

be organized, a Sunday School was organized on July 1st, 1915, and a minister resumed the work at that point.

In March 26th, 1916, when, upon request, the Township Executive repeated their visit, a full church greeted them. On the wall hung a very pretty Cradle Roll, on the pulpit a Picture Roll, and curtains used for separating the classes were in three corners. That Sunday School now contributes to the Provincial Association funds having cheerfully given an offering for the extension of this work.

The Home Department is still carried on and there is one Organized Class in the School. They seem to be very enthusiastic.—The Ontario Sunday School Leader

The Teacher Who Scolds

We all know how surely the teacher loses out who scolds, for not only does that person antagonize, but shows clearly that having no control of himself, he cannot expect to have control of others.

A great deal might be said along the line of the foolishness of scolding and nagging, and using an impatient tone of voice and a martyred expression, but the point is, how is a teacher who has developed the scolding habit to be cured of it? It is entirely probable that the one addicted to this bad habit does not realize the extent of the weakness he had developed, nor the harmfulness of it.

How Improvements Come

Every improvement that ever comes to our Sunday School work is because of somebody's resourcefulness; somebody thought it out and found it to be a good thing, and then others, getting the benefit of his thinking, used the method or the plan.

Some Sunday School worker came to think that trained teachers would help in Sunday School work, trained a few, found that it helped his School, and from this beginning came all of our great movement for teacher training; the outgrowth, you see, of some one's resourcefulness.

Some other Sunday School worker, anxious that his School should reach every non-going person in his town, fell upon the census idea, tried it, multiplied the attendance of his School over and over again; a neighboring School took up the plan, and so the Sunday School census, now in such general use, came into being—somebody's resourcefulness again.

Indeed, the Sunday School itself is here because of somebody's resourcefulness. Something over one hundred years ago some one gathered the children of his community together to teach them the Bible, a new sort of thing—resourcefulness, that's all.

Rally Day, Mother's Day, Decision Day, the annual picnic, the graded School, the uni-

form lesson, the graded lesson, every one of them and many other things also, have all come into being because of somebody's resourcefulness. Where would we have been but for our resourceful Sunday School people?—W. W. Gaines, in The Superintendent's Quarterly

"Just Too Young"

"Just too young" is the record against the names of large numbers of our brightest and best boys. "Just too young" for the war, however, means that those so described will be "just old enough" to prepare for, and take part in, the decision of the even greater issues which will face the world when the war is over. The boys who are now consumed with a burning desire to go but are "just too young," constitute the greatest asset of the church and should be her daily and earnest care.—Exchange

Unconscious Influence

There are always two ways, the conscious and the unconscious, of exerting influence on another life. The privileged few devise and guide public opinion by the strength of their positive leadership. There is, however, for us all an unavoidable kind of influence, the unconscious effect of another's life made not by him who preaches or poses or undertakes to be a missionary but by the man who goes his own way and so demonstrates that it is the best way for others to follow. This is what Lawrence Oliphant called "living the life," the kind of conduct which does not drive but draws.—Francis G. Peabody

Four Factors

There are four principal factors concerned in the increase of efficiency of the average Sunday School.

The first requirement is improved teaching. This is to be brought about by securing the best available people for teachers and thorough training.

The second is the choice of lessons suited to the needs of pupils, that is to say, the use of graded courses.

The third is the improvement of the facilities and equipment of the Sunday School. More attention than ever before must be paid to securing the right kind of buildings for the use of our Schools and to properly equipping them.

The fourth factor is increased regularity of attendance. We name this last because improvement in the preceding three factors will be certain to aid in solving the problem of a more regular attendance.

Every Sunday School which is to be successful in improving the quality of its work must give earnest attention to each of these requirements.—The Sunday School Journal