

school itself, you should next turn to the Church and congregation and therefrom (ever seeking guidance from above) endeavor to secure the best material for the work. There are often persons in the Church who would be of vast service in the school; but a sense of incompetency, a state of indifference, or the feeling that they are not wanted, prevents these and other good and useful individuals from coming forward and offering themselves for this department of the Saviour's work. Look out for such. Give them books on Sunday School life and work to read. Invite them to visit your School. See that they receive something to do. Encourage them in their attempts.

Above all things *pray for them*. If they are God's laborers and suited for that field, you will succeed. Never forgetting that the *men and the work are His*.

SECONDLY.—We now enquire. How, when obtained, to qualify them, to be good Teachers. Have the best Superintendent you can *possibly get*. Never mind whether he is old or young, rich or poor, Church officer or private member, a *new* teacher or an *old* one. Get the best. Let all agree upon that without quarrelling or jealousy. Let your love to Christ and the interests of the school unite on him. He is to the School what the shepherd is to the flock; the general to the army; the minister to his people and the professor or teacher to his class. The character, efficiency and success of teachers and scholars largely depend upon him. His punctuality reproves the late one; his thorough knowledge of the lessons reproves the thoughtless and negligent; his kind watchful oversight renders the careless circumspect in and out of school; his perfect order and systematic management give a healthy tone to their tastes and habits; his affection and confidence inspire them with hope and love; his affectionate enquiries, expressions of sympathy, and friendly, thoughtful suggestions stir up and set in action all the best feelings of heart and soul. Again, have a teachers' institute in every village and in country districts where practicable. If it cannot be held weekly or monthly let it meet at other stated periods for a day or two at a time like the present convention. At it let suitable lectures be delivered; classes taught; difficulties solved and advice given by parties appointed by the teachers themselves.

The establishment of an Institute is not so difficult as some would imagine. Let the teachers of the different schools within, say, two square miles agree to meet at stated intervals. Let the ministers and other likely individuals of the neighborhood be asked to aid the effort. Let some give lectures on subjects connected with the Sabbath studies and work; and let others take you through a thorough course of lessons, showing the manner of teaching and so forth. Get your own local men into harness. We know not what is in men till they are tested. If these men cannot do the work—or will not—get others near by to do it. There needs be no failure. This followed out for a few years will furnish a large body of *good* teachers—what is wanted by the increasing wants of the age.

Again, have a *Teachers' Library* in connection with the school. Every teacher is not able to purchase the books he *really* needs for

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