

made. These proud, haughty feelings, which are soon engendered in the minds of the young, would give place, and much more kindly feelings would be promoted in the minds of the poor towards the rich if this arrangement were made. This would also have the effect of interesting a great number of people among the middle and upper classes in these institutions, and a greater amount of efficiency would be thereby attained.

*There ought to be a more direct aim at conversion by the teachers.* Teachers have scarcely yet arrived at the conviction that children are open to conversion: under the age of fifteen or sixteen, and therefore their labors and hopes are aimed at prospective rather than immediate conversion. They suppose, that by sowing the seed something will eventually be accomplished, but hardly expect ever to live to see it. Too many of them think that merely telling them of certain duties, and spreading what they call truth before their minds will be sufficient. But this is a mistake. God works by means, but they must be wise means, or what is the meaning of that text, 'wise to win souls?' It will be necessary for the teacher to urge home the truths he proclaims, to the individual consciences of the children of his class. He must study the characters and dispositions of his children separately, and find out their besetting sins, and apply the probe and lancet; and then, when their consciences are awakened, he can pour in the oil of gospel consolation and healing.—He must be constantly praying and believing that God can change the hearts of the children now, and be expecting it, and urging it upon them in the language of good old Baxter, 'Now or never!'

'What, then,' exclaims the Sunday school teacher, 'do you require of us?' My answer is, that your Master, or He whom you profess to serve, requires your best and noblest efforts in his cause. He will be satisfied with nothing short of your self-denying and persevering engagements in his service, and those teachers who are unwilling to enter thus heartily into the work, had better give way that others may take their places, who are fully prepared to bear the heat and burden of the day in serving their Redeemer and Lord.

The real efficiency of Sunday schools can only be brought about by an entire Reformation;—in the teachers themselves, in the Christian church as their prime movers, and in the management and conducting of the schools. Perfection must not be expected in a mere human institution, but improvement may, and ought to be devoutly desired and aimed at by all. Let us remember that the first step towards it must be made in ourselves. We must examine our Sunday school character, habits, and deficiencies, and we shall soon find cause for commencing the work. Indolence, indifference and self-gratification, which may have usurped the throne of our souls, as connected with this work, must be at

once dismissed, and right principles must be appointed in their places. There are four qualifications perhaps more important than any other;—Prayer, Preparation, Punctuality, and Perseverance. The greatness of the character which is to be aimed at may strike some with fear, and appear almost hopeless in the attainment; but let us remember that we have the promise of Divine assistance to help our infirmities, and that the object we desire to promote is nothing less than to assist in erecting that glorious temple, which is composed of lively stones from the rough quarry of humanity, and which will exceed all others in un fading beauty and imperishable durability.

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