

Mount Olive Circuit—P. Greening.
 Mount Olive and Faison—J. W. Potter.
 LaGrange—H. E. Tripp.
 Hookerton—J. P. Pate.
 Snow Hill—J. M. Benson.
 Kinston Station—J. D. Bundy.
 Dover—W. A. Forbes.
 Grifton—L. S. Etheridge.
 Craven—G. B. Webster.
 Jones—To be supplied by F. S. Becton.
 Pamlico—D. A. Futrell.
 Oriental—J. J. Barker.
 Carteret—W. A. Piland.
 Morehead City—R. H. Willis.
 Beaufort—H. M. Eure.
 Atlantic—C. C. Brothers.
 Straits—To be supplied by B. F. Watson.
 Ocracoke and Portsmouth—To be supplied by
 E. W. Reed.
 Missionary Secretary, R. H. Willis.

WASHINGTON DISTRICT.

R. B. John, Presiding Elder.
 Washington Station—L. E. Thompson.
 Bath—J. M. Lowder.
 Aurora—J. H. M. Giles.
 Swan Quarter—To be supplied by W. H. L. Mc-
 Laurin.
 Mattamussett—J. E. Saunders.
 Fairfield—J. Y. Old.
 Greenville Station—J. A. Hornaday.
 Farmville—W. F. Galloway.
 Grimesland and Vanceboro—B. E. Stanfield.
 Bethel—E. C. Sell.
 Tarboro—R. C. Craven.
 Robersonville—B. B. Holder.
 Elm City—J. L. Rumley.
 Rocky Mount—W. S. Rone.
 North and South Rocky Mount—R. E. Hunt.
 Nashville—H. G. Stamey.
 Spring Hope—W. O. Davis.
 Wilson Station—F. D. Swindell.
 Fremont—D. L. Earnhardt.
 Wilson Circuit—T. J. Browning.

WARRENTON DISTRICT.

G. F. Smith, Presiding Elder.
 Warrenton—W. W. Rose.
 Warren—B. C. Allred.
 Ridgeway—L. M. Chaffin.
 Henderson and Mission—L. L. Nash and R. D.
 Daniel.
 Littleton—G. B. Perry.
 Weldon—H. A. Humble.
 Roanoke Rapids and Rosemary—J. T. Stan-
 ford.
 Roanoke—W. B. Humble.
 Enfield and Halifax—H. B. Anderson.
 Battleboro and Whitakers—R. F. Taylor.
 Scotland Neck—J. E. Holden.
 Hobgood—J. J. Porter.
 Williamston and Hamilton—P. L. Kirton.
 Garysburg—J. G. Johnson.
 Northampton—T. H. Sutton.
 Rich Square—B. C. Thompson.
 Conway—W. F. Craven.
 Murfreesboro—P. D. Woodall.
 Harrellsville—C. A. Jones.
 Bertie—W. C. Merritt.
 Littleton Female College—J. M. Rhodes, Presi-
 dent.

ELIZABETH CITY DISTRICT.

J. J. Hall, Presiding Elder.
 Elizabeth City, First Church—A. P. Tyer.
 Elizabeth City, City Road—H. M. North.
 Weeksville Station—E. N. Harrison.
 Pasquotank—W. T. Usry.
 Camden—R. L. Davis.
 Mayock—B. H. Black.
 Currituck—H. M. Jackson.
 North Gates—W. H. Brown.
 Gates—T. A. Sykes.
 Perquimans—F. L. Church.
 Hertford—N. H. D. Wilson.
 Edenton—L. P. Howard.
 Plymouth—L. B. Jones.
 Roper—S. A. Cotten.
 Pantego and Belhaven—W. E. Hocutt.
 Dare—B. P. Robinson.
 Roanoke Island—E. R. Welch.
 Kitty Hawk—To be supplied by J. F. Halford.
 Hatteras and Kennekeet—R. A. Bruton.
 Columbia—A. W. Price.
 Chowan—William Towe.
 Missionary to Cuba—R. E. Porter.
 Principal Wanchese High School—C. R. Tay-
 lor.
 Director of Correspondence School, Vanderbilt
 —J. L. Cuninggim.
 * * *

Transferred—E. S. Hursey, to West Texas Con-
 ference; A. R. Surratt, to Western North Caro-
 lina Conference.

The Sunday School.

December 10.

Reading and Obeying the Law.

Nehemiah 8:8-18.

Golden Text: Blessed are they that hear the
 word of God and keep it. Luke 11:28.

Analysis of the Lesson

The passage before us suggests the following
 themes:

1. An Ancient Bible School.
2. The Lesson from the Law.
3. The Results of Faithful Teaching.
4. The Application to Modern Times.

An Ancient Bible School

There is a noteworthy and beautiful sequence
 between the rebuilding of the walls of Jerusalem
 and the public reading and study of the Scrip-
 tures narrated in to-day's lesson. Reverent at-
 tention to the divine Word is the first and most
 essential requirement for the happiness and pros-
 perity of any nation.

The Lesson From the Law

Though we do not know just what portion of the
 Scriptures was read, it is plain that there was
 time for a considerable section, since the first
 session lasted six hours—from morning until
 noon. A further reading of the law on the second
 day brought before the people specific directions
 which the Lord had given by Moses for the ob-
 servance of the Feast of the Tabernacles, which,
 however, had been wholly neglected.

The Results of Faithful Teaching

The immediate effect of the reading of the law
 upon the multitude was very marked, and pro-
 found grief at first stirred their hearts as they
 realized their manifold shortcoming in the light
 of the divine requirements. This feeling was
 quickly dispelled under the ministrations of the
 Levites, and the people dispersed to their homes
 with joy. True repentance works no lasting sor-
 row, and it was fitting that the people should
 rejoice in the new ideals revealed in the reading
 of the Scriptures rather than that they should
 continue to mourn over their past failings. Ob-
 edience to the law followed quickly upon the
 reading, and the Feast of the Tabernacles was
 observed with gladness and devotion.

The Application to Modern Times

This lesson affords an opportunity for empha-
 sizing the value of the Bible as a whole. The
 destructive criticism which is so rife at the pres-
 ent time is a serious menace to the appreciation
 of God's Word as an entirety. The Bible is a
 consistent, symmetrical whole, and any theory
 that tends to disintegrate the unity of the Scrip-
 tures also tends to disintegrate the very founda-
 tions of the Christian faith.

Class Problems

Every Sunday-school teacher is confronted with
 problems which must be solved. The following are
 among the most important and perplexing:

I—The Physical Problem

Numbers.—What number of scholars should
 the teacher have under his charge? The answer
 depends upon the facilities for the work. Where
 classes are massed in one room the maximum
 should not be more than ten. Where there are
 separate class rooms, as many as many as can
 be seated comfortably. The best work is done
 in small classes where the personal element can
 operate.

Seating.—The sensible thing to do is to seat
 the class in two short lines, so that those farthest
 away can hear and see and be heard and seen
 easily by the teacher. The teacher should place
 himself as near as possible to the center of the
 class and stand rather than sit.

Comfort.—The element of bodily comfort is
 important. Plenty of light, fresh air, comfortable
 seats, ease in hearing, are indispensable. Con-
 ditions do not always allow these, but the wise
 teacher secures as much comfort as possible.

Quiet.—Order is heaven's first law in success-
 ful teaching. The teacher's quiet manner begets
 quiet. A loud voiced teacher should be declared
 a nuisance. Sometimes the superintendent is the
 maker of disorder. It is an incompetent super-
 intendent or teacher who mixes noise and con-
 fusion with the hour sacred to teaching the Word
 of God.

II—The Problem of Grading.

Authority.—Who shall have the fixing of the
 scholars in class? Too often the whim of scholar
 or teacher determines it. The safe way is to
 have a rule or standard by which classes are to
 be formed and scholars assigned. The authority
 to do this is vested in the superintendent, and the

scholar should stay in the class to which he has
 been assigned.

Age.—The ideal theory of grading a Sunday-
 school is upon the educational basis. Many
 schools have attempted this, but few have had
 success. The only practical method of grading
 is upon a basis of age. Like follows like. The
 best work is done where scholars of the same
 age, and consequently of the same spirit and
 temper, are put into the same class.

Sex.—Little children may be classed together
 without regard to sex. Boys and girls from ten
 years upward need to be put into separate classes.
 Young men and women in whom are the begin-
 nings of a mutual respect and courtesy may
 profitably be placed together in class; but even
 here a wiseteacher is demanded.

Conduct.—How a boy or girl behaves has some-
 thing to do in fixing his place in class. One
 disorderly boy can wreck an entire class. A
 teacher may be hopelessly handicapped by having
 a bad scholar thrust upon him. It is better to
 isolate the bad, and assign to them the teacher
 whose tact and patience have been proved.

III—Problem of Attendance.

Tardiness.—Tardiness is the vice of many
 schools. A tardy scholar or teacher never
 catches up. If he harmed himself only, it would
 be bad; but he does greater harm to the school.
 One reason for tardiness is the inconsiderateness
 of teacher and superintendent, who hold it of
 it of little account. In its last analysis it is one
 of the greatest evils of the Sunday-school.
 Tardiness can be driven out, but it will be done
 only when teachers and schools awake to the
 evil.

Irregular Attendance.—One breeds the other.
 The teacher or scholar who begins with tardiness
 will soon not be coming at all. One day's ab-
 sence may break the teacher's spell. A teacher
 of poorest ability, in constant attendance, will
 do more for a school than a theological profes-
 sor who comes when he feels like it.

Rewards and Honors.—These have their right-
 ful place. It will depend upon the extent to
 which they are used, and the method of use.
 Prize-giving is hurtful. A reward should be
 within the reach of all, and not like the prize for
 the fortunate only. The "Roll of Honor" should
 be the limit of reward, and it will mean more to
 the scholar than gifts and money.

Parental Assistance.—This is a strong factor
 in bringing about a better attendance. The au-
 thority and watchfulness of the father and mother
 are indispensable to the teacher. He can enlist it
 upon his side if he will seek diligently after it.
 It will often be had for the asking.

IV—The Problem of Training.

There is a difference between training and
 teaching. The two go together, but training is
 the greater work. It is the neglected work in
 many schools. A few things in the line of train-
 ing are suggested:

The General Exercises.—The teacher should
 train his scholars to take part in the exercises
 of the school—the singing, the praying, the
 Scripture reading and other exercises of the
 school. Why? Because public worship will just
 what the school trains its scholars to make it.

Church Attendance.—There is a higher obli-
 gation upon the children than even Sunday-
 school going. It is to go to church, to hear the
 pastor preach, to sit with father and mother, and
 to form early the habit of church-going. The
 church, with its stated preaching, is first in divine
 appointment as a means of grace and knowledge.

Making a Record.—Train every scholar to make
 a good record in all points of excellence. Let
 the teacher keep that record and enter each Sun-
 day's standing of each scholar in the class, wheth-
 er he came on time, had studied the lesson, how
 he behaved, what he gave, whether he attended
 the preaching service, etc.

Forming Habits.—The Sunday-school teacher
 has great opportunity in this respect. There are
 habits of clean speech, clean reading, parental
 obedience, helpfulness to others, kindness to in-
 feriors, humanity to brutes, that can be trained
 into boys and girls easier than grammar and
 arithmetic, and far more profitably.

It is proposed to raise a National Memorial
 Fund to the late Dr. Barnado of £250,000, to be
 used in paying off certain mortgages and debts in
 connection with the Children's Home work and in
 establishing that work on a somewhat more satis-
 factory financial basis. Dr. Barnado, it may not
 be generally known, died comparatively a poor
 man. He served the institution with which his
 name is associated since its founding in 1866 un-
 til 1883 without any remuneration, supporting
 himself by his medical practice and his writing.
 Since 1883 he has given his whole time to the
 work, receiving a salary of £600 a year. He gave
 not only his time, but also his means, to the great
 work to which he had consecrated himself.