

the Teachers to the Minister or Superintendent, to be read at the meeting. Some of these have reference particularly to the School, for which they were originally intended; but the following being more general in its terms, we take this opportunity of giving it to the Sabbath School Teachers of the Church at large.

—(ED. M. R.)

We frequently hear teachers say that they can see no benefit arising from their efforts—that they are tempted to relinquish their classes. It is true that in many cases there are no visible benefits from the efforts of those who are engaged in teaching; but this is mostly due to some cause which the teacher could remove. Let the teacher enter upon the work *with a heart centred in it*, and success will almost invariably follow. Those who fail to see the benefits are, we are afraid, neglectful in some respect. They either do not realize the responsibility of the work, or else do not remember that, to win at anything, one must work with heart as well as hands. And yet the truly earnest teacher may often fail to see the good he desires, springing from his efforts. He may have under him a class of heedless boys, who, full of mirth and mischief, turn all his good counsels to ridicule, or make odd or ill-timed replies to his questions. But this should not discourage him. He should remember that the brightest and most valuable jewels are often hidden by the roughest exterior, and that a great deal of polish and friction are needed to bring out their true value.

It may be years,—long, weary years,—before the seed which the teacher has sown brings forth its fruit; but if it be sown in faith, it will surely produce a harvest. The teacher may not know when the fruit is gathered, but the Husbandman will know, and reward the sower. The teacher may have grown old and grey in the work, or he may have passed the boundary of the invisible world, before the fruit is ripe; but still the seed is expanding, and, in due time, will bloom into flower and fruit. The teacher's work is a glorious work. Esteem it a holy calling. Your words may seem lost, but rest assured that the young hearts under your charge will, in

after life, remember you and your teaching.

Though you may see no good arising from your efforts,—though you pass on to glory before the seed shall have ripened,—yet you will then receive your reward. Then will you realize that though you had discouragements on earth, they were light when compared with the glory and honor which crown your efforts.

A ST. ANDREW'S TEACHER.

Articles Contributed.

Church of Scotland in the Dominion.

The facts referred to in our former article shows, beyond dispute, that the present aspect of our affairs is not cheering. The question is, can they be remedied? It is because we think that they can, that we have striven to draw the attention of our readers to the subject. If our church is worth upholding at all, it is worth being upheld efficiently; it must be in a position to act aggressively—not with reference to other bodies, indeed, especially those with which we can have no real difficulty in co-operating, but with reference to the growing wants of the country; and while we persist, as we probably shall persist for some time, in retaining the name we bear, we shall be acting traitorously if we do not aim at reflecting credit upon our name. Hitherto, although calling ourselves Presbyterians, our tendencies, owing very mainly, if not wholly, to the unfortunate proneness to fall back, in every emergency, upon the resources of the mother country, have lain in the direction of Congregationalism. Each congregation, like the Perth blacksmith of ancient Scottish story, has manifested a disposition to "fight for its own hand," utterly indifferent to the welfare of its neighbours.

Our first great want, then, is, the creation among us of a stronger church spirit—what a friend of the writer is accustomed to call "an Ecclesiastical conscience." This phrase we regard as peculiarly happy, and pregnant with meaning. It glances at our lack of corporate sympathy, the non-existence