

Gleanings.

SUNDAY-SCHOOL WORKERS IN COUNCIL.

ERWIN HOUSE.—Conversions.—No child can come to Christ except with a *knowledge* of the way. There is no way except that described in the Scriptures. The child is to be informed either by parent or teacher, of his need of a Saviour. There is to be developed in his understanding, and impressed upon his heart, the character and work of that Saviour, the suffering, saving love of Jesus, his complete willingness and ability to redeem, purify, and bless.

REV. DR. STEEL.—The Teachers' College.—Sabbath School Teachers should be more thoroughly equipped for their important and responsible work. It may not be necessary that they should be as expert as teachers of day schools. Their labors are less, and are confined to one point. But they ought to have intelligence and ability corresponding to what are evidenced in other schools. It is not enough—though that is of essential value—that a teacher be pious; there must be knowledge and aptness to teach. For Sabbath school teachers there is scarcely any provision at all except in connection with the great Unions of London and Edinburgh. It is time that something be done for them on a scale and of a character worthy of their noble vocation. They ought to receive regular and systematic instruction in divine truth, so as to be able expositors of that truth to the children under their charge.

PARDEE.—S. S. Superintendents.—The Superintendent should have good executive business talents; energy, perseverance, and self-control, tact to govern, a love for children, devotion to the cause, a warm, sympathetic heart, a life-like serious yet cheerful manner; and superadded to humble, ardent piety, an ability to think and to set others to thinking; and withal he should be able to express himself clearly, briefly, and forcibly. He should know personally by name, and as far as may be the particular character of every teacher and pupil in the school, speak to them, and always treat them with confidence and respect.

JNO. S. HART.—Irregular Teachers.—When a teacher is absent on a given Sabbath the whole lesson is lost to the whole class. Here is one entire week of religious instruction gone. On the following Sabbath should the teacher be present the result will be about the same; the scholars will not know whether to learn a new lesson or the old, and in doubt will learn none at all. One day's absence of the teacher does in fact cause the loss of two weeks' instruction. Where there is occasional irregularity of the scholar also—the scholar absent one Sabbath and the teacher the next—all instruction comes to an end. A large experience in this matter has led to the conviction that it takes at least three weeks of diligent attendance on the part of a teacher to repair the injury to his class of one day's absence and that a teacher who is absent from his post on the average as often as once in four weeks cannot possibly be making any headway.

J. E. GILBERT.—Memorizing Scripture.—They are greatly mistaken who suppose that scholars of the Sabbath school alone should learn the Scriptures. The word of God was not given to the young only, but to all. Hence it should be studied by all. We believe Sunday school teachers ought to learn the lesson every week, the same as their pupils, because committing Scripture to memory is a means of preparation for the particular work of teaching; to know the truth is one of the most important pre-requisites to teaching it. It is a means of intellectual culture, it aids the teacher in ascertaining the sense of the text in acquiring a valuable fund of religious knowledge. In committing Scripture to memory, teachers set a worthy example to their scholars, and example is one of the best and surest ways of inducing scholars to learn their lesson.—*S. S. Teacher.*

TRAINING CHILDREN IN TEMPERANCE PRINCIPLES.—Rev. Mr. James, of Lowell, said, at the recent Christian Temperance Convention at Boston; if we had grounded our children in temperance principles, as his father had grounded him, there