

ther to the fatherless, until a kind friend from the colony came to her relief. And it is worthy of remark, that, during this trying interval, the Chief was induced to give special orders respecting her; so that, although encompassed by ruthless savages daily, no one was permitted to do her any harm! A piece of poetry which is known and frequently sung by the Kaffers, in every place which the Gospel has as yet reached, was composed by Sikana, a secondary chieftain, who was brought to a knowledge of the truth under Mr. Williams's ministry; and who, being faithful unto the end, died with the praises of God upon his lips.

A NEW YEAR'S ADDRESS TO SUNDAY SCHOOL TEACHERS.

BY THE REV. J. ANGELL JAMES.

MY DEAR FRIENDS,—I need not declare that I take a deep interest in Sunday Schools; if another proof of this be necessary, I hope the present address will supply it.

The natural division of time into years, by the revolution of our planet round the sun, should be, and by multitudes is, made subservient to moral purposes.

There are three things, then, which I now urge upon your attention: *Consideration—Examination—Determination.*

Sunday School Teachers, consider! That is a great word, a word of mighty import; it is not only indicative of rationality, but of a high and momentous exercise of rationality. The author of the Bible, the Holy Spirit, has caught it up, and is ever and anon saying to immortal man, "Consider, consider, your ways;" so I say to you, "consider." Be reflective in your general habits as rational creatures, as *youthful* rational creatures; as *sacred* rational creatures; as rational creatures, devoting your faculties to *train the minds* of others. Be considerate,—that is, cultivate a habit of serious thoughtfulness. You have minds of your own, use them well. Be not characterised by a butterfly levity, which keeps the mind in incessant vagrancy and flutter, and never allows it to settle in sober thought on any one subject. Be considerate, as Sunday-school teachers, and be considerate TO-DAY. Look afresh at your object. Pause and ponder TO-DAY. Weigh well the import of that appellation—a SUNDAY SCHOOL TEACHER;—study it afresh; what momentous interests it involves—what high qualifications it implies—what sacred obligations it imposes—what consequences it draws after it—what wisdom and grace from above it requires. Just consider what you have to do,—to educate minds, to convert hearts, to form characters, to save souls. Yes, it is the lowest of your aims that you "put forth your strength upon a nation's mind in the morning of its life, when all is young, and fresh, and tender." The highest of your efforts, and you should of course never leave out the highest, is to pour the light of revelation, the benefits of Christianity, and the blessings of salvation, over a generation of immortal souls. Consider, yours is a vocation, not only to teach letters, and syllables, and words, but truth—the truth—the truth concerning God, Christ, salvation, and immortality. Yours it is to carry the torch, kindled at the source of heavenly radiance, into the dark and dreary abode of squalid poverty, and to gladden with the light of heaven the regions of want and woe. Should you not consider? Think what you are about. Let such words as God, Christ, mind, soul, salvation, heaven, hell, eternity, all pass through your mind, with due reflection upon each, and also recollect, all these are involved in your object.

Next, EXAMINE. Have you thought of what I have just stated? Is this the light in which you have viewed your object? Have you come to this day without consideration? Do you understand your vocation? Have you never seriously said, on setting out to the Sunday-school, "What am I going to do? What is my object, aim, purpose?" Are you qualified for such a purpose as I have set before you? By personal, decided piety; by mental acquirements; by engagedness of heart in the work; by devotedness, diligence, patience, love, good temper, humility, meekness; by a peaceable disposition; by a willingness, for the good of the school, to be first,

middle, or last; by a deference to others; by a readiness to give up your ease, will, and way? How have you acted hitherto? What has been your conduct in past years? What do you imagine your superintendent says of you, of your constancy, punctuality, order, submission? How do your fellow-teachers feel towards you? Do they love you, respect you, work pleasantly with you, because you work pleasantly with them; count your society, value your labours, consider you of importance to the school? How does your minister feel towards you? Does he esteem you as a fellow-labourer and a help, or as a hindrance, by your fancies, querulous, turbulent disposition? What is the feeling of your class towards you? Have you attached them to you; do they love you, confide in you, obey you, and take pleasure in falling in with your plans, orders, and wishes? What success have you had? What is the style of your class? have any been reclaimed, converted, added to the church, through your instrumentality? *Examine, examine.* It is a day suitable for it. Do not go on without being inquisitive into all these matters; an uninquiring teacher is a careless, heartless, bad teacher. Before you read the next part entails, look back, call yourselves to account; carefully, anxiously, prayerfully, and, as in the presence of God, examine your conduct as a teacher.

Now comes DETERMINATION.

1. DETERMINE to make a new and more entire surrender, a fresh dedication of your heart, and mind, and soul, and strength, to the work. Begin again and afresh. With the better understanding you may have acquired, and with the experience you have gained, give up yourselves with new purposes of entire devotedness. Open your heart to receive the subject; let it come in and possess you. In order to this, surrender your heart more entirely to God; present yourselves to Christ, and let his love constrain you. Pray for a more abundant effusion of the Holy Spirit upon your own heart; seek a revival of your own personal religion. If you have lost your first love, recover it; "Do your first works." If the *Christian* be revived, so will the *Sunday-school teacher*. It is the oil of piety that must feed the flame of zeal, which, without more grace, will be flickering and dim.

2. DETERMINE to embrace more intelligently, cordially, and constantly, THE GREAT WORK OF SUNDAY-SCHOOL TEACHING. Begin the year more intent upon seeking the salvation of the children. Fix your eye upon the soul and eternity. Feel that your vocation is for minds and souls, and that though you could make your children scholars and philosophers, yet if you could not make them Christians you would fail of your object; at the same time, recollect that you have to train the mind, to awaken the thinking faculty, and to keep it awake; to quicken and guide the intellect. Some teachers, yes, and superintendents, too, egregiously err, by supposing that they have little else to do, than to deliver long addresses to the children, and to be ever preaching to them. I am afraid some spend their time in preaching to their class, as a sort of preparation and practice, for preaching to adults; the eye of their ambition is upon the pulpit, while seated on the form. Long preachments to children are not the way to attract them to religion, but to repel them from it. Teach them to think, to use their minds themselves, and not merely communicate knowledge to them,—this is education. Instruction is not education. Select a plain and easy passage of Scripture, or take up those selected for you, and after being thoroughly sure you understand it yourself, turn the children's minds upon it, and aid them to investigate it for themselves; thus give them something to do, as well as to hear; make them feel that the Bible is a book for them, not only for the teacher—a book for them to read, as well as to have expounded to them, and which they can understand in many parts by their own study. You have done a great thing for a child's salvation, and his intellect too, when you have made him love his Bible, and feel that he can read it with advantage for, and by, himself.

3. DETERMINE to qualify yourselves more perfectly for your office and its functions: by more intense piety; by the cultivation of your own minds, and by acquiring a greater aptitude to teach. Let it be a study with you, how you can engage and fix attention; how you can awaken, stimulate, and guide inquiry: how you can pro-

duce a thirst for knowledge, and a desire after improvement. For this purpose, read, meditate, remember, and apply. There is an invaluable book which I recommend to those who would cultivate their own intellectual powers, with a view to attain a greater facility to cultivate the minds of others, and that is, "Taylor's Elements of Thought." Read, also, "Nicholl's Help to the Reading of the Bible." Study the works of the Religious Tract Society on the "Rites and Customs of the Jews," "Max. Henderson's Scripture Lessons," "Bynes' Notes on the Gospels and the Acts," "Tob's Sunday School Teacher," and the "Sunday-school Teachers' Magazine," and many other works, which, by their size and cheapness, are within your reach, on science and history. You must be prepared, qualified, to teach. Teaching is a great work. "How vast and abiding the satisfaction which results from calling forth the intellectual and moral resources of your species. Giving the immortal mind of man the consciousness of its powers and faculties, invigorating the judgment, regulating the will, and purifying the heart." But for such a work you must have higher qualifications than to teach the alphabet, and hear hymns, and set lessons in catechisms; you must read, think, acquire knowledge, and know how to train the mind. Too many of our teachers are deplorably deficient on all essential qualifications for their office.

4. DETERMINE to become a more excellent Sunday-school teacher in every respect. Aim at completeness, at universal perfection in punctuality, constancy, method, order, submission to the superintendent, harmony with your fellow-teachers, respect and deference for your minister, affection for your children, and every thing else connected with the well being of the school; look upon the school as a piece of moral machinery, the working of which, as a whole, depends upon the working of each particular part. A single wheel, or pivot, or a screw, or pin, that does not work well, impedes all. Will you be that bad pivot, screw, or pin? In collective bodies, each should be what the whole should be; each should consider himself as the representative of the whole. Do not aim merely at isolated perfection, but at associated perfection; some horses will draw very well alone, but not in a team; you work in teams, labour to do well with others. Supply all defects, then; be not satisfied to go on without improvement; run upon wheels, act upon hinges; let your motto be, "Better and better;" mediocrity will not do in such times as these. We want not only bustle, but effect; not only zeal, but intelligence; not only bodies, but minds; not only virtue, but talents; we want ardent piety, combined with devotedness, thoughtfulness, ingenuity. We want, in short, a higher order of agency, a capability in our great body of teachers to understand, to appreciate, and to tremble at the fact, that nearly the whole next generation of citizens, parents, and adult immortal beings, in the lower classes of society, are at this moment in their hands, to have their characters formed for time and eternity.

Sunday-school teachers, do you need motives to excite you to all this? Meditate upon the importance of the times in which you are called to live and act. You have entered upon the state when the rapidity with which the scenes are changed, would seem to indicate that the winding up of the plot is approaching. Study the features of the age; open your eyes, and ears, and minds, to what is going on around you; man's existence was never more important; know the times, and be up with your age. Advert to a few particulars. Behold the progress of emigration, and the myriads that are flocking out to form colonies, which are in some not very distant age to become kingdoms. Many of the emigrants, most of them, are among the labouring class. What a motive to exertion, to send out a well-taught Christian race, which shall lay the foundations of empires, not in atheism but in Christianity.

Think of the great missionary enterprise. The whole church rising up for the conversion of the whole world. Train up your children to feel an interest, and bear a part, in the glorious undertaking; enlarge their knowledge, enlist their hearts, inflame their imagination by missionary intelligence, and qualify yourselves to carry on the great work of evangelizing the world. Plant a germ of missionary spirit in their souls, to grow with their growth, and strengthen with their