect ease, but little profit either to themselves or others. The result will soon be seen in the vacant or uneasy countenances of the expected listeners, they feel no interest in mere words, however glibly or volubly uttered. The result will be a weariness of the place and of the teacher, a general restlessness and a difficulty to keep order, let alone interest in the class. To keep up interest, is the great matter, so long as that is done, every thing else is easy and pleasant. What a positive pleasure for a teacher to find himself the centre of a little crowd of eager listeners? And this most desirable object may always be attained if the lesson is gone about in the proper manner. Whenever any thing is done either in teaching or preaching merely to occupy time, whatever attempt may be made to conceal it is invariably and at once seen through and does a world of harm.

We see then how necessary it is that we should approach our duties fully prepared. But even mere preparation is not all that is wanted. We ought to prepare after some definite and well understood rule and system. That system should govern not one class but every class and every teacher in the school. The same lesson, taught in the same way