

have done with his share of the inheritance ! He could never get that money back. Then he had wasted much time and missed many opportunities of doing good. The work that he might have been doing had been left undone, and no doubt he had cultivated bad habits which it would take a long time for him to overcome. And he had lost the confidence of his older brother, and years might pass before all his former companions would believe that he had sincerely repented. It was a good thing that he came back, but how much better it would have been for himself and all concerned if he had not wandered away !

Toronto

Helping the School

By Rev. R. Douglas Fraser, D.D.

The older boys and girls always take a pride in their name and in their family. If it is the right sort of pride, it will lead them to do all they can to make their family name more worth while, and to help on in all the interests of the household.

This pride naturally passes over into day school and Sunday School, and leads to effort for their betterment.

It is a poor theory that holds the teachers and officers of the Sunday School alone responsible for the School's welfare. These, of course, have their part in such responsibility—the main share, if you like. But, without the backing which the older scholars can give, the School stands a poor chance of doing, much less of bettering, its work.

The older scholars can wonderfully help the School by being always present. That was a splendid record, of the two young men recently honored in the Sunday School of Cooke's Church, Kingston, for unbroken attendance of fourteen and sixteen years respectively. There will be little trouble in keeping the younger "teens" always on hand, if they see the older "teens" in their places unfailingly, Sunday by Sunday.

These can also help to preserve the devotional spirit. When an older scholar joins reverently and heartily in all the worship of the School, an atmosphere is created which quiets and subdues the most lively of the

"youngsters." If the big boy is worshipful, the little boys will follow.

The older scholars can set the pace in the preparation of the Lesson ; and where, as is the case in the Sunday School, Lesson preparation is entirely voluntary, example is all powerful ; the younger scholars will soon come to feel that it is a "grown up" thing to have the Lesson well studied and to take an interest in the teaching period. The influence of the Senior classes inevitably flows downward into the Juniors and Primaries.

And in the activities of the classes and the School, the older scholars are the natural leaders. Religion that is not active is lopsided, if, indeed, it can be said to exist at all ; and all Sunday Schools that are seeking to do their full work fully are striving to develop the "expressional" side of the religious life. The budget contribution, the helping hand to the poor or unfortunate, the search for new scholars—these are some of the readiest forms of activity. Scholars of any age, even the youngest, may engage in them. But the older scholars must lead.

Helping the School is well worth while, for the sake of the School ; and for one's own sake also. We grow by doing, and a form of doing open especially to the scholars who have passed beyond the age of mere children is that of "helping the School."

Playing the Game

By Harald S. Patton, B.A.

In every game a player has two things to do,—to check his opponent and to help his team-mate. He has to play *against* the one, and play *with* the other. In hockey and lacrosse and football you have to check your opponent and pass to your *team-mate*. In baseball you have to block the other side's attempts to score, and to help your own side by making assists and sacrifice hits.

And so in the big game that we all have to play, in the race for the character pennant, we have an opposing side to overcome, and team-mates to help. Laziness, carelessness, selfishness, timidity, procrastination, somebody else's sneers, all these are constantly trying to prevent us from scoring. Very