

every case will be much more acceptable even to the "arguer."

The going over all these points with the living voice is perhaps the best way to impress the memory, and the teacher having spent an hour thus, will have no trouble in reproducing the outline supplied by the conductor, and from it enlarging as necessity may require.

Who should conduct the teachers' meeting? The pastor! It will supply the missing link that will bring him into closest sympathy with Sunday-school work, and with his Sunday-school workers. And it will help to keep him abreast of the age in this important department of religious work.

If the pastor's time is so much occupied, or his field of labor so large that he cannot compass this work, take the superintendent, or the best man, or the best woman you have for this work, and go at it in the name of the Lord. If there are only three or four teachers, and they in a sparsely-settled rural neighborhood, still let them meet, instal their best one as the leader, and hold their meetings regularly. They will be surprised, as will all teachers who persist in holding a teachers' meeting, at the immense benefit they will receive.

When should they be held? An experience of nearly ten years, and the consensus of opinion of Sunday-school workers, as brought out at our provincial Sunday-school conventions, points to the evening of the general prayer-meeting as the best time to hold the teachers' meeting. There are of course exceptions, but as a rule this will be found to be the best time.

An hour is long enough to hold a prayer-meeting, unless the circumstances are very exceptional. Then hold the teachers' meeting for an hour. The entire service need last only until half-past nine o'clock during the fall and winter, and until ten o'clock in summer. It will help the prayer-meeting, and be more likely to make the teachers' meeting a success.

MODE OF CONDUCTING THEM.

There are several methods of procedure, each of which we have tried. Sometimes teachers "play shy of the meetings, not wishing to expose their ignorance." For this reason it may be difficult to induce any considerable number to attend. We have overcome this difficulty by going over the lesson first ourselves, and touching each historical fact, doctrine, practical lesson, etc., and then proceeding to question the class.

Another method, and one that has worked well, was to allow the class, each in turn, to ask a question of the one next him. Failing to answer, the question went on until an answer was given, either by some member of the class, or finally the conductor. Then the one next to him who asked the last question asks the next question, and so on until the lesson is gone through with.

The method, however, which has always worked the best with us, and to which our classes have always returned, after trying other methods, is, for the conductor to place

the lesson before the class in questions, asking each in turn, allowing questions to be introduced freely at any time by any member of the class, and so covering every point in the most thorough and expeditious manner possible.

The conductor should point out the best method of teaching the lesson. With the average teacher, who has the historic facts, or the doctrines, or the practical lessons of each verse, together with the Scripture references needful, well in hand, the consecutive method, a verse at a time, or certain verses in groups, is doubtless the best. Very often the whole lesson can readily be made to crystallize around certain truths, or attributes of character, or principles. Any topical method, however, that is not natural, and that does not readily rise out of the lesson, is impracticable, except to experts.

Sunday-school workers throughout the Church who hold no teachers' meeting will, it is to be hoped, give this matter the attention it deserves. They have, no doubt, done well so far; but that a teachers' meeting would greatly help them, and materially improve the efficiency of the teaching in their school, there can be no room for doubt. "What is worth doing, is worth doing well."

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