

**For Teachers.****A WORD TO SUNDAY-SCHOOL TEACHERS.**

Take care, first of all, and not neglect your own souls, while you profess to care for the souls of your interesting charge. Mistake not effort for devotion, and labor for the motive whence it should spring. Get near to the heart of Christ, if you would speak of his matchless excellence with tenderness and pathos to the infant mind. Go from your closet to your class, and from your class to your closet, if you would acquire the power of pleading with the conscience of the young. The study of plans and details may make you expert in the routine of school duties; but it is communion with God alone that can fit you to reason and to plead with the young about their eternal interests.

Often review the solemn and responsible nature of your undertaking. Think not of it as an ordinary occupation, the duties of which can be performed by any one who happens to be in his place. Such a view of our calling as this will blight your whole undertaking. It is the care of souls that demands your attention; of souls that can never die; of souls that may be influenced for weal or woe by your spirit, your instructions, your example. Go to your work, at all times, deeply impressed with the thought that all depends, for the peace of your mind, for the honor of Christ, and for its ultimate success, upon the manner in which it is performed. *Do not attempt to serve God with what costs you nothing. Take pains with your hearts, take pains with your preparations, take pains in your class.* If you are to improve the children, you must first improve yourselves. Remember you are speaking and acting for eternity. The children you are appointed to instruct you must meet at the bar of God. If they perish through your neglect, your unsuitable instructions, your unsubdued spirit, your wrong example, the consequence to your own souls will be infinitely perilous. Think of the results of every Sabbath's labors, connect them with the judgment-day, and ask the questions at the close of the day, "Have I been faithful? Have I felt the value of souls? Have I pleaded with the young to be reconciled to God? Have I won them with the spirit of condescension and love?"

Aim, on all occasions, at the conversion of the children committed to you. Low aims will defeat themselves. If you merely look at the mental culture of your children, and at storing their minds with the facts of the gospel, you will not so well succeed in your attempt as the teacher who quickens the faculties of the children in his class, by calling them to repentance for sin, and fixing on their spirits the value and the exposure of their immortal soul.

Finally. Let me present to the minds of Sunday-school teachers an object of honorable ambition. You like to see a crowded school-room, every teacher in his place, and all the children in your several

classes in regular attendance. You like to see order maintained in every department, rejoice in the good behaviour of your children, and hail their prompt answers on the day of examination. You are sensible of the approval of your ministers and other discerning Christians, and mark any symptoms of religious inquiry with peculiar gratitude. Now all this is right; but something more than this I wish to set before you as an object of noble and Christian ambition. Remember the Sunday-school is the nursery of the Church. O labor night and day in your prayers, by your counsels, by your assiduous method of spiritual culture, to train some of your interesting charge for the fellowship of the Church. Let the number you have thus taken by the hand, and conducted into the fold of the great and good Shepherd, be the great standard by which you judge of your success. Wherever you can trace the faintest spark of spiritual life, endeavour to fan it into a flame. O may the Lord himself prosper the work of your hands! May your instructions "drop as the rain and distil as the dew!" May many a poor child hail you, in the day of Christ, as the instruments of conducting him to happiness and God!—*Rev. D. P. Kidder.*

**DO YOU TAKE PLEASURE IN TEACHING?**

There are many discouragements and some annoying things in the life of a Sunday-school teacher; but then again there are some which cheer and repay him. I have sometimes thought that if men of the world, vexed as they often are with the harsh and untrusty souls of the adult race, only knew how much is to be enjoyed in the land of childhood, they would cast in their lot with us, if it were only as a matter of pleasure. I am not a believer in the absolute innocence of children. They have an evil nature, and are born sinners. But they are certainly less evil than older offenders; and Jesus saw something lovely in them. Otherwise there would be no meaning in some of his precious words. When he sets a child in the midst of his disciples—when he folded an infant in his sacred embrace—when he made such a one the pattern, in certain respects, for all who would enter the kingdom, He intended something; and we cannot be far wrong in saying, he saw some attractive traits in the infant character.

When a teacher sits in the midst of his loving little group, on the Lord's day morning, let him seize on that moment, when all the circle are intent on some explanation or entreaty which has flowed right from his heart. Let him examine what appears. Every face is radiant; every look is centered on him; there is a total absence of that shy, unnatural reserve, whereby we afterwards learn to veil our thoughts. And as he gazes on each open, pellucid eye, he seems to look into a clear, untroubled spring, where every pebble is discerned at the bottom.

The teacher who has learned this, feels a joyful access to his little flock. He has an open door; his words are seeds which fall into the furrows of moist, rich earth. He will greatly fail, if he does not take advantage of these facilities, and earnestly press all suitable truth, while the mind is thus inviting.

There are teachers who are punctual, diligent and faithful, who nevertheless deal with the infant soul after as heartless a fashion as if they stuck so many rows of pins in a paper. All is orderly, all is exact, but all is dead—dead—dead. To do good, and to enjoy the doing of it, in Sunday-schools, there must be a little enthusiasm, a little glow, a little mingling of souls. Supposing a class to be under discipline, respectful and obedient, it is delightful to observe the child taking a certain affectionate liberty with the teacher; smiling at his illustration, proposing its questions, and revealing its joys. These moments indemnify for frequent barren waste of question and answer, and humdrum; they are times when much is done in a little while.

If the reader finds nothing in his Sunday-school experience which resembles this, he should ask himself whether he has not been either careless or distant, in dealing with his class. He has not gone near to them, and they not come near to him. He has failed to mingle with them out of school at his own house or at theirs. *If his heart had been full, it would have run over.* If he had cultivated love to his charge, they would have clung around him and hung on his lips. And if this had been the case, he would have enjoyed his Sunday-school hour, as among the brightest of the week.—*S. S. Journal.*

**HINTS TO SABBATH-SCHOOL TEACHERS.**

As Sabbath-school teachers, be exactly punctual to your engagements. Let all your instructions have some reference to religious improvement. Labour to cultivate the understanding more than to load the memory. Weekly scriptural subjects, asking questions, and encouraging the children also to ask them, requiring an account of the sermons and addresses heard, and the books read, are much calculated to improve the understanding. Constantly and privately enforce the necessity of prayer. Make every service interesting to youthful minds. Visit the parents and children at home—induce them to love and respect you as their best friends. Gain a knowledge of the conduct and chosen companions of your pupils when they are under your care. Speak, as occasion admits, to each child individually; many opportunities occur for general exhortation, but these are not so apt to be applied by the hearers to themselves. See that all your behaviour is such as you would wish your pupils to imitate. Labour, teach, pray, as those who must give an account before the judgment-seat of Christ. Yours is an important work. Upon you, as instruments, the prosperity of the school depends.—*Union Hints.*