

up with widespread enthusiasm amongst the churches, and with excellent results. The various denominations have either adopted the Council Standard or have modified it to meet their respective needs. The Evangelical Association has had its Standard hung up in every Sunday School of its church on the continent. Special attention was called, in the *TEACHERS MONTHLY*, to the Standard which has been in use in our own church for about three years and to the Honor Roll which is to be prepared by the Secretaries for Sabbath Schools and Young People's Societies, including all Schools which measure up to the Standard. Rev. J. C. Robertson, Confederation Life Building, Toronto, will give full information.

In all the churches there has been a great awakening to the needs and demands of the teen age boys and girls. The plans of organization which have given so powerful an impetus in Adult Bible Class work are being successfully applied in the Secondary Division, which includes the boys and girls of from thirteen to nineteen, and covering the Intermediate and Senior Departments of the Sunday School. A notable feature in connection with the teen age movement is the readiness of the Y.M.C.A., in Canada especially, to place its resources and equipment at the service of the churches in the work of training boys for Christian service. The growing ideal of Y. M. C. A. workers in this field is to give all the help they can in the preparation of older boys and young men for work amongst boys, and then to send these trained workers back to the churches to expend their energy and enthusiasm in the Sunday Schools and other congregational organizations for young people.

### The Trees in the Apple

"It is easy to count the apples on a tree ; but who can count the trees in an apple ?" Nowhere does the principle wrapped up in this pithy saying apply more fitly than in the work of the Sunday School teacher. No one can number the trees which shall grow out of the little black seed heedlessly let fall on the ground. Nor can any one sum up the streams of influences which are to flow out of the lives whose purposes the teacher can do so much to determine.

A very sobering thought it is, surely, that so much is to hang upon what the growing boy or girl hears from the teacher and still more by what is seen in him. One dare not, whatever the cost may be, fail to do his best and be his best where such stupendous and sacred interests are at stake.

### "Lovest Thou Me?" "Feed My Sheep"

*By Rev. Walter W. Bryden, M.A.*

There seems to have been a process of teaching in Jesus' "after-appearances" as purposeful as that in His earthly life. Mary's broken heart had been comforted at the empty grave, the disciples had received His words of peace with gladness in the little

room, and Thomas had his faltering thoughts made sure again. But this was not enough ; comfort often engenders selfishness, gladness may find no mission, and even surety may lack vision and fail to assert itself in action. Whatever the disciples' thoughts at this time, it is evident that their new-found hope and joy had not yet set them in motion nor had it moved them to any great purpose.

The master appears again, this time by the Lake Tiberias. It is not His purpose to taunt Peter about his sin. True love never taunts ; it is grieved when disciples sin, but it is the kind of grief that is under torture until it can bless again. They had no need of comfort, of gladness, and of strength at all except they loved ; and it was about their love that He came to tell them, and reveal to them the purposes that love involves. Loving Him, they could not sin, loving Him, they could be no more idle, for love restrains and love compels and love must express itself or die. Once sure of their love, He could trust them with a world ; without it, they could not feed one lamb.

The significance of the master's words in this incident needs to be laid much to heart. It is quite possible to receive the gifts and blessings of the Christian faith even with pleasure and thankfulness, without being