

first deducted from its collections, the balance remaining for missions would be rather small, and it is doubtful whether the congregation would increase its mission budget to the extent of the cost of maintenance of the Sunday School, and the missionary enterprise would be just that much out. If our School were self-supporting, its missionary givings would be about \$180 annually instead of \$380.

## II. COMPETITION

(a) *The School against itself.* Every Sunday the report for the day is thrown on the screen by the lantern at the close of each session, and on the same slide are shown the results of the previous Sunday, and a comparison is made by the superintendent. If an increase is shown in attendance, collection, etc., the pupils are commended, but, if otherwise, the reason is asked and a word of encouragement and appeal to do better is forthcoming. Sometimes the Sunday's report is compared with that of the corresponding Sunday of the year before, to show whether we are keeping up with previous records.

(b) *Amongst the classes.* At the close of the session there is also thrown on the screen a slide showing the classes contributing the highest collection for the day and for the Sundays of that Quarter, also showing perfect classes, etc.

The results of this competition are obvious. Keen interest is maintained. The School is anxious to beat its own records. Class loyalty and cooperation grows.

## III. GENERAL EDUCATION IN MISSIONS

We are fortunate in having a pastor who is a strong advocate of missions, and our superintendent is a zealous lieutenant in the Sunday School, so that, in a measure, the givings of the Sunday School are a reflection of their personality and work. The mission work of the Church is kept before the scholars by the influence of the pastor in the pulpit; but more particularly in the School by:

(a) *General and special reference from platform.* The superintendent, in opening or closing the School, generally has some short story, incident, or bit of information for the

School, often bearing on missions, which from its brevity and point remains fixed in the scholar's mind and makes him think over things. Occasionally, through the year, one of the scholars reads from the platform a short paper on the life of one of our missionaries, or on one of the mission fields. Special appeals are made for immediate needs, like the Armenian Relief or Serbian Relief, and in cases of this sort short talks are given several Sundays ahead, so that the pupils are prepared when the actual contribution is made. One year it was proposed to the scholars that the

money to be spent for prizes at the customary Anniversary should be devoted to Serbian Relief, and they were in hearty accord with this procedure. They seem eager to respond to suggestions along the right lines, when made in ways that attract and awaken their sympathy.

(b) *Mission lessons in class.* Whenever the lesson has a missionary bearing, the teachers take the opportunity of impressing on the scholars' minds the great needs of the work and the opportunity of service by all. These opportunities are most profitable, for they enable the teacher and scholars to go into things in more detail

than could be done by the superintendent before the whole School, and permit of the asking and answering of questions, which, because of their personal origin, are more interesting and intimate and their impression more effective.

## IV. SPECIAL CLASSES

(a) *Bible Class.* The pastor conducts every Sunday afternoon a Young Ladies' Bible Class, which forms an integral part of the School and takes part in the opening and closing exercises. It is composed of older girls and young ladies who are able to understand better the needs, and to respond with more effectiveness, than the younger element, and their support is substantial.

(b) *Mission Class.* This is a class for the Chinese men and boys in the laundries and restaurants in town, and is most successful. There is an average attendance of about 15 each Sunday and the "boys" are keen to learn how to speak and read English and learn about the Bible. They are very generous in

### HOME AND SCHOOL

Any success I have had along the line of getting homework done was in cases where the parents were interested, and helped the children, also where there was family worship in the home.

However, a teacher may win the indifferent parent by what she can do for the children. If a scholar should be ill, do everything that can be done for his or her happiness and comfort. By little acts of interest and kindness at any time, the teacher may do much to unite home and School.—Mrs. Wm. N. Blanchard, Glenholme, N.S.