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BY

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A SERMON,

PREACHED IN PHILADELPHIA,

AT THE REQUEST OF

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THE PLACE OF THE BIBLE,

IN A SYSTEM OF EDUCATION.

"The entrance of thy words giveth light."—Ps. cxix. 130.

WE all recognise the Bible as the source of every thing which distinguishes us from the heathen. It is the fountain of knowledge, happiness, and holiness. When we consider how admirably it is adapted to produce these results, the question forces itself on our attention, why has such a book, though known and read for centuries, hitherto accomplished comparatively so little? The general answer to this question is, no doubt, to be found in the depravity of men. But there are specific causes of this lamentable fact which should be pointed out, and, if possible, counteracted or removed. To one of these, it is the object of this discourse to call your attention. It cannot be denied, that it is only a comparatively small portion of the inhabitants of christendom, even, which has hitherto been brought under the direct and well applied influence of the word of God. It is in this fact that we find one of the principal causes of the little effect which the Scriptures have hitherto produced on the character and condition of men.

In every country there are three classes of persons who, in very different degrees, are influenced by the prevalent religion. The first includes those who sincerely

receive its doctrines, and endeavour to live according to its precepts. The second embraces those who, although acquainted with all their religion professes to teach, do not make it practically the standard of faith or rule of conduct ; and the third consists of those who, being ignorant of its doctrines, are only indirectly affected by its influence. The first of these classes is always small, and the last large, in proportion to the truth and excellence of the religion. Because the clearer the light, the more do those who love darkness recede from it. In Christian countries, accordingly, the number of those who in faith and love embrace the religion of the Bible is very small ; while the number of those who are only indirectly brought under its influence is very large. We do not mean to assert that this indirect influence is a matter of little moment. We believe, on the contrary, that it is difficult for any man to live in a Christian community, no matter how remote he may keep himself from all the direct means of religious instruction, without having more correct views of the Supreme Being, of moral obligations, of the nature and destiny of the soul, than were ever enjoyed in heathen lands. He is, therefore, brought under a higher moral influence, he is elevated as a rational being, and freed from the degrading tendencies of the thousand absurdities which enter into every false system of religion. Notwithstanding, however, the extent and value of this indirect influence of the Bible, the effect is slight, compared to what may reasonably be expected from its being brought to bear directly and constantly on the character and conduct of men. It is to effect this object, to bring the word of God to bear effectually on the

formation of the human character, and the regulation of human conduct, that is the end of all Christian institutions and efforts. We wish to subject the minds, the hearts, and lives of men to the Bible, that is, to truth and righteousness. This is the goal of our race, the prize of our high calling, the consummation and reward of all our labours.

How, then, is this object to be accomplished? How is the Bible to be brought to bear most effectually on the intellectual and moral character of men? We venture to answer, by employing it in the education of the young. We do not mean to disparage the preaching of the gospel, or any other means of religious instruction, but we mean to say that, if we can learn any thing from the nature of moral causes, or from the general course of God's providence, if men are to be subjected to the Bible, they must be educated by the Bible, it must be made the great instrument of their intellectual and moral culture. That this has never yet been extensively effected, is an anomaly in the history of our race, and the opprobrium of Christendom. Ever since the revival of letters we have employed, in the early stages of education, heathen fables; and in the more advanced stages, heathen poets, historians, orators, and moralists. These have been, and still are, the instruments most extensively employed in the education of Christian youth. Need we wonder at the result? Notwithstanding partial exceptions, it is certainly true, that the Scriptures have been systematically excluded from the places of education; and that the great majority of Christian youth have been brought up more under the influence of heathen minds and models, than under the

inspired minds and models of the word of God. We have said it was an anomaly, that the professors of one religion should employ, mainly, works imbued with the spirit and principles of another in the education of their children. This assertion will hardly be questioned.—Every Mohammedan child, who is taught anything, is taught the Koran, from the Straits of Gibraltar to beyond the Ganges; wherever the religion of the false prophet prevails, there the standard of religion is the great instrument of education. The result is what might have been expected. The religion of the land is really the religion of the people. Its influence is diffused through all departments of society, and its spirit and precepts are practically regarded. The fact, that the followers of Mohammed employ thus extensively their sacred writings in the business of education, is not to be accounted for on the supposition that their literature is confined to the Koran: the reverse is notoriously the case. In romance, in poetry, in history, in original and translated works, their authors have been abundant and successful. But believing the Koran to be of God, they have acted accordingly. They have not professed one religion, and brought up their children under the influence of another.

The general neglect of the Bible, for the purposes of education, cannot be accounted for on the ground of its want of adaptation for this work. The object of education is to fit man for his duties and destinies; so to exercise his intellectual faculties, and so to mould his moral feelings, that he may be prepared to do and suffer what God requires at his hands. For this purpose, it may be shown the Bible is pre-eminently adapted. It

is, in fact the history of God's plan of educating the human family, and therefore furnishes us at once with the model and the means of intellectual and moral culture. The Bible commences with the simplest truths; communicating knowledge in the form of history, interspersing biographical details, with general narrative; employing symbolical actions and instructive parables; reducing general principles to sententious maxims; at one time reasoning with men in a manner to tax all their powers, at another addressing them in such strains of sublimity or beauty, as to waken up all the finer feelings of the soul. It everywhere addresses the moral feelings as the noblest attributes of our nature. It thus furnishes us with all the materials we need for this great work. The memory, judgment, imagination, may here all be exercised. Every power of the soul finds endless and boundless matter for the most strenuous effort, while every sympathy and feeling of our nature is brought under the purest and most effective influence.

We would now call your attention to some of those special considerations, which should secure for the word of God that place in the education of the young, from which it has been so long and so generally excluded.

—1. The word of God is truth. It is truth in opposition to fiction in history, to error in doctrine, to false principles in morals, to all exaggeration in description. As every other production must, to a greater or less extent, abound in misstatements of facts, or erroneous views of truth, or false principles of action, or false models of character, need the question be asked, whether it is not desirable to avail ourselves of a book, so well adapted

for the purpose in every other respect, of which, and of which alone, it can be said, it is truth ?

2. The word of God is not only truth, but it is infinitely important truth. The history which it gives is the most important of all histories. It gives us an account of the creation, fall, and redemption ; it traces the development of the purposes of God's mercy from the first promise through all the institutions, events, and prophecies of the old dispensation. It unfolds the history of the birth, life, death, and resurrection of the Redeemer, and the establishment of his kingdom in the world. Is it meet that Christian youth should be sedulously taught the history of ancient kingdoms, or modern dynasties, and left ignorant of this history of the origin, apostacy, and redemption of their race ? And yet, thousands who learn the one never learn the other.

Again, the doctrines of the Bible are beyond comparison important. They relate to the nature and works of God ; to the nature, character, and destiny of man ; to the rule of duty and the method of salvation. Are these topics less worthy of investigation than the laws of motion, or the opinions of philosophers ? And yet, Christian men become skilled in the sciences, though they remain ignorant of God and themselves.

3. The contents of the word of God are not only true and important, but their influences are all healthful. As the great object of education is the adequate development of all the faculties of our nature ; the great desideratum is the discovery of means by which the intellect may be exercised, while the moral susceptibilities are properly impressed. The great majority of the subjects of study, in the ordinary course of education, either

do not address themselves at all to the moral feelings, or their tendency is deleterious. The natural sciences may be considered neutral; as a man may become an adept in them all, without having one moral emotion called into exercise. Ancient literature, the poets, historians, and orators of classic paganism, is in many respects positively injurious. In the Bible we find truth, adapted at once to enlarge the intellect and purify the heart. The idea of God, in the infinitude of his perfections cannot enter the mind without expanding all its capacities, while it sheds into the inmost recesses of the soul its sanctifying influence. As in the rays of the sun, light and heat are inseparably blended, and by being thus blended create and reveal all the beauty of creation, so the knowledge of God at once enlightens and purifies the soul. I speak as unto Christians, judge ye what I say. Is it not when you have the clearest conceptions of the divine character, that you have the most ardent aspirations to be like Him? Is it not by beholding His glory that you are transformed into his image? It is, then, under this same influence we would have every infant mind to expand. We would not attempt to raise flowers in a cave, nor make smoky torches a substitute for the sun. We would let the light of heaven in upon the soul.

There is probably no one idea of so much consequence, in its influence on character, as the conception of God, none which acts so powerfully on the moral feelings of men. It is therefore of the last importance that, from the first, this knowledge should be imparted to the mind. In the Holy Scriptures it is so presented,

that a child can understand, though Gabriel cannot comprehend it.

Though the same remark, as to the purifying tendency of divine truth, might be made in reference to all the doctrines of the Bible, we specify the description which it gives of the character of Jesus Christ. It has long been admitted that truth, when exemplified in the life of an individual, is more effective than when stated in abstract propositions—that biography is more useful than moral essays. It is more intelligible, more interesting, and more exciting. It enlists other feelings than the moral ones on the side of virtue. We love the man as well as his excellencies.

We believe Christianity is as much indebted to the superhuman loveliness of the character of Jesus Christ, as to any one of its doctrines. There is in this faultless model of human excellence, a moral power which few are able to resist. The lips of the most abandoned infidels have generally been closed when this was the theme. They could revile his apostles as impostors, but deliberately to speak evil of the Son of God, requires a degree of depravity to which few have ever attained. Let the child, then, be made acquainted with the Saviour, let him learn his history, let him contemplate all the varied exhibitions of his character, let him see how he felt towards God, and how he acted towards man; how he treated the poor, the afflicted, the ignorant; how he bore afflictions, and sustained injuries; how he lived, and how he died—and he will know more of morals than all the world can teach him; he will have an evidence of the truth of Christianity more persuasive than all external testimony; and he will have a more

salutary moral influence constantly operating in his mind, than all the systems of morals can exert.

Again, the Bible contains a perfect rule of moral duty, and on this account is adapted to exert the happiest influence on the mind. God has created the human soul with moral susceptibilities, which are as much an original part of its constitution as its intellectual faculties. Both classes of our constitutional powers need to be cultivated to secure their being rightly exercised. Were it possible for a man to live without any thing to inform or exercise his intellect, his mental powers would be almost dormant; and if they were as much neglected as his moral sense commonly is, he would be as dull in his perceptions, as imbecile in judgment, as erroneous in his inferences, as he is insensible or perverse in his moral sense and judgments. But as it is impossible for a man placed in an active world, to avoid having a thousand objects which daily exercise his intellectual faculties, so it is impossible for him to escape the influence which the circumstances in which he is placed, and the opinions of those around him exert over his conscience. In every age and nation, therefore, we find that the character of men, their moral sentiments and course of conduct, are determined partly, indeed, by individual peculiarities, but mainly by the tone of the society of which they are members. Such has been the effect of these circumstances in diversifying the moral judgments of men, making one class regard as virtues what another condemns as vices, that many have been led to doubt whether conscience was really an original part of our constitution. But the diversity is no greater here, than on other subjects. What is truth to one

mind is error to another, what is beauty to one eye is deformity to another. But, as to all men some things are true and others false, as to all eyes some things are beautiful and others the reverse, so to all hearts some things are right and others wrong. The diversity is not as to there being a difference between right and wrong, for this sentiment is absolutely universal, but as to what is to be considered right or wrong. How is this all-important subject to be determined? As the class of intuitive truths is very small, so the class of acts intuitively right or wrong is small. Conscience can no more infallibly decide on duty, than reason can on truth. As, therefore, reason must be instructed, so must conscience. And as conscience is one of the most powerful and imperative of our principles of action, as it, of necessity, decides in favour of what the understanding perceives to be right; and as the character and destiny of men depend on the correctness of its decision, it is of infinite importance that it should be rightly directed. This, however, is a difficult task. We need not advert to the state of degraded tribes or individuals, to illustrate the fact, that the moral sentiments of men are frequently erroneous; it is rare to find, in the most refined and Christian societies, a man whose moral sense is on all subjects rightly informed.

If, therefore, there be any where revealed a perfect rule of duty, it is self-evident that it should be universally known. This rule is found in the Bible, and no where else. It is there presented in every form. It is reduced to one all-comprehensive principle, love to God and man. It is summed up in ten perspicuous commandments. It is expanded into innumerable special

precepts and prohibitions, so as to meet every supposable case. That such a rule should be so neglected, that men should be carefully instructed as to other matters, and left to learn as they may, what is sin and what duty; what will secure the favour of God, and what his frown, is indeed strange. It is the more strange, because all men need this knowledge, and they all are susceptible of the acquisition. Moral truth contains its own evidence; as soon as it is clearly presented to the mind, it is perceived to be truth, and at once and for ever enlists conscience in its support. The moral law, moreover, comes not only in its own self-evidencing light, but with the authority of God. It is pronounced in the ear of conscience by that voice which alone conscience feels bound to obey. Its penalty (which is included in the very nature of law) is, therefore, viewed, not as a result probable from the operation of moral causes, but as fixed and inevitable from the purpose of Jehovah.

Obedience to this law is solicited, by motives addressed to every right principle of our nature; to the dread of misery and degradation; to the love of happiness and excellence; to a sense of duty; to gratitude and benevolence. These motives are not only diversified; they are each the highest in its kind. The evil threatened is infinite; the good promised is eternal; the duty enjoined is obvious; the appeal to gratitude, when apprehended, irresistible. If one died for all, then are all dead, that they which live should no longer live unto themselves, but unto him that loved them, and gave himself for them. This is the peculiar and most powerful motive of the gospel. It is one of the principal means by which the doctrine of redemption operates on hu-

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man character and conduct. Did the Bible contain no other doctrine, and present no other motive, it would embody more moral power than all other books besides. The Bible, then, sheds on the soul all the influences of heaven. Shall we shut these influences out? Shall we carry our children out of their range, and place them under those perverting, blinding, and degrading influences which from all other sources act upon them?

4. We have said the word of God should be employed in the education of the young, because it is truth, important truth, and truth of the most purifying moral tendency; we now add, it is divinely authoritative truth, resting not on the deduction of reason, nor on the testimony of men, but the authority of God. The effect of this consideration is great and varied. Its influence on the mind of a child is in all respects favourable. It produces the habit of relying on the testimony of God, which is one of the highest acts of obedience of an intelligent creature, and the best preservative from that fatal spirit of scepticism, which destroys all peace of mind, and unsettles all principles of action; which makes its victim the miserable creature of circumstances. It produces, therefore, a fixedness of character, by presenting a firm foundation for all our most important opinions. It confers the inestimable blessing of a settled faith, which is in no way so likely to be attained, as by being brought up in habitual converse with a book recognised as of divine authority. By giving certainty to all the declarations of the Holy Scriptures, it adds immensely to their power. It is not a matter of conjecture that God is, and is what the Bible represents him; that the soul is immortal and responsible; that Christ

died, the just for the unjust, to bring us unto God; that the threatenings and promises of God are expressions of his purposes; but these are settled truths in view of such a mind. It tends also to produce humility; to destroy the spirit of self-dependence and self-confidence, so characteristic of those who walk each under the guidance of his own taper.

If the ingenuity of man had been permitted to decide on what would be the most desirable of all books by which to form the human character, it would probably have said, it should be one whose contents are true, important, of a good moral influence, and, if possible, of divine authority. These are the attributes of the Bible, and of the Bible alone. If it is desirable that such a book should exert an influence at all on men, it is self-evident that it should be brought to bear on the mind in its earliest years. Then, opinions are adopted, habits formed, feelings moulded, principles fixed. If all this is done under evil influence, the evil and injury can never be entirely remedied. On this subject, however, there can scarcely be any diversity of opinion. We must all admit that it is desirable to have our children brought up under the influence of the Bible. The question is, how is this to be accomplished? It is not very easy, in a country like ours, to answer this question. It is probable that no one plan will ever be proposed adapted to the purpose, but we shall have to avail ourselves of various methods, according to the peculiar circumstances of different sections of the country. The object, however, should be constantly kept in view, and frequently presented in its magnitude and importance. It should be the definite purpose of every Christian and philan-

thropist to do all he can to have every child in the land, every child in Christendom, and every child in the world, made acquainted with the word of God. This is the great result. For this end, every Christian parent should see that adequate provision is made in reference to his own children. But as the number of parents who have leisure and inclination to attend to this subject is very small, if left to be accomplished in this way it will never be done. Ministers of the gospel have a larger field, and a higher responsibility. I presume not to say how the duty must be performed; but that every pastor of a flock is bound to see that every child within his charge is taught the Holy Scriptures, will hardly be denied. He may do this through the instrumentality of personal instructions, or by Bible classes, and Sunday-schools. In whatever way, it is evidently one of the most imperious of his duties, that the thing should be done.

There are, however, so many who do not stand in relation to any particular congregation, that a large portion of the children of the country will grow up ignorant of the word of God, if nothing more than pastoral instruction be resorted to. This has, hitherto, been the main reliance of the Christian church: the melancholy results we every where discover. It is probable, not more than one half, perhaps not a fourth, of the inhabitants of Christendom, or even of this country, are regular attendants on public worship; that the children even of this portion are very imperfectly instructed in religion, whilst those of the remainder, on this plan, are left, and have been left, almost entirely unprovided for. Relying on parental or pastoral instruction, the church has permitted the great majority of the children born

in Christian lands to grow up ignorant of the contents, and emancipated from the influence of the word of God. This, which after all is the most crying evil of the Christian world, can, we doubt not, by steady and wise efforts, under the blessing of God, be corrected. In a Christian community there is such a general respect for the Scriptures, that the cases are comparatively rare in which any serious opposition would be made to their introduction, as a regular subject of study in the common schools: not merely to be read, but to be studied as they now are in our Sabbath-schools. Let any one imagine what would be the influence on the population of this country, if one hour a day should, in all the common schools of the land, be devoted to this purpose. What an amount of Christian knowledge would be communicated, and what a healthful moral influence would be exerted. Every child who is taught to read would be taught to know God, and Jesus Christ; the rule of duty, and the plan of salvation. As there is nothing wrong in this plan, as it contemplates no evil, as it is adapted to do immense good, we have little doubt it would soon enlist the support of the community in its behalf. As the parents of the children make choice of the teacher, there seems to be no room for the misgivings of sectarian feelings.

In our higher schools the same plan should be continued: if children learn history, let them include the history of the Bible; if they learn geography, let them study the geography of the Bible. Is it not preposterous, making the professions which we do, that we allow our sons and daughters to be taught the history and geography of profane antiquity, but make no provision for

what we acknowledge to be of far greater importance. In classical institutions a regular exercise on the Holy Scriptures, in the original, might be introduced with equal advantage. And in our colleges, the study of the Bible is already, to a certain extent, attended to, and, as far as we know, without exciting in any quarter the least objection.

Though these, and other means may, and we think ought, to be adopted, to secure the grand object of raising up a generation of scripturally educated youth, yet the main reliance seems to be placed at present on the system of Sabbath-school instruction. A system peculiarly adapted to the wants and circumstances of the country, and which has already been crowned with the most encouraging success. The managers of the American Sunday-school will be able to report 500,000 children every week brought under the influence of divine truth, instructed by 80,000 teachers. It is the very object of this institution to do what has so long and so lamentably been neglected: to bring the light of divine truth to bear upon the opening minds of children. The work, however, is far from being accomplished: a large proportion of the children, even of this country, are still left to grow up, in a great measure, ignorant of God, and of the Scriptures. And when we look to other and less favoured lands, the prospect is appalling. We should, therefore, contemplate the reasons which demand renewed exertion to promote biblical instruction.

1st. Its influence on individual character and happiness. If the remarks we have already made, as to the necessity of moral culture to the right exercise of conscience and the proper formation of moral principles,

be correct, it is evident that the only possible way in which virtue can be maintained is by knowledge. And knowledge, not of speculative truth, which imparts no light, and exerts no influence over the moral sense, but such knowledge as the Holy Scriptures alone contain—the knowledge of God, of the moral law, of the plan of salvation, and the retributions of eternity. Such is the universality and power of the corrupt passions of our nature, that no external force can restrain their exercise. The power must be the moral power of truth, and the Spirit of God. Such, too, is the sluggishness of all good feelings, that no excitements other than those which flow from the Scriptures, are adequate to call them into exercise. The effect on the individual of the knowledge of the Scriptures is to expand his mind, to purify and restrain his moral feelings, to raise him in the scale of intellectual and moral being. Go into the abodes of ignorance; contrast the state of the immortal minds there presented, with that of those on whom the word of God has exerted its appropriate influence. How vast the difference between spirits of the same nature and of the same powers. The benefit, however, is not confined to this general elevation and improvement. It is the best possible preparation for the saving reception of the gospel. This is a fact which rests on long-continued and often repeated experience. The power and success of the Gospel in the ordinary course of God's dispensations, (which is to guide our conduct) are uniformly, where other things are equal, in exact proportion to the attention bestowed on the religious instruction of the young. It is from the class of scripturally educated youth that the church receives

her largest and most valuable accessions. It is in those districts, countries, and ages, in which children are best instructed, that true religion most prevails. If this were not the case, it would be an anomaly in God's government, it would destroy all incentive to the duty, which he has enjoined, to bring up our children in the nurture and admonition of the Lord; it would be falsifying the declaration of his own word, as to the general result of moral culture, and dissolving the connexion which he has established, in the moral as well as the natural world, between causes and their appropriate effects. Of all the advantages which one man can bestow upon another, none can be compared with securing for him an education under the influence of the Bible. Of all the injuries which one man can entail on others, the greatest is to shut out from them the light of truth; to allow them to grow up far from the influence of the word of God. Let your minds rest upon this point. Let the conviction fasten itself upon you, that you can in no way do so much good, in no way more effectually promote the salvation of your fellow-men, than by educating them by the Bible. He who feeds and clothes the body does well, but he who furnishes the soul with the aliment of truth, and the habiliments of righteousness, does infinitely better. We are bound, therefore, in view of the value of the human soul, considered as an intellectual, moral, and immortal being, to do all we can to bring the truth of God to bear on the forming stage of its existence.

2d. Influence on society. The soul of man is not formed to commence and run its everlasting career between high walls; neither influencing others, nor receiving impressions from them. No individual is thus

isolated. He acts, and is acted upon, in ten thousand ways; and the character of society is the result of this reciprocal influence of its members. The only way in which we can promote the virtue and happiness of the community, is by operating on the individuals of which it is composed. Every well-instructed and pious mind which we are instrumental in raising up, becomes a source of knowledge and healing influence to all around. Our own interests, and the interests of our children, and of the world, are deeply concerned in the increase of such morally educated men. On them, the order, purity, and happiness of society depend. In this country, where the majority of the people have in fact, and of right, all power in their hands, it is self-evident that our political existence depends on the moral character of the people. This is a sentiment on every man's lip, and should be in every man's heart. As the influence of free institutions, in elevating the intellectual character, and the social condition of the mass of the people, in developing their resources, and increasing their power of usefulness, is undeniable, it becomes a moral duty to ourselves, and to our country, and to the world, to do all we can to perpetuate them in the midst of us. We now stand forth the prototype of nations, imparting impulse and direction to their efforts. If we fail, and fail we must, unless our youth be made acquainted with the Scriptures, we shall be accountable for all the evil that failure must occasion.

The position of our country, however, is not only interesting, as it exhibits the first extended experiment of free institutions, but as here the church and religion are unincumbered, and left to sustain themselves, under

God, upon their own moral power. We have not a doubt of the ultimate success of this trial. We would not for the world have it otherwise. If Christianity cannot live and thrive unsustained by the state, it is not of God. But how it shall live, and to what extent it shall flourish, God has wisely and mercifully made to depend on the fidelity of his people. It is through them he works in sustaining and advancing his cause. On us, therefore, rests the tremendous responsibility of carrying on this work. If we do not our duty, the cause cannot, according to God's appointment, prosper. And in no way can we so effectually subserve its interests, as in promoting the cause of biblical instruction.

The career which we are destined to run as a nation is lofty; from our relative position; from our extent of territory; from the character of the people; from the nature of our institutions; from the identity of our language; from the state of civilization—our influence among the nations, and on the world, must be unprecedently great. Shall it be for weal or wo? Shall it be to disseminate error and vice, or truth and virtue? Shall it be to lead on the van in the moral conquest of the world, or shall it be to oppose the progress of its Redeemer, until we ourselves are cast off, and trodden under foot? The answer depends on the character of the young; and this, on the mode of their education, unless God means to convert the world by miracles.

We commend this subject to your hearts and efforts. We hold up the cause of Sunday-schools as intimately connected with that of religious education; as one of the main hopes of our country and the world. We call on all who love the cause of the Redeemer; who desire

the virtue and happiness of their fellow-men, and the salvation of their souls, to address themselves to this great work, in humble dependence upon God, and in the full assurance that their labour shall not be in vain in the Lord.—Amen.

THE END.