

every third Sabbath and to have Sabbath School before service. Then during the remainder of the day I shall look after the working of two or three Sabbath Schools.

"I regret that I cannot report greater progress thus far. There are children enough in each settlement for a School. More than this the children seem willing to attend. But I find considerable difficulty at all points in obtaining teachers to carry on the work. In two cases the public school teachers have

agreed to help, but in four other cases the teachers are Roman Catholic and of course are no help to the work. Also in some sections many of the children are foreign and the parents seem reluctant to permit their attendance at Sabbath School. Other children are halfbreeds and generally Roman Catholic. However, with time, patience and energy well directed, I believe a nice little Sabbath School can be organized and kept in running order at most of the places."

THE DEPARTMENTAL LESSONS

FROM A MINISTER'S STANDPOINT

By Rev. J. D. Bannatyne

The Graded Lessons are in use in our School, and so far we have found them very good. During my pastoral visiting, I have discussed these Lessons with the parents and they all seem much pleased with them. Many of the parents were very anxious to understand clearly just what was intended by the Graded Lessons, and when I explained as best I could, they heartily agreed with the purpose of the Lessons.

The fact that the child is taught the Lesson before he receives the Lesson Leaflet or Quarterly is helpful, because when he arrives home he has some knowledge of the Lesson, which discussion with his parents tends to increase and emphasize. The busy parent finds this plan better than teaching the child the Lesson before going to Sunday School. The Sunday afternoon is well spent by the parents and children reviewing the Lesson taught.

In my visiting I seek to impress upon the parents the necessity of the children's being present every Sunday, in order that the Lessons may be learned in their relation one to the other. The scholars themselves are delighted with the Leaflets and Quarterlies, and they are anxious to receive one each Sunday and then have the complete series. The pictures are attractive and from what I hear, the children are more anxious to attend now than ever before.

In our School we have small classes, on an average six scholars. When a teacher is

absent, we combine the class with another of the same grade. I consider that a much better plan than using a substitute teacher who has not studied the Lesson. In cases where there is but one class in a grade, I impress upon the teachers the necessity of being present every Sunday or notifying the substitute teacher early in the week, so that the Lesson may be prepared.

From the experience in our own School, I believe the best results are obtained by the union of classes wherever possible. Where all the teachers of a grade are absent, then of course we select the very best substitute teachers we can find, and they do their best without special preparation.

Instead of the School superintendent's review we find it interesting to have some special music by individual members of the School. Some time, also, can very profitably be spent in dealing with the Question on Missions given with each Lesson.

We have not separate rooms for the different grades, but we find that does not interfere with the work.

Duart, Ont.

The Departmental Lessons

THE SCHOOL AND THE HOME COOPERATING

By Rev. Wm. G. Rose, B.A.

Boston Church, Esquesing, Ont., is a small congregation, strictly rural. The Sunday School is a six months' School, and last year