

upon the teacher than upon everything else put together. What we want then is skilled labor in our Sabbath-Schools. He exhorted the young men to lay themselves out for the work, to prepare themselves for it by study and by prayer. And if some of our young ladies would devote one tithe of the time in learning how to play upon the chords of a child's heart which they employ in learning to play on the piano, oh! what music they would bring out of it. His advice to them was, "Don't play upon your pianos less, but play upon the harp-strings of children's hearts more."

THIRD DAY.—MORNING SESSION.

The Convention re-assembled in Knox Church at 9 a.m. The first half hour was occupied in devotional exercises, which were again conducted by Mr. Wells.

TEACHERS' MEETINGS.

Mr. R. WELLS then addressed the Convention on the subject of "Teachers' Meetings." He remarked at the outset that it was always expected that the teachers should come to their meeting with the lesson well prepared; and the object of it was to compare notes, and assist one another with thoughts and illustrations. Before entering upon his subject, he would refer to a matter which had been spoken of before—the best method of interesting children in Mission labour. He felt it a matter of great importance. Get children to work for any one, and they will soon begin to think of the relation of their work to the person for whom they are working. They should try to awaken the *spirit* of missions among the children. It is not the amount they give, but that it is for Jesus. Get them to feel that. One plan they adopted in his mission schools in New York, was to have the children enclose their offering in an envelope, with a statement showing how they got the money. These little papers were very interesting, showing the sacrifices the children made. "For selling cinders, 3 cents;" "for getting up head in class at day school, one penny;" "running errands for ladies and gentlemen, 4 cents;" "trimming dolls," "washing dishes," "holding horses," "sweeping streets," "shovelling snow;" and last Fourth of July \$4.32 was sent in, "saved from firecrackers." Oh! Jesus, how they love Thee! That is the spirit of missions—the spirit which leads them to make sacrifices. How are you going to interest the children in missions? Let them know where their contributions are going; let them see that their money is put to some use. Last Sabbath afternoon I had a letter from a missionary in Persia to whom the children had sent some of their contributions. Oh! how long they had waited for that letter, and how glad they were to know that their money had reached him safely. And then I pointed out Persia on the map, and showed them how far the letter had to come. We have a large map of the world, and whenever we send a contribution to a missionary, we tack a piece of gilt paper over the part of the country where he resides; and one little thing said while we were looking at it, "Won't it be grand when we get it all covered over with gilt!" Be practical, and let the children see that their money is accomplishing something. There is another question I would like to answer. "May I have an impenitent teacher in my Sabbath-School?" It is simply a question of supply and demand. Get the good ones if you can; if you cannot, get the best you can. But there is a great responsibility resting on the superintendent. In the fifteen years he (the speaker) had been teaching, he had admitted 72 unconverted teachers. Out of that 72, 71 were brought to Christ; and the other, his father took away. The secret was with the God of heaven. So if you have to employ an impenitent teacher, leave no stone unturned to bring him to Jesus; and you will succeed. It is impossible for any one to continue teaching a child the truths of the gospel, under the eye of a faithful superintendent, and not himself feel their power; he will either give up the work entirely, or submit his heart to Christ.