

tions of the very best sort. Not long ago, the writer of this article, during the course of a long railway journey, fell into chat with an experienced and enthusiastic surgeon. In the midst of the talk the surgeon said that, every day, he spent a considerable time in sewing with a needle and thread, so as to keep his fingers quick and flexible. How obviously this illustrates the need of patient practice if we are to become proficient in any virtue of the Christian life.

Illustrations may sometimes be drawn from history. The teacher, however, should make a sparing use of this source, because he cannot be sure that his allusions will be familiar enough to his scholars. Then something may be said of references to literature. When use is made of historical or literary illustrations, care should be taken to see that these are well within the range of the scholars' knowledge or that sufficient information is given to make them intelligible.

Whatever be the source of the teacher's illustration,—and from no source should he consider himself barred—they should all be on the plane of the scholars' information and experience. If they are too simple they will excite only contempt and if they are too difficult, they will miss the mark by not being understood.

Interesting Boys in Prayer

By S. M. Scott

It is sometimes said that boys of the age of fourteen or fifteen are the most difficult to manage during the Sunday School hour. At that age, it is nothing but natural that a boy should at all times during his waking hours be so brimful of energy, that the atmosphere of a Sunday School class-room is apt to prove somewhat of a test for his capacity to keep from becoming restless and inattentive.

How many teachers of boys, of the age suggested, have tried the following scheme? In the HOME STUDY QUARTERLY and LEAFLET each week is given a short prayer appropriate to the lesson. In a class of a dozen boys, such as has been described, in St. Andrew's Sunday School, Lindsay, Ont., each boy in turn by Sabbaths reads this short prayer immediately after the class has taken its

place in its own room, but before the study of the lesson is commenced, and all heads are bowed as the boyish voice reverently speaks the words. There is no thought of jest or ridicule on the part of the other boys.

When the idea was first introduced, it was with fear and trembling; yet it has been practised for months now, and the effect is marked. Not only has it brought home to the boys the nearness of God's presence, but it accustoms each in turn to prayer in public. There is little or no need to ask for attention of these boys, when one of themselves has asked the divine blessing upon the lesson of the day. The boys await their turn, and there is no hesitation or halting. The idea may be new; the teacher of the above class passes it on to others who are facing the same problems in boy life. It works with his boys; why not with others?

Lindsay, Ont.

What One Home Department Is Doing

By Rev. H. McCulloch, B.D.

The Home Department of the Presbyterian Sunday School at Rosetown, Sask., was organized in December of 1914, with a membership of about sixty, representing forty or more homes, the pastor acting as superintendent and visitor. Many of these homes are seven, eight, or nine miles from town, and are not in touch with the church in any way except through the Home Department.

In five of the homes, there were fifteen boys and girls of school age, and they answered the questions at the end of each lesson and the review questions in writing.

The QUARTERLIES were collected at the end of the quarter and examined by the superintendent.

In twelve homes there were small children from three to six years of age. These were supplied with the BEGINNERS' BIBLE STORIES of the Departmental Lessons and also with JEWELS. Many of the mothers have expressed their appreciation of this literature in the home, and the delight which the children find in the stories and pictures.

This Home Department has been the means of awakening an interest in religion in homes