

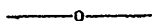
All our dreams of love and trust,
Clogs that bind us down to dust,
Who to us will helper stand—
Shadow in this weary land.

One, the truth, the life, the way,
Ever stands his people's stay :
He hath known life's fiercest heat,
Thorns have pierced his sacred feet,
All the ills by mortal borne,
Thirst and hunger, stripes and scorn,
Doubt, betrayal, slander's breath,
Disappointment, hatred, death—
These he bore for us to be—
Hiding place where all might flee—
On life's shifting, troubled shore,
Cleft and covert evermore.

Is the desert long and dry
Underneath this parching sky ?
Still there is a shelter given,
Shadow cool with dew of heaven,
Where the Rock of Ages towers
In this weary land of ours :
Living streams its cleft sides give,
Where the soul may drink and live.
Tempted, bring your trials here—
Saint, no more the combat fear—
From the vain world's scorching thrall
Christ, the Rock, will shadow all.

Halifax, June, 1860.

M. J. K.



FAMILIAR LETTERS ON SUNDAY SCHOOLS.

BY REV. STEPHEN H. TYNG D. D.

NEW YORK, March 14, 1860.

My Dear Friend:—I pass from a consideration of the advantages to be derived from Sunday-schools, to a contemplation of the agency to be employed. The value of the proposed result makes the importance of the agency designed to produce it still the greater. The discriminate character of the results we desire must also influence our selection of an agency entirely appropriate to their attainment. In the subject before us, the clement of the agency is the personal character of the Teacher. A more important influence, or one more actually effective upon the character of the church, cannot be found apart from the personal work of the divinely appointed ministry of the Gospel, than the organized and active body of Sunday school Teachers. They have advantages of influence which are peculiarly their own. The small number of their hearers,—their acknowledged personal relation as teachers,—the direct individual and mutual contact and connection of this relation,—the quiet and secured attention,—the secluded place and hour for their work,—the open and eager minus of the young disciples whom they instruct,—the facility of comprehension and the freedom of impression,—the solemnizing, subduing, and exciting influence of the accompanying prayer and

praise of the school united,—all combine to give them an opportunity of blessing and saving a generation for Christ, which angels might covet, and over the blessed results of which angels will rejoice. As I habitually walk around among the classes, and sometimes have an opportunity to take the place of a teacher, and thus observe and test, in turn, the blessedness of opening the absorbing truths of salvation to such open and grateful minds, I gain a constantly enlarging conception of the privileges and blessings of the work. No employment seems to me so attractive,—and no occupation so sure to bring its ample reward. That blessed hour of free and unrestrained conversation, in the simplest terms upon the highest subjects, only appears too short for the privilege and the occupation which are necessarily confined to it. And in the supposition that every element involved in this occupation is of a fair and full measure of adaptation to its successful accomplishment, I can conceive of no influence upon human society at all to be compared in efficacy and actual power with the scheme of operation which is thus considered. I cannot speak or think of this agency as ever rivalling, or really separable from, the appointed ministry. The teachers of my schools seem to me to be but parts of myself. Like the fingers of one of those beautiful power-presses, they take up the very pages which I desire to impress, and smoothly and quietly spread them out before me, prepared to receive the blessed communications from on high which I long to stamp on their minds and hearts for ever. When one surveys this tranquil but powerful operation, it is vain to compare the parts with each other, in their relative importance. They must all be there, all proportionate, all adapted, all in order; and then the unseen, mysterious power applied, with its sure but imponderable energy, the result comes out, the happiness and the triumph of all. And who that stands to contemplate the glowing regularity and mysterious beauty of this work, would desire to go back to the single hand-press of the individual laborer, toiling, with far greater weariness, to accomplish but a small portion of the result? That in actual practice we really find a fair exhibition of these appropriate elements I have no power to deny. The great proportion of teachers are doubtless useful and faithful. And the very existence and constant enlargement of the operation on all sides and in every church, while every element is so voluntary and unconstrained, cannot but show the adaptation of the actual agency, and the interest of youthful minds therein. The rule of the history is flourishing success. The exceptions are the failing and drooping schools, and inattentive and careless attendants. Yet there is no school in which there are not found very great differences, both in the passing manifestation and in the actual results, among the various