

Earnest men have planned and contrived, have formed regulations and re-formed them, for the management of the library, and have almost given up in despair, as if an effective management of it were impossible. This subject has latterly attracted the attention of some of the ablest Sabbath-School workers, and some of the more recently devised plans may very profitably be discussed.

The *proper grading* of the several departments of a school, and, along with this, its architectural arrangements, may here be noticed. The best form and position of the seats for classes; the provision for the infant class, and how connected with and separated from the other classes; the construction of school rooms, as part of church edifices, or as separate buildings, and kindred subjects, are suitable for discussion.

The want of means to procure suitable rooms, furniture, and apparatus, is, in a majority of schools, a serious hindrance to efficiency. Men may know what good aids to teaching are, and may know how to use them well, but who can not procure the money wherewith to purchase the needed articles. Hence, to the teachers of a great majority of the schools in the Province, one of the most practically interesting questions to be discussed, is this: *How can we make the most of limited means?* To lay out, to the best advantage, the small sum they have to spend on these objects, and to make the most of an imperfect equipment, may be profitably discussed. An important question attaches itself to this subject, and may also be discussed, namely, What is the best method of raising money for the support of a Sabbath-School?

The only other subject we shall mention here, is the vital one of *procuring teachers*. There is much of the piety and ability of the Christian Church which is, as yet, unemployed in the Sabbath-School cause. Unquestionably the Lord has need of these, and means should be used to bring more labourers to the most promising part of the whole harvest-field, where the souls of the young may be gathered.

MODEL EXERCISES.

These may, perhaps, be regarded as touching on the ground of the Sabbath-School Institute; but no Convention will be very efficient, unless it include some Institute exercises. They may be rendered highly instructive and valuable to many teachers who come to the Convention for the purpose of learning from others, and improving their own practice.

The *opening and closing exercise of the school* may include definitions and illustrations of the devotional services with which a school is opened; the presenting of a special text, or the central thought of the lesson, orally or on the blackboard; an object lesson to illustrate the central thought; the summing up of the lesson; and the exercises with which the school is closed.

A *class lesson* may illustrate the mode of teaching a class, the modes of questioning which may be employed, and the bearing of Bible literature, geography, history, biography, ethics, and theology, on the lesson.

Infant Class teaching. To be well done, this will require an experienced infant class teacher, with a class of children, to be brought into the Convention, and a lesson, which they have not been previously taught, to be used, so as to give a real example of the ordinary work in the class.

Blackboard lessons, object lessons, and map lessons, may be introduced, and the mode of using them in the school may be practically illustrated, so as to enable teachers who have never used them, to prepare themselves for employing these valuable aids.

A *teachers' meeting* may be brought out not only in description and illustration, but after this has been done, the Convention itself may be turned into such