

### Sketches of Teachers.

From a superintendent's note-book, in relation to a school which we shall not name, and which it will be in vain for any of our readers to attempt to find out, but which nevertheless may, we fear, be the example of too many schools all around us, we obtain the following sketches of some of the teachers of that school. We shall be glad to give hereafter sketches of a different order of teachers:—

1. A teacher of a small class of girls being absent one morning, the superintendent was under the necessity of uniting two classes, the punctual teacher being one of the most spiritual and devoted in the school. She quickly ascertained that one of the little girls from the other class had recently been converted, which fact her own teacher had not learned.

"NOTE.—How cold and unfaithful must a teacher be, to have a soul converted in her own class, without being aware of it for several weeks, and then only through the faithfulness of another.

2. The most punctual attendants at the teachers' meeting are generally the most intelligent and studious teachers. The absentees are frequently, though not always, those who can least afford to lose these useful and important meetings. If the plea of Ignorance is a valid one for not attending these meetings, one would suppose it might be urged with much more propriety as a reason for not teaching at all.

3. I have noticed that some teachers are never present at prayer-meetings appointed especially for them; thus proving, that they rely on other means for the conversion of their children besides those which are so often effectual, viz., *United prayer*. Would the most perfect pipes or conductors, laid in the most careful manner, afford water to a city, if the fountain were not connected with them?

4. I have seen some teachers who had finished the lesson before others were half through: the remainder of the time being entirely unoccupied.

"QUERY.—What would a congregation think, if the minister occupied but half the usual time, and the remainder was spent by the people in looking at each other?

5. I have seen some teachers whose scholars have been absent for several weeks, and even months, in succession from the school, and had never even inquired the reason.

6. Some teachers I have known to come to their class, without knowing where the lesson was.

7. I have seen a class gather around their teacher: with glistening eyes and listening ears, all interested, and perhaps the very next class presented an active contrast, the scholars getting as far from their teacher as if he had a contagious disease.

8. I have noticed some classes where there always appears a spiritual atmosphere—the reverse with others. Gideon's fleece, in answer to prayer, was wet with the dew of heaven, while all the earth around was dry.

9. I once knew a Sunday-school teacher arrived from — on Sabbath morning, and come immediately to his class from the boat. The fact was known to his class, and one of the boys, on returning home, remarked to his father that he did not want to be in that class, for 'the teacher breaks the Sabbath.'

"QUERY.—If he who breaks one of the least of God's commandments, and teaches men so, shall be called least in the kingdom of heaven, what shall be said of him who breaks one of the greatest commandments, and teaches Sabbath-school children so?

10. I have known faithful, devoted teachers labor for their pupils' conversion year after year without success, and in some such cases a visit to the parents has explained the cause. There is mutual encouragement where parents and teachers both labor, live, and pray for the salvation of the children committed to them.

One of the greatest trials the superintendent has, is the absence of teachers, without giving the least notice, or providing substitutes.

"Some are never seen at the teachers' meeting."—*Sunday School Advocate*.

### How the Sunday-School Unites People.

A gentleman residing in Missouri, gives the following facts, showing how a simple religious interest will harmonize the minds and feelings of different people, and enable them to unite for the promotion of a common good. He says: "The Union Sunday-school unites the people when nothing else will. For example: In one place in Missouri, the people were so divided that they had not had a district-school for two years. The chinks were out of the school-house, the benches were thrown out of doors, the floor torn up, and the door gone. The S. S. Missionary went and laid down the floor and put in the benches, and got the people out, and gave them an address, and organized a Sunday-school. Six weeks afterwards, they had a district school in successful operation. The Sunday-school united all parties! The case is one of very common occurrence among the mixed population of the West. The Union School scarcely ever fails to harmonize the discordant elements of the neighborhood. It must be obvious, however, that failure would be certain in almost every case, did we not scrupulously confine ourselves to the circulation of books that do not conflict in the least with denominational peculiarity.

He is much more noble that deserves a benefit than he that bestows one.