

heart-work, and to further the great end in view, than years of diligent but dry routine.

There are, doubtless, subordinate elements of power which no faithful Sabbath School Teacher will neglect or contemn. He will strive to attain the best *methods*. He will not grudge labour to qualify himself to appear before his class thoroughly prepared for his work. He will seek to have a clear knowledge of the truths which are contained in the lesson, and to have them so arranged in his own mind as to be able to impart them in a distinct and impressive manner. Dr. Chalmers, while at St. Andrews, taught a Sabbath class for some time ; and he prepared as carefully for it, as he did for his class in the university. Notes of his lessons are still existing, in which the questions for the evening are all carefully written out. It is a great mistake to trust to the inspiration of the moment, and so to come before your class with no distinct knowledge of the lesson, and no definite plan arranged. A vague course of questions, or disjointed lecturing, seldom secures any thorough interest, or makes an abiding impression. Any method to impart more knowledge, and win a deeper attention, is felt to be of importance by every earnest teacher.

He will be glad of good *Implements*. In the Word of God we have one perfect in kind, and gloriously adapted for our work. This is the sword of the spirit, a weapon of temper tried. But in its skilful and effective use we may be materially aided by all those helps which have been provided. How much a good Concordance can do to enlarge our views of Scriptural truth, and make it more practically available. And what an interest can be thrown around many a lesson, by the stores of information drawn from a Bible Dictionary. Any aid which helps to increase his own knowledge of the Divine Word, or to invest it with a more varied interest, is sure to add a new efficiency to the teacher's work.

The faithful teacher will be careful of his *manner*. He feels instinctively that much of his success depends on this. A light or careless manner on the part of the teacher, goes far to prevent all good impression on the hearts of his scholars. A cold or hard manner, represses both interest and sympathy. The teacher, imbued with the truth spirit of his work, is preserved in great measure from such faults as these. When his own mind is alive to the greatness of the issue, and intent on reaching his great end, he must manifest a certain warmth and earnestness. He strives against any tendency to levity, against any temptation to impatience. Oftentimes his manner acquires a charm which the whole class is constrained to own, and which helps him mightily in all his labour.