

and his ideas would flow from his lips like water from a vessel. A teacher ought not to be satisfied with merely glancing over a periodical to get up his lesson, trusting to his conversational powers to enable him to gain the attention of his scholars. 2nd, he should commence the preparation of his lesson in humble dependence upon the Holy Spirit to enlighten his mind and give him a clear conception of the Word. A celebrated minister covered his writing desk with the sentence, "More light, Lord." All wanted more light, and this desire ought to animate all devout Christian teachers. 3rd, read the lesson carefully, then read the context to it, and thus gain a complete view of time, place and circumstances. Then come back to it again. Look up proper names and find out all that is said about them, by reading parallel passages. Consider the doctrinal bearings of the passage. Consult all your "helps"—the Concordance, Commentary, and the exposition of the lesson in periodicals. Maps are also necessary to a critical study of Scripture. To spurn all these helps and say that nothing is needed but the Bible is fanaticism, originating in ignorance. Finally, gather the practical lessons it is desirable to enforce. 4th, keep before you the grand aim of Sabbath School teaching. The object is not only to make the lesson interesting, but to make it profitable also, with an ultimate view to bringing the children to Christ, as the saviour of sinners. This is indispensable. Ask the question often—"Qui bono"—to what good does the work tend—what are the ultimate results that are desired. 5th, keep in view the capacities and peculiar characteristics of the children under your care—they may need to be approached in different ways to gain their confidence; some may be in affliction; others may be of limited mental capacity, whilst others again may be addicted to special sins. All these would require different treatment. 6th, study the lesson with faith—a live conviction that it is the Word of God, and with strong confidence that it is powerful and will accomplish that unto which it is sent; that it will be either the savour of life unto life, or death unto death. With these convictions there will be such a deep sense of responsibility that it will prevent any luke-warmness or carelessness. Finally, write down all the ideas formed in reading God's Word. Theological students always write their sermons, and nothing tends more to the cultivation of correct habits of thought. Avoid the use of all bottles but the ink bottle. If teachers were to adopt these rules and carry them out faithfully, going from their closets to their classes, he was confident the most beneficial results would follow.

Rev. Mr. Andrews endorsed all that Mr. Macpherson had said relative to the work of preparation. He asked those present to suggest the names of the works best calculated to assist the teacher, and in reply the following were named:—Teacher's Bible, with References; Simmons' Manual; Hall's, Lang's, Howson's and Clarke's Commentaries; Berean Lessons; Sunday School Times; Sunday School Banner; Scholars' Quarterly, and Vincent's Hand-