

of the lessons of practical morality and righteousness that are to benefit teachers and scholars alike.

Many children are quick to divine motives, and a disposition, real or seeming, on the part of a teacher, to display his learning, is not likely to add to his usefulness.

We are all children in the great school of life, and the teacher who adds to his other qualifications an humble sense of his own deficiencies, will be the one to impress upon his class the full and true meaning of the lessons.

The need to keep always before us that the most important part of the work is to strengthen the impressions made by the Holy Spirit, "stirring up the pure mind by way of remembrance"; giving encouragement to weak wills; inciting to nobler purpose and higher aspirations.

In a word, if we would do the Master's work, we, too, must have the Spirit of the Lord resting upon us, the "Spirit of wisdom and understanding, of counsel and might," which shall make us "quick of understanding in the fear of the Lord, so that we shall not "judge after the sight of our eyes, neither reprove after the hearing of our ears; but with righteousness shall we judge."

The object of our labor shall be as was his, that we may be called trees of righteousness, the planting of the Lord, that He may be glorified.

Some of our Young Friends' Associations have adopted a course of study which is ably supplementing the work of the School, and must yield a rich harvest of knowledge on

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