

more than a point of departure for a very interesting and helpful bit of character study. It is quite probable, though, that many teachers did not take this broader viewpoint, and hence it must have followed that both they and their scholars failed. In this particular case, to see the woods for the trees.

The probable difficulties of the pupils must also be considered. The teacher must not only ask "What shall I teach my class?" but also, "How shall I teach it?" Particular methods, devices and illustrations may be considered beforehand, but the lesson plan should be sufficiently flexible to allow of selection, rejection or substitution while the lesson is in progress. The highest teaching is largely a matter of intuition and the true teacher always, and almost literally, "feels" his way.

In even the hardest lesson there is generally some interesting feature, something to which the class responds with enthusiasm. Fortunate indeed is the teacher who can seize upon this point, magnify it, perhaps group the whole half-hour's instruction about it and thus turn incipient defeat into victory.

"The Seven Day Opportunity"

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A prominent business man, a teacher in one of Ontario's big Sunday Schools, was recently attending an important meeting of the Quarterly Board of his church. Suddenly, and right in the midst of an important discussion, he looked at his watch, at the same time arising from his seat. Addressing the chair, he said: "Gentlemen, I must ask you to excuse me; I have an engagement to play a game of carpet ball with the members of my Sunday School class, and they are waiting for me." The other members of the Board were amazed. "Surely," said one, "you are not going to leave this meeting for a game of carpet ball?" "You have it right," was the reply. "In my particular case, of the two meetings, I consider the carpet ball game by far the most important."

There is a widespread movement amongst teen age teachers to break through the narrow confines of the single hour on Sunday, into the midweek, where the pupils really live their lives. This movement is not confined to teachers in city Schools, but in the towns and villages and even in the rural communities, there is a growing recognition of the utter inadequacy of the Sunday session in itself.

There are classes specializing in First Aid, Signalling, Knot Tying, Life Saving and Resuscitation, Tracking, Stalking, Hiking, Camping, and many other interesting and instructive forms of outdoor occupations. Other classes are developing along the line of Woodcraft, Nature Study, Bird Study, Taxidermy, Making Indian Beds and Mattresses, Making Fire with Fire Sticks, or again, Photography, Wireless Telegraphy, Clay Modeling, Curio and Stamp Collecting, Arts and Crafts, Pyrography and the like. One class of boys in a country School recently reported that they are building a "Model Farm," each member in the class making one or a number of pieces, such as barn, silo, out-buildings. Then, there is the great field of organized sport, to develop team play and self-control,—Baseball, Volley ball, Basket Ball, Hockey and other games, as well as the individual competitive sports, with their lasting appeal, such as Broad Jump, High Jump, Pole Vault, Shot Putting, Dashes, Potato Races, Baseball throw, etc.

The field of distinctly social events is a big one, the most prominent and popular ones being the Father and Son Banquet, Mother and Daughter Banquet, Family Nights, Older Girl Nights for the older boys, Mock Trials, Debates, Glee Club, Orchestra, Mock Parliament, Stunt Nights, Sewing Circle, Reading Circle, beside the great number of attractive games with which every boy and girl are familiar. Going to the outdoors the field is equally large—Treasure Hunts, Paper Chase, Overnight Camps, Weiner Roasts, Corn Roasts, Marshmallow Toasts, Skating Parties, Hay Rides, Picnics. These are but a few; there are many others.

Activities of distinctly educational value should not be overlooked. The following