

Through Postal Flaw.

Our January number for 1898 is published a few days late. The cause is due to the fact that some copy of interest and value sent by the editor to the printers through the mail, never reached the hands of the disciples of Caxton. Posted at Burk's Falls a few days before Christmas, it had not reached Toronto on January 5th. There is surely something wrong with the postal service, as the editor has often suffered vexatious delay, though never before the loss of a letter. The astray copy included the list of the Bishop's appointments for January.

Condolence.

All our readers will learn with sorrow of the death, on December 29th, 1897, of Miss Kathleen Sullivan, second daughter of Bishop Sullivan. Her brother, Alan, recently suffered from an attack of typhoid fever at Rat Portage, whither Miss Kathleen went to nurse him, returning home a few weeks since with her convalescent brother. There she was attacked by the disease and succumbed at Toronto on the above date. Throughout the Diocese of Algoma much sympathy will be felt and expressed with Bishop Sullivan and his family in this hour of sorrow. She hath not died too soon whose work was done.

To be; to do; and to Suffer.

Once upon a time two children went to a Grammar School, or rather, I should say, went to school to learn grammar. They were not "children" in the sense in which we speak of children now, but as we shall understand the word by and by when we come to look at the longest life in the Light of Eternity, and see how the oldest and wisest amongst us is, after all, nothing more than an ignorant, undeveloped child, tottering with feeble, uncertain steps along the homeward path—babbling out his little stammering tale of joy or sorrow in broken words which only the Father's ear can understand—learning with painful effort the A B C of Infinite Wisdom.

The school they went to was called the School of Life. All children must pass through the School; but some never learn anything at all, and will fare very badly when the Examination Day comes. However, it will be quite their own fault as the Master is so kind and wise. He always knows just which class to put a child into directly he enters the school, and all the teachers are so patient and painstaking, even with the most stupid children, that, unless they are wilfully careless

and idle, they can hardly help learning something.

When these children came into school for the first time, they were taken straight to the Head Master, as He had expressly ordered that each new scholar should be brought at once to Him, that He might enter the name on the Roll Book, and assign which class and which teacher the child should begin with. These two were placed at once in the second class, which is generally called the active class, because the children learn there to conjugate active verbs, of which you know the verb "to do" is usually taken as an example. There were a great number of children in this class, and for the most part all seemed to be enjoying their lessons thoroughly. The teachers were so kind and bright, and made the work so interesting—indeed, rather too interesting, for the children got so absorbed in them, and repeated their lessons so loud, that from time to time the Head Master had to say "hush," and remove some of the noisiest ones into the third class, which was a very quiet one, and not nearly so popular.

That morning the children were repeating the verb, "to work," and it was remarkable to hear the emphasis laid by some on the first person singular, while the second and third persons were slurred over in a very slipshod kind of way. Some children laid more stress on the first person plural, which had a decidedly grand and showy effect, but did not really mean much. One clever, thoughtful boy—far ahead of the others in real knowledge—always paused upon the third person singular, masculine gender, as if that gave the clue to the whole lesson, and he was certainly right, though very few of the other busy pupils seemed to see it. As a rule the present tense was the most interesting, but after a time, when the children got tired they were more inclined to conjugate the past with satisfaction; others, on the contrary, parsing the future tenses first and these were usually idle, going out of it for a short time before the Inspector comes, who looks over the work of each and lays it by in order for the General Examination. Some, on the other hand, go at once into the passive class, and stay there quietly till the end. The lesson chiefly learned there is the conjugation of the verb "to suffer," and a very hard lesson it is to learn properly, especially to those who have been getting along well in the active class. The system of instruction is so totally different. The scholars mostly have to sit very quietly and watch and listen to the teachers, and these are also very different from the others. They are called Care, and Pain, and Sorrow—and they teach slowly and sternly, but very surely if the children are attentive to them. No one likes the teachers in this class at first, but they

have the same look as the Head Master in their grave, beautiful faces, and often He will come and take the class Himself, standing among the children with his wooden cross-shaped ruler in His hand that they all love to look at, and when they are tired of the long, dull lesson, "weary and heavy laden" He calls them to "learn of Him," and then the lesson grows "easy" and the burden "light."

Sometimes some of the more thoughtful children try to conjugate that great auxiliary verb, *To be*, auxiliary because all others depend upon it. But they find it very difficult indeed, because both the past and the future tenses are not known—and the present almost as great a mystery—and probably will remain so till after the Examination, when all the children will know more of the meaning of the words 'I AM.'—*From The Orient.*

The Society for Promoting Christian Knowledge.

This society having been founded in 1698, celebrates this year its bi-centenary. An effort is this year to be begun to make its work better known to us in Canada. The Church in Algoma owes much to its generous gifts; the Church in Algoma would be blessed, if in greater degree it make use of the various helps the society offers, especially its pure and religious literature which should be found in all our Sunday-school libraries. The S.P.C.K. does not ask for any help towards its publishing business. The books they publish more than pay for their production, and realize a profit (average for last five years, £4,500) which is spent on the Society's charitable work. The Society is almost entirely dependent upon voluntary sources of income. It needs for its work no less than £40,000 annually.

World-wide is its field of work, the importance of which is unanimously recognized by the Episcopate. The late Archbishop Benson said: "It is the greatest and most important society that we have working within the great Society of Christ. . . . Of all our Societies in England this is the oldest and grandest. . . . Its work is the very largest ever conceived."

The following facts are printed below with the hope that the Society's work will be advanced thereby:—

RELIGIOUS AND PURE LITERATURE.

What modern influence is greater for good or for evil than that of the Printing Press? The S. P. C. K. is the Church's agency for utilizing its powers in the service of Christ. The Society is the Bible, Prayer book, Tract and Pure Literature Society of the Church. It translates the Scriptures, the Prayer-book, and other literature into many tongues for the instruction of the heathen. In addition to its sales,