

familiar way, and for answering questions from some approved catechism. Let pious teachers study to make the great truths of religion plain to their understandings and interesting to their hearts. An hour or two on each Sabbath spent in this way, will be to the young and susceptible mind, what the early rain is to the tender grass. But if any obstacle prevents the children from being thus assembled, let the parents employ a part of the Holy Day in teaching them at home. Very few Christian parents can plead inability to perform this duty. The few books which might be needful, are in almost every one's hands, or if not, they may be obtained either by a mere application for them, or at a very moderate price.

Such an exercise will be scarcely less useful to the parent, than to the child. He will find his own religious feelings awakened, his knowledge of Divine truth enlarged, his facility in imparting knowledge, and his pleasure in reading the Scriptures, greatly increased. To his own soul, if he sets about the duty in the fear of God, such an exercise will be refreshing as the dews upon the Mountains of Israel. There seems to be a peculiar fitness in this kind of instruction. As the young mind begins to feel the consciousness of knowledge, and to glow with the desire of learning, to whom does it so naturally look for instruction as to the parent? What lessons will be so grateful, or received with such implicit confidence, as those which fall from parental lips.

It scarcely need be remarked that precept must be enforced by example. Example is one of the most efficient modes of teaching. It addresses itself with peculiar force to the imitative propensity, so remarkable in Children. Nor is it less influential with reason and reflection in riper years. As it is incumbent on every Christian to walk worthy of his vocation, as it is especially incumbent on every Christian Parent to set before his children and family an example, worthy of imitation to leave it with them as a rich legacy, by which they shall profit long after the parent has been gathered to his fathers.

Do we want encouragement and motives to make a vigorous effort? Look at the manifest tendency of such instruction. It has many results in common with Education, in general, such as the acquisition of useful knowledge, the improvement and discipline of the mind, the formation of character, and the like. In this respect its vast importance to the well-being of individuals and the community, is obvious. It is a useful auxiliary to Education in general. So, on the other hand, general Education is highly favourable to this. They blend beautifully together, each in turn becoming the handmaid of the other, and both conspiring to secure the noblest result of intellectual and religious teaching.

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