

their Bible study, that the people living in them seemed almost like friends and neighbors. The cry for succor seemed to come, not from far-off strangers but from well known people near at hand.

Doubtless the cooperative feature of the movement had much to do with the enthusiasm which it evoked. The Sunday Schools of all the denominations were at work. Every one likes to have a share in a big project. It was a happy thought, this uniting of all the Schools, of all the churches, over the whole of Canada, in this most worthy cause.

In the outcome of the movement may be seen a striking illustration of the power and possibilities of the Sunday School. Any missionary or benevolent cause which can win the support of the vast Sunday School army, has behind it a force which will go far towards making it an assured success.

Making the School Interesting

One can learn much from the street urchin as to what attracts. If there is a little stream of water trickling in the gutter, after the passage of the watering cart, or a little pool left by a passing shower; if some one has started a little fire in a pile of fallen leaves; if there is a runaway horse, or if the fire chief's red motor car, or the great puffing fire engine rushes down the street;—that is where the small boy or small girl, whose playground is the street, is sure to be found. No need to coax or compel attention! Wherever there is life and movement, there the street urchin will be found.

The Sunday School may well take the hint. Attendance is voluntary. In cases where parental authority is not a factor, attendance or non-attendance turns upon whether the School is or is not interesting. And life and movement are chief factors in interest.

WITH OUR CONTRIBUTORS

A Boy's Loyalty

By Professor L. A. Weigle, D.D.

(The fourth of a series of twelve articles by the author of *The Pupil*, one of the books in the New Standard Teacher Training Course, discussing more fully some points dealt with in the book.—*Editors*.)

What do we mean by loyalty? Patriotism, is one's first answer in these days. We are at war; and each has his bit to do. In home and workshop, on farm and railway, as well as in camp and trench, on sea and in the air, the nation calls us, every one, to service.

Not all loyalty is in war time, however; nor is one's country the only object to inspire it. In his wonderful little book, *The Philosophy of Loyalty*, Professor Royce defines loyalty as "the willing and practical and thoroughgoing devotion of a person to a cause." He cites as an example of such loyalty the Speaker of the British House of Commons, who, when King Charles I., seeking to arrest certain of its members, inquired whether he espied them, answered, "Your Majesty, I am the Speaker of this House, and, being such, I have neither eyes to see nor

tongue to speak save as this House shall command."

To do one's full duty, then, to live up to one's job, to serve one's cause, whatever it be, in wholehearted, unswerving fidelity, is loyalty.

We think of Paul,—“this one thing I do,” of Lincoln's letter to Horace Greeley: “My paramount object in this struggle is to save the Union, and is not either to save or to destroy slavery;” of the engineer who seeks to the last to avert or temper the collision which may cost him his life; of the telephone girls and wireless operators who, in the face of sudden disaster, remain at their instruments, to send out warnings and appeals; of the captain at stricken Halifax who fought and conquered the fire upon a second munition ship which had been deserted by its crew.

We think, too, of the countless ordinary folk, fathers and mothers, preachers, teachers, professional and business men, clerks and workmen, who, in quiet devotion, live and serve, each in his own way.