

ing, caressing sentiment, but with delicate courtesy and tender consideration. And she thrived upon it. The strength and beauty of her character slowly but surely developed, as the strength and beauty of the rose develop in the summer sunshine.

In M. the teacher sought, by precept and example, to realize the spirit of refinement and altruism. He strove constantly to show in his own bearing the highest courtesy and refinement of which he was capable; and he sought, incidentally, but none the less purposely, to impress upon her in the way of definite instruction, the claims of others upon her consideration. It was slow work, but he succeeded.

And through the whole process he carefully refrained from directly telling either of these girls wherein she was lacking. In each case he simply sought to surround the child with such an atmosphere that the higher ideal gradually, almost unconsciously, supplemented, suffused, and finally superseded, the lower.

University of Toronto

AN URGENT MATTER

What about missions in your Sabbath school?

Are they part of your plans? and are your plans being carried out?

The atmosphere of the school: is it missionary?

Are the teachers on the alert for missionary points in the lesson? Have they some interesting missionary fact or incident for the spare moment? Are they prepared to talk over with the scholars the missionary matter the scholars have seen in their illustrated papers?

Does the superintendent select frequent missionary hymns? Does he remember mission work and workers in his prayer? Has he something fresh and stirring occasionally from the desk?

Have the scholars been taught what the Schemes of the Church are? Have they an opportunity of giving for them each week—many scholars have—or each month, or even each year? Are they encouraged to save in order thus to give? Can they name our

great missionary fields, and the workers in them?

Can any Sabbath school afford to be "out of it," when it comes to knowing about and helping on the great missionary cause? To be out of it as children, is very likely to be out of it always; and to be out of missionary work is to be out of the chief work for Him, and for our fellow-men, which our Lord and Master has given His people to do.

MONKEY, MULE, OR MAN

The following incident related by Rev. Dr. A. H. McKinney, who has been giving a series of lectures on Child Study to the students of the Presbyterian College, Montreal, is full of suggestion to the Sabbath School worker.

One Sabbath afternoon, on going to the school of which he was then superintendent, Dr. McKinney found that a class of boys had arrived before their teacher. One of the boys was amusing the rest, and even the superintendent could scarcely refrain from smiling at his antics. The lad looked to him at that moment very like a

MONKEY.

By and by the teacher came in and began her work with the class. Some time afterwards the superintendent looked down at the class again, and saw the same boy huddled up in a corner with stubbornness written on every feature of his face. He then looked, not like a monkey as before, but like a

MULE.

Dr. McKinney determined that he would go next day and see the mother of the boy, and have a talk with her about him. He found his way to the tenement house where she lived, ascended the stair, and knocked at the door. When he was admitted, he saw a sight which drove everything he had intended to say out of his mind. The boy was busy at a wash-tub. At a sign from the visitor that he wished to speak to her alone, the mother sent the boy out on an errand, and the talk about him began. The mother said that she had the best boy in the city of New York, and told how thoughtful he was for her, and how much he did for her.