

## The Lesson of Appreciation.

BY M. M.

THINK; if life were always smiling,  
 Troubles never ours to bear;  
 And its pathway all beguiling,  
 Heaven would seem one-half so fair!  
 Think, if all the angel concords  
 Drifted where we're toiling here,  
 They would thrill with half the sweetness  
 When at last they greet our ear!

Life's a school—and God, the Teacher,  
 Traced a lesson 'mid the flowers,  
 And our careless hearts must learn it,  
 Ere its sweet reward is ours.  
 This the lesson: 'Tis our value  
 Of each joy that makes it sweet,  
 And as grasping more we trample  
 This sweet part beneath our feet.

When we learn to clutch the substance  
 Of the prize that seems so fair,  
 Knowing little of its value,  
 Half the sweetness is not there.  
 First the lesson, learned through sorrow  
 When the pangs of grief annoy;  
 Then at last, in adieu fulness,  
 Comes its sweet reward—our joy.

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## Home &amp; School:

Rev. W. H. WITHROW, D.D. - Editor.

TORONTO, SEPTEMBER 1, 1883.

## How to Sustain a Teachers' Meeting.

How are we to sustain a teachers' meeting in our church Sabbath schools? Have it regularly once a week. Select the most convenient hour and day for it. If possible, have it near the close of the week, to give all the opportunity for thorough study of the lesson. Have it as one of the rules that every teacher is expected to be present. Hold it if only two persons are present.

Do not conduct it as you would a Bible-class. The teachers' meeting is not for the study of the lesson. Pile up the nuggets that all have dug out. Let the one grand central truth of the lesson stand out bright and clear in every one's mind and heart. The teacher's meeting should be a social one.

The teachers' meeting should be a meeting for prayer—much prayer. Raise the standard of teaching. Raise the dignity of the pupils by stopping talking in the school, the church, presbytery, synod, and general assembly, as if the Sabbath were for children only. Stop robbing our schools of boys and girls from fifteen to twenty years of age, who will not stand baby talk. Stop robbing faithful teachers of their thirty to thirty-five minutes

for any purpose whatever. Use your best endeavours to enlist the entire congregation in the study of the International Series of Lessons, whether they attend the regular session of the Sabbath school or not. Trust the simple study of the Holy Book to keep up the interest of your school, discarding all sensational methods or matter whatever. Urge systematic Bible study upon every one, for their own hearts' sake, for their own growth in grace, we, who are officers and teachers in the Sabbath school, searching the Word of God "as for hid treasures," giving to our lesson each week first for ourselves, asking, What has God for me in this lesson?

It was a significant saying of a scholar in a certain Sunday-school, whose teacher taught more geography than religion, "I went to learn the way to heaven and I only heard about the way to Palestine."

It is a bad combination when the frame is more observed and admired than the picture. It is bad teaching when we pay so much attention to the history and chronology, etc., that we distract attention from the truth as it is in Jesus.

THE most influential paper in Japan, edited by a native Buddhist, nevertheless had the frankness to say in a recent editorial on "the Jesus way," as Christianity is called in that land: "See what blessing this religion confers! Open the map of the world and look at the nations of the earth. There is not a Buddhist nation among them that knows what liberty is. The weakest and most insignificant Christian countries have more liberty than the most powerful Buddhist countries. Is it not time for Japan to advance?"

## Cheap Classical Reading.

We have received from John B. Alden, Publisher, 18 Vesey Street, New York, the following issues, neatly bound in cloth, of his library of Classical Authors, recent poetry, science and biography. This is certainly the cheapest form in which these high class issues can be had.

Demosthenes, by W. J. Brodribb, 30 cents; Aristotle, by C. W. Collins, 30 cents. Lippincott's editions of the above, the cheapest heretofore published, are priced at \$1 each.

Arnold's Indian Song of Songs, 25 cents; Arnold's Pearls of the Faith, 30 cents. These two have heretofore been published at \$1 each. Elsevier Library, Science Series, I, 25 cents; The Life of Peter Cooper, by C. Edwards Lester, 25 cents; The Life of Alex. H. Stephens, by Frank H. Norton, 25 cents. The two last named are original works, upon which the authors are paid the usual royalty. The Great Bridge, 25 cents. This is the only publication of the orations of Hon. Abram S. Hewitt and Rev. Dr. Storrs in permanent form.

JOHN WESLEY once wrote to one of his followers a letter which contained a bank-note and the text, "Trust in the Lord and do good; so shalt thou dwell in the land, and verily thou shalt be fed." His follower replied that he had been often struck with the beauty of the text, but had never seen such useful expositor's notes on it before.

*Scottish Characteristics.* By Paxton Hood. New York: Funk & Wagnalls. Toronto: William Briggs. Price, 25 cents.

Johnson, who hated Scotchmen, was no match for the Scot's dry sarcasm. In his dictionary, in defining the meaning of oatmeal, he said: "Food for horses and Scotchmen." And the Scotchman who saw it wrote on the margin: "Were there ever such horses, were there ever such men!" If, however, the work is to be done at all, there is not a man in Great Britain who is so well fitted for the task as Paxton Hood. No man knows them better. He was near enough to them to know them intimately; he was far enough away to be able to take in their grand proportions of character. His wit, humour, sarcasm, which abound in all his writings, are apparently concentrated in this. Some of the anecdotes we have seen before, but Mr. Hood tells them in such a quaint way that we find a new interest in them. The old as well as the young will be amused and greatly edified. This is a NEW BOOK, printed from copy sent direct by the author.

*Grandmamma's Recollections.* By Grandmamma Parker. With numerous illustrations. New York: Carter and Brothers. Toronto: Wm. Briggs.

This is a charming book for the little folks, full of attractive pictures and with a beautiful illuminated cover. The best of it is that the stories are all true, and they lose none of their interest on that account. And not only are they interesting, they are also instructive, and teach noble lessons of truthfulness, obedience, and kindness. It will be a nice birthday present to any little boy or girl.

*The Gathered Lambs.* By the Rev. E. P. Hammond. New York: Funk & Wagnalls.

Probably no man living can reach the hearts and influence the minds of children like Mr. Hammond. This little book will be an excellent one for mothers or primary class teachers to read to the little ones under their care. The chapters are simple, touching, and interesting, and will be very helpful in gathering the lambs for the Good Shepherd's fold.

## Abuse of Helps.

It is an abuse of helps when we put them first. The first thing to be sought is the help of the Holy Spirit; and this is to be obtained upon our knees. And then there is the help of our natural faculties—the powers of understanding with which God has endowed us—that are to be focalized upon the Scripture lesson, and held there until, as far as we may be able, we have mastered its meaning. Read it over and over every day of the week; bring it near, and look at it microscopically; put it far off, and look at it from various points of view—for every truth is many-sided—and presently it shall glow and gleam like a cluster of diamonds in the light of the sun.

In addition there is the invaluable help of other Scriptures. "God is His own interpreter, and He will make it plain." If we would understand a passage of the Word of God, we must

study it in the light of correlated passages, each giving its own peculiar tint of truth, and all together giving the truth in its glorious entirety. Having devoutly besought the help of the Lord; having faithfully studied the Word of the Lord; having diligently brought to bear upon it all our powers of heart and mind—then we are at liberty to avail ourselves of, and are properly prepared to appreciate, the pious labours of Christian scholars who have given their lives to the patient study of the Book of books, and have laid their accumulated treasures of learning at our feet.

These bring to us such lesson helps as it is surely worth our while to use. But mark, we are to use them as not abusing them. And we abuse them, when we use them as an indolent student uses a "pony" at college. Too lazy to dig out his Latin or Greek by the legitimate aid of his lexicon and grammar, he avails himself of an interlinear translation, and so, at the very last moment, before going into the class-room, makes hurried preparation, which is no preparation, but only a wicked and miserable sham. He merely mouths the words in a meaningless way, and utterly misses all scholarly development.

Even so is he but a pitiful pretender, instead of a respectable Bible teacher, who postpones preparation until Sunday morning, and then, instead of personal investigation, simply crams himself full of somebody's Lesson Helps, and then hies away to Sunday-school, to reproduce as his own, what so lately he has appropriated. This is an abuse of Helps that cannot be too deeply deplored. Others still are even too indolent to master the helps which others have made all ready to their hands; and so they take them with them in the presence of their classes, and confess alike their indolence and impotence, by spending the time in reading aloud what some one else has written on the lesson. There is a show of honesty about this latter method but it is immensely stupid, nevertheless, and is such an abuse of Lesson Helps as was never meant by those who made them.

Use every help you can at home, but leave them all behind you when you start to school or take them only in your head; and then, when you meet your scholars, you can look them in the eye, and talk to them out of your heart; and even if you do not "talk like a book," you shall, at least, not "talk like a parrot," and your speech shall glow with a genuine enthusiasm, which shall not be lost on those you teach.—Baptist Teacher.

GOVERNOR St. John says: Abolitionists were called fanatics just the same as temperance people are to-day branded as fanatics. "I like the name," he said. "John Brown was called a fanatic, but when he died on the gallows the soil of the south was bathed with tears of millions of slaves. He was branded as a fanatic, but his death will form one of the brightest pages of history. Those abolitionists who were called fanatics fought the fight to the bitter end, and their names are now revered. The time will come when the people who to-day cry 'fanatic,' will shout, as they see their own sons reeling through the streets, 'Come on, you temperance fanatics, and help save our boys.'"