

and when Mr. B. F. Jacobs, of Chicago, the greatest of the early leaders, passed away five years ago, Mr. Hartshorn took his place as Chairman of the Executive. He is a man of means and leisure, but works like a very galley slave in his zeal for the progress of the Sabbath School cause. He draws no dollar from the funds, whilst rendering invaluable service.

Mr. Lawrance is a business man, in love with Sunday School work. Quick, keen, strong, thorough, his years of service have

made themselves felt the whole continent over, especially in the bettering of equipment and methods.

The International Association is so close to the heart of the great Sunday School movement, and influences so powerfully the work in the individual schools, that the readers of the *TEACHERS MONTHLY* will be glad to know that space will be given in the issues between now and June, to the presentation of various phases of its manifold activities.

Missions in the Sabbath School

Missions Vital

The Sabbath School is for study, but for study in order to equipment, and to equipment in order to service; and the whole service of the Christian may be summed up in the one word missions,—to carry to some one else the Christ whom he himself worships and loves. Missions is just another word for Christian activity.

It requires no argument to show that a Sabbath School that stops short of teaching doing, is, from the mere educational standpoint, fatally defective. Education that leads only to knowledge is at best a veneer. No teacher of Grammar is satisfied with less than correct speaking and writing as a result; in science, the text book is useful only as it leads to the laboratory, and the laboratory, only as it prepares for the wider work in actual life. To be taught to know Christ, without being taught to serve Him, is a doubtful benefit.

And, indeed, it is a question whether one can really know, unless he have learned to do. Certainly, the doing reacts on the learning. To obey Christ is a first step to understanding Him. Work for Him quickens the pulses of love to Him. To be a fellow laborer with Him in saving the world, is to share, in such measure as poor mortals can, His infinite love for men.

Missionary instruction has therefore been made a regular part of class work in our Sabbath Schools. The Missionary Lesson once a Quarter, begun this year, and the Question on Missions, with its answer, each

week, now in its fourth year, in the *TEACHERS MONTHLY*, *QUARTERLIES* and *LEAFLETS*, afford abundant and varied material.

The Question on Missions is supplemental to the regular Lesson for the day. Three minutes will go a long way to fastening it in the memories and hearts of the class: it is mostly so short as to be readily learned by heart. And if the three minutes stretch out to five, there will be all the better appetite for the scripture lesson for the extra interest in the Mission Question. The explanatory material in the *TEACHERS MONTHLY* is full and explicit. The teacher will find it interesting reading, and it will equip him for handling the Question adequately in the class, while for superintendent and minister it supplies facts and illustrations that may be made to tell from the platform at the opening or the closing of the School.

A Fascinating Study

By Rev. A. E. Armstrong, B.A.

There is no subject which will secure and hold the interest of boys and girls to the same extent as the missionary work of the church. The fact that they are not intensely interested in missions is due, not to the dryness of the subject itself, but to the manner in which it has been presented. We have failed to relate ourselves to this greatest and grandest of all enterprises in such a manner as would enable us to present the case in its inherent attractiveness. But when it is adequately conceived and properly