

time, he lost sight of his own conduct in seducing Bathsheba, and then murdering Uriah. He little imagined that he was thus expressing just views respecting his own deserts, and passing sentence upon himself for his own wicked proceedings. But when Nathan applied the parable, saying, "Thou art the man," and showed the parallel in all its parts, David confessed, "I have sinned against the Lord." Had Nathan neglected, or wanted the moral courage, to make a faithful and pointed application of his parable, David would not have been at that time brought to feed his guilt, and seek mercy.

When our youth are taught that repentance is a conviction of sin, sorrow on account thereof, hatred and renunciation of it, they should be asked, Whether they have been convinced of sin; whether they have sorrowed on account of it; whether they hate and renounce it. Thus, with respect to all the doctrines and privileges of Christianity, pupils ought to be examined constantly, whether they have an experimental and saving acquaintance with them.

5. When engaged in teaching his pupils, the Sunday-school teacher should always manifest *serious earnestness*.

As is our own state of mind, so, commonly, will be the condition of those who are listening to our instructions. If we are cold and lifeless, they will be indifferent; if we are earnest, they will be interested and attentive. This is especially the case when religious truth is inculcated. On this topic, if on any, it is allowed, the teacher ought to be warm. The nature of the subject, the important results that may follow, the interests that are at stake, the brief period that can be devoted exclusively to this duty, justi-

fy and demand great fervor; and so general and deep is this conviction, that, where it is absent, the sincerity and honesty of the teacher are often called in question. Each teacher should seek a portion of that feeling which animated the apostle when he said, "The love of Christ constraineth us," or bears us away, as the stream the vessel floating on its bosom. The power of sympathy is well known to be great; and when a teacher's best feelings and affections are awakened and manifested, in the performance of his duty, he will secure esteem and attachment, and thereby promote the best interests of his pupils; they will listen with attention to his instructions, and receive them with docility.

6. *The manner of the teacher should be kind, affectionate, and patient.*

This is expected of a Sunday-school teacher, from the very nature of the instruction he has to communicate, the character he sustains, and the object he ought to have in view. In teaching the principles of Christianity, the teacher will have to inculcate kindness of manners, an affectionate regard for the interests of others, and patience under provocation and injury; and unless he exemplify these marks of character, at least in some degree, in his own proceedings, he is not likely to be very successful in his efforts. Should his own temper and conduct contradict the lesson he is enforcing, he may be building up with one hand, but he will be pulling down with the other. But while these characteristics are fully developed, there should always be associated with them a strict requirement of order, and a firm maintenance of authority. It is a mistaken notion, that the proper manifestation of kindness and affection requires the sacrifice of discipline and obedi-