

assigning to me the important subject of the "Sunday School Teacher's Possibilities." The world is full of teachers, of different grades, different characters, but each with his own peculiar responsibility. In fact, the work of the world to-day is largely carried on by teachers, in differing spheres of activity and different degrees of usefulness. We have the Public School teacher, we have the teacher in the Sabbath School, we have the teachers in the medical schools and in our universities—in fact, we have teachers in every department of life. Now, of all these, I think it is evident that the Sunday School teacher has by far the greatest responsibility; for while the others deal with the bodies and minds of their scholars, the duty of the Sunday School teacher is primarily with the souls of his pupils and the things "not seen," that "are eternal." In view of this, I can well understand that a minister enters his pulpit with fear and trembling, and I can fancy how the Public School teacher feels a tremendous responsibility resting upon him as he surveys the pupils who stand before him; in fact, I may say that the teacher who enters his class-room without feeling this responsibility, in some degree at least, is a character that I cannot understand. Let us, therefore, so look upon our pupils "as they that must give an account," and let us be alive to the responsibility that we each have to bear.

I see by the report of your Executive Committee that there are some 42,000 Sunday-school teachers in the Province. I also notice that there are nearly 360,000 scholars in the various Sunday Schools of this Province, and when we consider that these little children will in the course of a very few years be the men and women of our land, with all the duties and responsibilities of citizenship upon them, you can well understand how important it is to cultivate a missionary spirit in our teachers, and that none of them should face his or her class without being prepared. Then when we look at the grand army of workers—42,000 of them coming forth with Bible in hand every Sunday to sow the seed, and in many cases, let us hope, to gather in the sheaves—you can understand, in some small degree, at least, how great are the possibilities of the Sunday School teacher.

What good cannot 42,000 Sunday-school teachers effect if they only go forth with this object in view? There is nothing that they cannot attain to; it is within their power to revolutionize this Province, and to prevail against the common enemy of our Christianity. But do not let it be understood that I consider that this enemy is stronger now than it was years ago. I do not believe anything of the kind; for while infidelity assumes various forms, as it did then, we have a clearer light, and greater strength, and mighty men have arisen to do battle for the right, and have dealt with the adversary in various ways. Dr. Chalmers dealt with it as it appeared to science; Hugh Miller dealt with it as it appeared to geology; and in every case the victory has been with the upholders

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