

mise will that day be to the Church, to the School, to the Family, when old and young, parents and children go regularly to the Sabbath School.

We add one thing more.—We must strive to retain our older pupils in our Sabbath Schools that they may be fitted to become *Teachers*. We may graduate them, and then present them with their diploma, when elected or solicited to become *Teachers* in the school in which they have been pupils for years.

In going through the various classes they have become increasingly interested in the great truths of the Bible, they have laid up large stores of knowledge, they have acquired the art of teaching, and with the love of God glowing and burning in their hearts they long to tell others some of those great things.

"Thus we would strive to keep our older scholars in our schools." Messrs. Jeffery, Young and Newlands joined in the discussion that ensued. Each of these gentlemen, while admitting and deploring the fact, that scholars, when they become a certain age, felt above attending the Sabbath School, thought a great deal could be done in showing them their duty in respect to this matter, in making all the school exercises, pleasing, varied and instructive; and in providing teachers who could interest them.

Discussion of this subject closed at 3:15.

CHOIR.—"OUR FIELD IS THE WORLD."

QUESTION II.—"How to deal with the incorrigible?" was introduced by Rev. T. W. Jeffery, who spoke substantially as follows: He scarcely knew what the subject meant. His dictionary told him that the meaning of incorrigible was "*could not be corrected.*" Now if this were the acceptance of the term he did not believe there was an incorrigible child on the face of the earth. If there should be any child thus esteemed, the fault could in many cases be traced to defects in the Teacher's training or teaching. If any Teacher believed this of a scholar he might as well give him up at once. The Teacher in taking in hand a so-called incorrigible should enter upon his work with a firm resolve, that the child *can be made better*. Children are sharp-sighted creatures and you must either manage them or they will manage you. The Teacher should use every effort to discover the influences that have contributed to make the child *what he is*. He should also carefully study every trait in the child's character, should watch his every action, and notice all peculiarities of temper and disposition. He should learn in what direction his ambition pointed, and discovering this, lay hold of all suitable opportunities to employ that ambition and finally make him an honored and useful instrument in God's hands. It could be done. It had been done. A little uncouth, unmanageable Irish boy was the plague of a certain Sabbath School, the source of every trouble that arose to annoy the Teacher. He was invited to form and bring to Sabbath School a class of little wanderers. He was persuaded—received all necessary directions from his Teacher—and became a startling success. His class prospered beyond all expectations. The school became a model one and that mainly through the efforts of the once unpromising Pat. Thus we have it in a nut-shell. Children will spend their restless energies in doing some-