

lation or experimental investigation, or from the ideas of reflecting men." There is certainly food for thought in this striking and original view ; and there is at least one simple rule of prophetic exposition which may be applied to the pre-Adamic history, in accordance with the principle which it suggests. After all that a scientific theology has done for the right interpretation of prophecy, we find the prediction always best read by the light of its accomplishment. The event which it foretold forms its true key ; and when this key is wanting, all is uncertainty. The past is comparatively clear. The hieroglyphic forms which crowd the anterior portions of the prophetic tablet are found wonderfully to harmonize (men such as the profound Newton being the judges) with those great historic events, already become matter of history, which they foreshadowed and symbolized ; but, on the other hand, the hieroglyphics which occupy the tablet's posterior portion,—the hieroglyphics that symbolize events still future,—are invincibly difficult and inexplicable. I have read several works on prophecy produced in the last age, in which the writers were bold enough to quit the clue with which history furnishes the student of fulfilled prophecy, and, with the prophecies yet unfulfilled as their guide, to plunge into a troubled sea of speculation regarding the history of the future. And I have found that in every instance they were deplorably at fault regarding even the events that were nearest at hand at the time. History is thus the surest interpreter of the revealed prophecies which referred to events *posterior* to the times of the prophet. In what shall we find the surest interpretation of the revealed *prophecies* that referred to events *anterior* to his time ? In what light, or on what principle, shall we most correctly read the prophetic drama of creation ? In the light, I reply, of scientific discovery,—on the principle that the clear and certain must be accepted, when attainable, as the proper exponents of the