

### THE UPWARD LOOK

#### God's Handwork

**B**EHOLD, God is great and we know Him not, neither can the number of His years be searched out.—Job. 36: 26.

An afternoon was spent lately in studying God's marks on His earth. We were taken down to a narrow ledge of land; on one side the river; on the other a great rocky cliff. For a long distance, and as far up as one could see, the rock was set in wonderfully regular, even layers, one above the other, each one representing a different epoch in our world's creation. Though one could estimate faintly the number of years by millions which it represented, yet all knew it was but an approximation. As one looked on could not but have an overmastering feeling of awe at the thought of God's power and the regularity of His laws. Those even seams and regular layers were His work.

What was really went to see was a fault in the rock. At one spot all regularity was broken. The layers were twisted and distorted, some running almost perpendicularly. Ages ago an earthquake must have taken place. That was also God's work. So both were His, those twisted, distorted seams, as well as the regular, uniform ones.

So are our lives His work. It is His when life is a glad song of happiness, just the same as when that song is changed into a minor one of deep tragedy. When our plans are going pleasantly and successfully they are His; and when to us they seem to be shattered and broken, they are His also.—I. H. N.

#### Missions in the Sunday School

**I**n the subject of missions receiving the attention in our rural Sunday Schools which its importance warrants in all probability many of our Sunday School workers are willing to admit that missions are not being taught as widely as they should be; even in many of our city churches where conditions are probably more favorable than in the country, missions are oftentimes neglected. I dropped into one of the sessions of the Provincial Sunday School convention which was held in Peterborough recently and found Mr. H. C. Priest, of Toronto, who is an enthusiastic believer in missions in the Sunday School, speaking on this subject. It occurred to me that some of his ideas might be helpful to our folks who are interested in Sunday School work.

The question of missions in many of our Sunday schools is being tackled on to our sessions, instead of being an important part of them. Mr. Priest was reminded of a building in the course of erection. Provision has not been made for some particular feature and it is finally tackled on somewhat after the style of a loan-to. The same might be said of missions in many cases. They have not been incorporated in our Sunday School structure, while in the true order of things, missions should be at the very heart of our Sunday School's life.

In order to accomplish this, we as Sunday School workers must first of all get a new recognition of the Sunday School as a missionary agency. "Our opportunity as Sunday School workers is simply enormous" said Mr. Priest. "If we have the opportunity of sending forth into the next generation a multitude of young people who will be seized with a great missionary passion, then that opportunity im-

poses upon us the obligation to do so."

How are we going to incorporate the study of missions into our Sunday School sessions? If we can devote five minutes each Sunday to missions, it will carry much more weight than by devoting one whole session to missions once a year. Devoting one Sunday every quarter to missions, is also a good plan. Then again, why can the teachers not aim to use missionary illustrations in connection with their lessons on Sunday and in this way keep the subject of missions ever before the minds of the children. If it is planned to teach missions from the platform sometime during the session, it is essential to have a variety of ways in which to present the subject. Have special prayer for some missionary about whom the children have been told or about certain conditions in the foreign field. The subject might well be dealt with in some way every Sunday without labelling it as missions, so that the children may not become tired of hearing "missions." The ideal would be to have the Sunday school atmosphere so filled with missionary spirit that pupils would not go through the school without being enthused with the cause of missions. Every Sunday School should have a special missionary superintendent or

#### THE CHRISTMAS SEASON.

Charles Dickens.

**I**HAVE always thought of Christmas time, when it has come round again from the veneration due to its sacred name and origin, if anything belonging to it can be apart from that—as a good time; a kind, forgiving, charitable, pleasant time; the only time I know of, in the long calendar of the year, when men and women seem by one consent to open their shut-up hearts freely and to think of people below them as if they really were fellow-passengers to the grave and not another race of creatures bound on other journeys. And therefore, I believe that it has done me good and will do me good; and I say, God bless it!—From "A Christmas Carol."

secretary, who will take missions as his special line of Sunday School work. There is a danger to guard against when we have such a superintendent or secretary and that is, that we must not leave all the responsibility on him. The idea is rather to have him as a leader, but not to carry the whole burden.

One missionary superintendent in a Sunday School started out with the idea of having 10 to 15 minutes devoted to missions once a month. Different countries were taken and about eight were covered during the season. The idea was that as far as possible every exercise in connection with those programmes would be taken up by a member of the school. The programmes were marked by variety and aroused interest. For instance, one Sunday two boys and one girl were dressed in costume to represent China. Three little Canadians were also on the platform and they went through a short dialogue. One of the Canadians asked a Chinese boy how it was he did not now wear a pig tail and the Chinese boy explained the reason. The Chinese girl was asked why she was lame and this brought out the question of foot binding. After this dialogue, one of the older girls told something of missionary work in that country.—R. M.

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