

present themselves to him at any moment. More and more clearly it is being demonstrated that the man with a muddled brain and unsteady nerves is foredoomed to failure in the great battle of life.

It has been shown also, beyond the shadow of doubt, that the use of alcohol, even in moderation, impairs both the physical and mental powers. No one can be at his best who uses intoxicants. Drink is a deadly foe to efficiency.

The teacher has to do with boys and girls who are just on the threshold of life. They are looking eagerly forward to the future. They all want to make good. This is the time to impress upon them the unmistakable teachings of science as to the evil effects of alcohol and to warn them against a practice that makes for failure.

Hidden Heroes

It has been truly said that there is a V.C. in every person. In every breast there are sparks of heroism which only await a favorable opportunity to break forth into flame.

The story of Gaspard the Poilu, a common French soldier, tells how he tried to sleep after a fatiguing day. His mind was in a turmoil. He thought of death, of his home, of his son. At last he heard a strange noise. From behind the house in which he lay came long, whining cries. These came from animals which had been left behind by owners driven from their homes by a sudden attack of the foe. The poor brutes were starving. Gaspard dashed out, regardless of danger—and, with a flickering candle, made his way to the sheds. He found fodder and gave it to the horses and cows. Only when they were satisfied did he go back to his bed of straw.

The teacher should never forget the capacity for the heroic which exists in every scholar. There should be no hesitation in making an appeal for unselfish service to any boy or girl. There is reason to thank God that the War has brought into clearer light the sacrificial spirit in our common humanity.

The Teacher as a Christian Leader

By J. Ross Stevenson, D.D., LL.D.

When the man sick of the palsy was brought to Christ, he was borne of four; to-day it usually requires four people, the mother, the father, the pastor, and the Sunday School teacher, to lead a young person into the church and into active Christian service. Each has a distinct responsibility and if any one of the four fails or does not work in harmony with the others, the young life may be lost.

It is hard to say which influence is invariably the strongest. At certain periods in a young person's life it may be the influence of the teacher. In a memorial account of the life of a consecrated teacher we are told that, following the example of her mother, she gave herself to Sunday School work, assuming responsibility for a class of boys about eight years of age. This service continued until all were won to Christ. One of them she inspired to enter the Christian ministry and he has served the church with great distinction as a leader in Christian education.

Our system of instruction should insure the safety of young people within the church, their satisfaction in spiritual pastures, and

their usefulness in the world field of service. Let us be thankful for what has been accomplished and for what is now being done by the ministries of the home and of the church. Through these means the number of disciples is being multiplied and the work of the kingdom is being advanced.

But at the same time there is a lamentable defection. Scores of young people born in Christian homes do not reach the goal of a radiant faith and a fruitful service. A few led aright and enrolled in the church may yield to the call of the wild and return to the beggarly elements of the world, but most of those who are lost to the church have not been effectually led. Black sheep are not a necessary corollary of the covenant of grace. Prodigal sons are not the invention of parental love. Derelict pupils should not be the product of our system of Christian education. Faithful shepherding permits none to go astray, but leads the entire one hundred into the fold.

To educate means to draw out; to instruct means to build in; but to teach, in Old English, means to show how to do, to guide into truth.

The teacher is necessarily a leader. This implies an intimate knowledge of and a deep