

Provincial Conventions, laid us under great obligations, for the assistance they have rendered us. But the delight and profit we have experienced in listening to them, must not be allowed to destroy our self-reliance. We must raise up our own Sabbath School men, and send them forth, as our neighbours have done, Apostles to this special work, to go from town to town, and from County to County, to plant and foster Sabbath Schools.

(b). A Teachers' inquiry meeting, if we may so call it, ought also to be held in connection with every Convention, at which every one might feel free to ask any question, or state any difficulty that had met him, in the prosecution of his work. Since, however, the sessions of the Convention can seldom be protracted beyond the second day, it will often be needful to limit the speakers in their replies. Short, spirited addresses, directed right to the point under discussion, are far more effective than anything lengthy, however ornate.

(c). Reports of the state and progress of the Sabbath School cause, will naturally occupy a prominent place in the proceedings. The Secretary, either County or Provincial, will be able, from the memoranda accompanying the statistical returns, to sketch its general outline; but at the Provincial Convention, every County should also report through some of its delegates, *viva voce*, the more important facts connected with the work within its boundaries; and in the local Conventions, the more prominent and effective Sabbath School societies should do the same. It is always interesting and instructive to learn how other schools are conducted; what difficulties and discouragements beset them, and how they are overcome; what instances they may have had of God's converting grace among the scholars; and how the general work progresses. There is no exercise that will more powerfully call forth our sympathies towards each other, or tend more to awaken within us the spirit of prayer, than this.

(d). Illustrations of the most approved methods of instruction should also be given, by experienced and successful teachers. The conducting of infant classes, the different uses of the blackboard, and of pictures and object lessons, the arts which a loving ingenuity may devise for securing the attention, impressing the memory, and moving the hearts of the children,—the use to be made of music, and the style of it most suited to the Sabbath School,—the place to be given to the subject of Temperance, Christian Missions, &c., in the teachings of the school,—the adaptation of the opening and closing exercises to the wants and capacities of the young,—all these, and many other matters of equal moment, might be illustrated with great advantage on such occasions.

The attempt is being made, in some localities on both sides of the Atlantic, to form classes in suitable districts, for the education of Sabbath School teachers. One great difficulty, however, in the way of the establishment of such classes among us, meets us at the very outset, viz.,—the indifference of so many teachers as to self-improvement. The Rev. Dr. Steel, in a work recently published in England, entitled "The Christian Teacher in Sabbath Schools," says, "Perhaps the most ominous circumstance in our present Sabbath School movement, is the unwillingness of the majority of teachers to be taught." We fear the evil omen is not confined to Great Britain alone. But however well such classes might be attended, were they established, the fact remains that we have them not, and our Conventions must be made, therefore, as far as possible, to supply their place.

Lastly.—An earnest devotional spirit must animate, and hallow all its proceedings. Let the first hour of each day's session be spent in worship. "Them that honour me I will honour," saith God. We come together with solemn work on our hands. A conscious dependence on Divine help to do it properly, must lead us to importunity at the throne of grace. Our real success will be just in proportion to the spirit of believing prayer among us. Luther's experience,—"to have prayed well, is to have studied well,"—bears testimony to a