

ference in the work to be done, it necessitates a diversity of qualifications in the workman for its effectual and its efficient accomplishment.

No one takes a deeper interest in the end sought than the Lord himself; nor is there any one better qualified to select and appoint the *needed one* for the particular work than *He*. To teach us the wisdom and duty of looking to Him for teachers, He says: Philip 4th and 6th, "In everything by prayer and supplication with thanksgiving let your requests be made known unto God." Again, "If two of you shall agree on earth as touching anything that they shall ask, it shall be done for them." What, my friends, next to the wise settlement of a Pastor, is of such vital importance to the Church, as the appointment of a Teacher to a class? The moral and spiritual interests of the scholars are largely determined thereby. Let us then as Teachers and members of the Church, make this a speciality in our prayers both in public and private, that our Teachers may be sent of God.

SECONDLY.—Make the *best* selection we *can* from the persons at our command. Let the pastor and the officers of the school first look over the scholars to see if they can find a young man or woman of reasonable intelligence, religious, with good habits, evidencing by his or her attention or attendance, an interest in school work. Seek a private interview with the design of appointing to the leadership of a class or to the management of some sort of school work. We prefer such a selection first, because an appointment of this kind will serve as a link of interest to bind them to the school at an age when there is a tendency to leave for lack of a deeper interest than the majority of Teachers can or will create by their instructions. Young persons will not be fed in these days on mere twaddle. To retain them, give them better teaching, or give them work. Again, there is a disposition in the human heart to give, as well as to receive, especially from eighteen years of age and upwards. If this feeling be not seized upon, and turned into a right channel, you will find them closing their ears to instruction and avoiding the pursuits you think they ought to follow. In plain words; at this age they imagine they are as wise as their teachers—if not a little wiser. This is especially the case in this day of general education where knowledge is so varied, condensed, simplified and literally thrust upon us. This mental hot-bed cultivation soon brings the mind forward to apparent maturity. Again, an appointment impresses them with a sense of responsibility which often gives character to their whole after life. Do not some of us remember how we felt when first appointed to take charge of a class. What an anxiety we felt to succeed! How we prayed! How we studied! What a sense of responsibility appeared to rest upon us! What a link of sympathy was formed between us and other hearts! And what a widening circle of influence it gave us at a time when we were laying the foundation of character! It was that appointment which helped to make us in the School and the Church what *we are* for Christ. Again, they are best adapted, as a general rule, for the work. To succeed in anything we must not only have natural gifts, but it possible be trained in the work from our earliest years. We must from youth be moulded, influenced, inspired and habituated to school work and aims. Not that others will not succeed, but those who are trained, are much more likely to do so. Failing to secure a sufficient or suitable supply from the