

nature in order that her electric light may be made to shine even more brightly. Many metallic mediums have been tested, and it is found that tungsten as a burner outshines them all. Further discoveries may give us illumination still more nearly approaching the brightness of day. In letting our light shine, we may use the old candle idea of light giving; but we should also utilize modern knowledge of the achievement of many-fold multiplication of the candle light power.

Orono, Ont.

### Demas

*By Rev. F. H. McIntosh, M.A.*

"Demas," wrote Paul from his lonely prison in Rome, "hath forsaken me, having loved this present world." Demas at one time saw that light which never was on sea or land, and in consequence put himself alongside of Paul in the great enterprise of redemption. He promised magnificently, but too soon his

ardor cooled and one day, when vehemently desired, he was not there.

He forsook that great cause where alone true glory waits, and chose the easier and the softer way, "having loved this present world."

It was a spectacular apostasy, and apostasies not so spectacular but just as sad take place to-day. Some who once were active workers,—perhaps Sunday School teachers—are now content to keep down a cushioned pew. Have those of us who still keep up the work of the Lord that same passion for it and that same passion for souls which once shivered through us like a trumpet call? Are we losing zest in the work of the Lord?

If we feel a difference, let enquiry be made. It may be that we are forgetting the attitude of that man in the Pilgrim's Progress, whose eyes were lifted up to heaven, and in whose hands was the best of books with the world behind his back.

Sydney, N.S.

## SUNDAY SCHOOL PROBLEMS

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### IV. INTERESTING THE BOY IN HIS SCHOOL

The term "School" is, for many boys, little more than a name. It may suggest to them so much brick or stone or wood, or it may mean a large crowd of children, with a few adults sprinkled among them. But neither the School building nor the scholars taken in the mass are the real School. The real School is a spiritual something, and one cannot comprehend it until he understands its purpose and until he has clear knowledge of and a lively sympathy with its varied activities.

To interest any boy in any Sunday School, one must proceed by indirection. He is already interested in certain things, and with these one must start. He is interested in certain of his elders, because they are older and wiser and stronger than he. He is interested also in his fellows, since they are like him, and with them he shares his confidences; in competition with them he exercises his powers.

Hence the beginning of any boy's interest in his Sunday School is with his teacher and his classmates. Mere superiority in age on the part of a teacher is not enough to secure a boy's interest. All teachers have that qualification. There should be superiority also in strength and in wisdom. In strength, because, as Paul says, that which is physical comes first. The boy admires physical strength, because that is what he most covets for himself. In wisdom, not only because wisdom confers prestige on the teacher and thus furnishes a means of discipline, but because wisdom, in the highest and best sense, is that at which the Sunday School aims.

But there must also be a common ground of sympathy. The teacher should know the boy's sports and the boy's studies, for in these the average boy spends the larger portion of his waking moments. And he must cultivate