

We devote the whole of our present cover, to the excellent address given by the Rev. C. STRONG, to the Teachers of the associated schools, which have met for some years back, on the 1st of January, for the purpose of dedicating themselves anew to the great work in which they are engaged. On account of our limited space, we have been under the necessity of omitting the first paragraph.

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The responsibilities of one who undertakes the work of a Sabbath School teacher are of a very serious nature, and, duly considered, they will deter him from a misapplication of his efforts, as well as stimulate him to do his appropriate work with interest and zeal. His responsibility consists mainly in his power over his pupils. Legally they are not under his control, but morally they are his because of his ability to lead them at his will. Everything seems to conspire to give him influence. The mother yields her jewels to his keeping that they may not only be his jewels but Christ's—the approbation of the Church, the sacredness of the Sabbath, and the solemn influences of the sanctuary, enforce his lessons. The pupil is under his influence at that period of life when, of all others, he is most susceptible, and when the impressions made are the deepest and most permanent. Men rarely stand in the attitude of Cornelius when he said to the apostle Peter “Now are we all here present to hear all things that are commanded thee of God;” but children generally. Their minds are in a waiting posture—information is received with readiness; their unsuspecting hearts regard the instructions of teachers as of an oracle, and their warm affections, unrestrained in the expression and with sweet simplicity yielded up to his influence, may be swayed to and fro as trees by the wind, and easily enlisted, we should think, in the service of Christ. Every word, every act of his goes to assist in the formation of their characters. Children possess the faculty of observation to a remarkable degree, and are very shrewd (as if by instinct) in applying the rule, “By their fruits ye shall know them.” Severity of deportment and imprudent language, or manifestations of temper seem to justify their imitation, while they detract largely from a teacher's influence. But this only confirms what has been said in regard to the moral power of a teacher, which amounts in truth to almost unlimited control, and that influence reaches forward through the whole life, and stops not at the grave; it affects more or less sensibly the condition of the soul through its total existence, so that it is not, my friends, the amount but the quality of your influence which calls for your deepest concern, because it is accompanied with a serious responsibility—a responsibility not merely for any harm done, but for any good which may be done and is not. “To him that knoweth to do good and doeth it not to him it is sin.” It becomes then a practical question of the first importance—how many a Sabbath School teacher meet these solemn responsibilities? I answer very summarily.