

well furnished. It would pay to do so. The whole school should have the same lesson. Without this uniformity there can be no teacher's meetings, no examination or review and no address,—and these are important things in a school—nay they are essential to its healthy progress. Singing should be one of the main exercises. If the teacher cannot sing get a precentor, male or female—but by all means have singing. Let a great part of the teaching appeal to the eye—the less of the abstract the better. In consequence a black board is an indispensable appendage. Try to have plenty to say. Overflow with the subject and be sure to come down to the measure of the child. Keep the little ones going. There is no use trying to keep them still. Let all the exercises be short, sharp and lively. They should be committing to memory. There had been a great deal done and said against this good old plan. But after all it is the best. We must at least have some of it yet. It might be very pleasantly managed by the children repeating the selected portion word by word after the teacher. They would soon pick it up.

On the question "How to distribute a Library," Mr. Fawcett, said, The distribution of books is a perplexing affair. It sadly interferes with the work of the school. I think the librarian might meet the children 10 or 15 minutes before the opening of the school—the children not to receive books if after that time. At any rate there should be an effort to have as little confusion as possible.

Mr. Lamb thought the children would be apt to use the books during the lesson hour, if this plan were adopted.

Mr. Barclay said they had tried several plans. The first was by the librarian distributing the books during the time of the other work. This caused trouble and confusion. The giving out of books by the teachers was then tried and found equally objectionable. The plan they had now adopted is to have a case with pigeon holes and a No. affixed to each space and book. They devote one half hour to the distribution. Each scholar has a card which in the receiving of a book is placed in the empty space. To prevent disturbance of the opening services no one who happens to be late is admitted until these are over.

Mr. Newlands finds no trouble in the way of the children reading their books during the exercises.

Mrs. Jeffery, said, that each of the scholars in her class was provided with a card and catalogue. On the card the pupil writes the number of one or more books. This with the book returned is left in a convenient spot for the librarian, who, during the exercises supplies the required volume which the pupil picks up in passing out.

Mr. Rose has been much annoyed by the distribution of "libraries." His plan is to supply the class just before closing. Is not at all in favor of a library.

Mr. Marling, considers it necessary that there should be catalogues—one for each scholar and for the librarian. The child signifying the No. wanted, the librarian can at once supply and drop the child's card into the now empty space. It is a good deal of expense—but it is very effectual.

There are a great many modifications of this plan, in some of which both scholars and books are numbered. The great object of all is to

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