

tion. With the aid of some other interested friends, we have collected the sum of £5."

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How to Insure Punctuality in Sunday-School Engagements.

What, the old story over again? Another doleful lamentation over the want of punctuality among Sunday-school teachers! And how long is this to continue? One would think that there had been enough of the cutting, filing, and polishing process, to render punctuality one of the brightest jewels of the Sunday school; but it is far otherwise, if common report may be credited. While, therefore, the evil complained of exists to an extent which reflects unhappily upon many teachers of the young, let us try in a good-humoured and kind-hearted manner, to place it in such a light as may attract more attention than hitherto, in the hope that teachers, in general, may be induced to muster up sufficient resolution to overcome that tendency to forgetfulness, indifference, and incautiousness, which mainly occasions the want of punctuality in the fulfillment of Sunday-school engagements.

When the writer of this article went to school, he well remembers to have learned the following couplet, as a guide to oratory.—

"Speak slowly;—then all other graces
Will follow in their proper places."

This lesson may be regarded as a very proper starting-point for all those individuals who are desirous to excel in the captivating and impressive art of public speaking; and a similar direction may be laid down as a starting-point for all who are anxious to attain excellence in the still more noble art of religious teaching.—

Be PUNCTUAL;—"then all other graces
Will follow in their proper places."

Admitting that Sunday-school teachers possess the essential qualification of piety, and that they can, in their measure, display some of the Christian graces, yet they should be so careful and jealous of these estimable orna-

ments as to guard very vigilantly against anything that may tarnish them, and, in consequence, tend to compromise that respect in which the teachers' characters should be held by all observers of their habits and proceed-ings; and particularly so among their friends, their fellow-teachers, and their scholars. Graces, as moral ornaments, are designed to gratify the mental vision, and to excite agreeable contemplations. It is a great pity that any teachers of religion should act so equivocally as to render their sincerity and honesty to the sacred cause liable to suspicion by any dereliction in the very starting-point of their acknowledged obligations. If this unpleasant imputation is to be avoided, the best means for the purpose is firmly to uphold a reputation which acquires its form and coloring from undeviating punctuality.

But what do the scholars now about all this? Are they conscious of an evil and its degenerating effects? To this inquiry an illustration, in an inverse direction, may afford the more appropriate reply. In a Sunday-school class the teacher recently requested the scholars to show him, on the ensuing Sabbath-day, the difference between a simile and a metaphor. This set the ingenuity of some of the boys at work, and one of the results was, that one of the boys said, that the affirmation, "My teacher is like a clock," was a simile; but to say, "My teacher is a clock," was a metaphor. This difference was accepted as correct, but the boys were asked, "If your teacher is a clock, does he strike?" "No," they replied, "he is no striker, but he sometimes requires to be wound up, that he may not cease going." The scholars were then asked how they could prove, metaphorically, that their teacher was a clock? The answer was, "Because we can always tell the hour by the time at which our teacher enters the school, for he is constantly here exactly five minutes before the time of commencement."

Now, if any teachers can contrive to answer the obligator punctuality by being present in the school, and securing all the advantages to the class, and to their own reputation, by being five minutes before time, why should not all, except in cases of serious illness, do the same? But how is this mighty achievement to be accomplished? Mightily indeed it might be considered, if such a term could be employed without exciting either a smile, or even downright laughter. The great secret of punctuality in all our engagements consists in two things—the one is an unalterable resolution to be invariably punctual, and the other is a spirited effort to leave home exactly at such a fixed time, both in the morning and afternoon, as will insure the superintendent's presence in the school a quarter of an hour before the stated period of beginning school, and every teacher's presence in the class full five minutes prior to the appointed time of commencement.—*Selected.*