

dance on public worship. Add to these considerations, the favourable circumstances for the profitable communication of instruction, under which the children and their teachers meet in a Sunday School.— The pervading stillness, and the removal from sight of all worldly business, diffuse a calm and hallowed influence, to which few can be wholly insensible, and which subdues into comparative soberness and seriousness the most thoughtless child, and brings him to his lessons in a frame of mind far more accordant with the nature of their subject, than would probably be the case in the unrepressed buoyancy of the week. Nor must we forget the mutual sentiments entertained by those who give, and those who receive instruction; the scholars knowing that their teachers can have but one motive, that of kindness towards them, in the voluntary trouble they undertake; and the teachers conscious, as I trust, on their part that they are actuated only by love to God, and to the souls of their fellow creatures. All these form a combination of favorable circumstances, which cannot fail of greatly promoting the actual success of teaching, whilst they are continually calling into action the christian feelings of mutual kindness, and esteem. These feelings are especially brought out, when the teachers so interest themselves in their work, as to make it their practice always to visit, during the week, the houses of absent scholars, and occasionally of all the scholars in their respective classes. So much indeed of the