It is a remarkable fact, not easily reconciled with our present practice, that here is only one text in the whole New Testament, viz., 1 Tim. v. 17, which clearly recognizes, although in an incidental manner, the distinction between teaching and ruling elders. Can we believe that if such a wide distinction as at present exists between them among us, had been designed by the Head of the Church, we should have been left to learn its nature from one incidental allusion? their duties are so very different, why is there no separate enumeration of their qualifications? What writer on Presbyterian government or Church Law would think of speaking of ministers and elders under one name, and of idenhying their duties and their qualifications? This, however, is exactly what we and in the New Testament. The duties and qualifications of all elders are thrown indiscriminately into one catalogue. What writer on our ecclesiastical

Polity would dream of doing this?

All elders in the New Testament Church were by their office teachers. nowledged by all whose opinions on this subject are entitled to any respect hat elder and bishop are terms applied interchangeably in the New Testament to the same grade of ministers. With this fact in our mind, we turn to the Word of God to learn what were the duties and qualifications of this class of office-bearers, and we find Paul, writing for all ages, declaring that all bishops or elders, without exception, must be "apt to teach." (1 Tim., iii, 2.) And in his episto Titus, whom he had left in Crete to "ordain elders in every city," we find him great prominence to the teaching functions of the eldership. The man hom he will have admitted into that office, must be one "holding fast the faithful ord as he hath been taught, that he may be able by sound doctrine both to exhort to convince the gainsayer." (Tit., i, 9.) This is surely teaching! yet there to convince the gainsayer." (11t., 1, 5.) This is selected to the fact that Titus troversy with opponents, Presbyterians are wont to point to the fact that Titus has instructed to ordain elders or bishops in every city as a convincing proof hot only that diocesan episcopacy was then unknown, but also that it was the the early church that every congregation should be governed by a plutality of elders. In this they do well, but if when they find, as we have seen, the same duties and qualifications required of all these elders, they would argue that ho very wide distinction of duties did obtain amongst them, they would the very wide distinction of duties did obtain amongst them, they would be wearner in which Paul treats To us it appears very evident from the manner in which Paul treats of the eldership, that all its members were teachers ex officio, and that the imbasible gulph which now separates "the elders who rule well" from those who with in word and doctrine, had not then been discovered.

What has our modern elder to do with teaching? Truth compels us to an-What has our modern elder to do with teaching:

Usually nothing more than any other member of the congregation.

A few of them catechise Competimes they are teachers in the Sabbath School. A few of them catechise thom they are teachers in the Sabbath School. hom house to house, and hold prayer-meetings in their allotted districts. Occato half y they may reprove an erring brother. The vast majority of them do to teach. And no work is expected at their hands for which it is necessary that at the carly church. All that they should be "apt to teach." It was not so in the early church. All elders were expected and ordained to do essentially the same work. They were appoint they were required to have an appointed to teach and rule, and consequently they were required to have an pittude for both parts of the work.

It was, however, deemed expedient that some who had gifts which fitted them Peculiarly for public speaking should give themselves up chiefly to "labour in mord and public speaking should give themselves up chiefly to "labour in magine that the rest ever abdiordarly for public speaking should give themselves up chicago and doctrine," but there is no reason to imagine that the rest ever abditted the precedence in teaching to cated their functions as teachers. They gave the precedence in teaching to their functions as teachers. They gave the precedence in teaching who were wont to "labour in word and doctrine," but doubtless they still but also, when occasion rewho were wont to "labour in word and docume, our donotted to teach from house to house, and in public also, when occasion re-Third to teach from house to house, and in paone also, and "able both to exthey gave evidence that and convince the gainsayers."