

augurate a new era in the study of missions in our Sabbath Schools. Even the bare recitation of the answer will accomplish something; and in many schools the question will be but the starting point for ampler instruction. Every Sabbath School is asked also to make some definite provision for missionary contributions.

We expect to speak often during the coming year, as we have spoken during the year past, of these three great matters—better preparation of the teacher, more thorough Bible knowledge for the scholar, and a larger place for missions. New movements will emerge, for our motto should ever be "forward"; but these topics are to the front just now, and will be steadily followed up.

WELL DONE, TRINIDAD!

An interesting item relating to the General Assembly's Teacher Training Course comes to us from Rev. Dr. Coffin, of our mission staff in Trinidad. Among the teachers and other Christian workers connected with the mission about 100 students have been enrolled for the Course, and will begin work in January, 1905. Dr. Coffin writes that the young people in Trinidad like the idea of working on the same course as the young people in Canada. We shall be very much mistaken if these Trinidad students do not at least hold their own with the Canadians.

THE TEACHER'S TEXT

By Rev. J. W. Macmillan, B.A.

"Patient continuance in well-doing"—; of all the workers in a modern church, the Sabbath School teacher has the best claim on this text. Frequency, regularity, steadiness, endurance, are the characteristics of his task, and these are the threads of which patience is woven.

Patience is the virtue of those who are done unto, and supremely of those who are done unto because they do. It does not belong so much to idle passivity as to sturdy resistance. There is need of patience, indeed, in sick rooms. It is the cheer of blind eyes and the resource of the lame. But it is still more needed by those who are not the prey, but

the antagonists, of the ills of life. By so much as activity is more than passivity, by so much the persistent worker requires patience more than the persistent victim.

Activity, by its very nature, challenges attack. Motion always sets up resistance. If you travel, you provoke physical weariness. If you climb, you rouse up gravitation. The force that rules the spheres. The untiring and inescapable foe of any machine is friction. The most carefully poised ball-bearing will run down, aye, if kept turning, will wear itself out. The dynamics of sluggish time, such as corrosion, attrition, crumbling, are not more certainly destructive, and are less fiercely destructive, than fire and hail, earthquake and tornado. The mouse may accomplish a good deal by gnawing, but is not a whit more tireless than the lion. He who does, needs to be more patient than he who suffers.

Now, the teacher in a Sabbath School meets the strongest attack of those forces which seldom charge and never cease firing. His work is not the teaching of any lesson, but the reiteration of teaching through a long, uninterrupted succession of lessons. The minister may achieve something with a sermon. Some visitor may come to the pulpit and in a few weeks arouse and transform a congregation. There is no such meteoric possibility for the teacher. In quietness, and returning again and again to his quiet insistence upon the gospel truth, is his strength.

If any one needs to be vertebrate rather than cartilaginous, it is the man or woman who has taken a handful of children in charge. Their restless eyes don't see very much, perhaps, upon any one Sunday, but the retina is being slowly etched with an indelible print. Their ears may not be quick to hearken to any earnest sentence, but in old age they may recall the sense of what they heard ceaselessly repeated in childhood, and repent. The gardener that plants a seedling does not look up from his spade to see if the fruit has come. He keeps on digging, pruning, and supporting the tender plant, confident of the future. Nor does he throw a spadeful of earth at its roots and walk away. He keeps the tree under attention and supervision all