

the constitution is carried out to the letter. Officers are elected every six months and realize their responsibility. The ushers of the church are chiefly members of the Class, and they know all strangers and invite them to meet with us.

In September, a committee visits at their boarding-houses the Presbyterian boys attending the Collegiate Institute and the Normal School, and invites them to become members of the Class. We depend largely on steady watchfulness, rather than on special efforts to add to our numbers. However, last spring, we divided the Class into two sides and competed for new members, and a more regular attendance of all the members; the competition terminated with a banquet.

All the above is largely the work of the students. As teacher, my chief duty is the preparation of the lesson. I attend the Guild, because I enjoy the meetings and the congenial company. I thus know the fellows better, and they know me. I try to study the sanest and most natural interpretation of every lesson, and, by questions and explanations, endeavor to make the Class exercise their intellect and imagination.

If there is one feature more than another that I try to make characteristic of my teaching, it is to avoid an exaggeration of the goodness or badness of Bible characters, and to refrain from clothing every event with a vulgar mysteriousness and unreality. Rather, I try to show the reasonableness of the events, how they are related as cause and effect when viewed in their proper setting, and that David and Paul, for example, were as much the product of their time as were Shakespeare and Luther.

Normal School, Peterborough, Ont.

Class Loyalty

By Frank Smith, Esq.

It is often the fear of seeming "babyish" that causes the older boys to drop out of the Sunday School. This fear is caused, to a very great degree, by a misconception of the place the Sunday School holds in the church. Talk with a boy of eighteen to twenty years, and he will often frankly tell you that he has grown out of, or is too far advanced, to attend, a school for little children. Parents,—

church-going, Christian parents, in very many instances, sympathize with this idea.

Until the parent and the boy are convinced that the Sunday School occupies the position of assistant to the parent, supplementary and advancing the Bible study and instruction given in the home, and that there is no age limit to such study, it will be difficult to get boys to continue in the School when they begin to think of themselves as men.

In dealing with boys we have always found it advantageous to take them into our confidence, allowing them, in a measure, and when this is agreeable to the Session of the church, to select their own teacher, throwing the whole responsibility upon themselves as to attendance, conduct, preparation of lesson and growth of membership. Responsibility and service must be imposed on each individual. Success or failure depends upon what I do for the class, must be the conviction of each member, otherwise it will be almost impossible to keep up life and interest. The competitive spirit must be aroused and kept alive by constant work and talk. Do not encourage any member of the Class to speak of the class, but to say *my* class. Create a proper jealousy and pride; a healthy class spirit,—*my* class—the best in the School, and that same loyal feeling will eventually prevade the whole School. While you may hear the young man speak of *his* class, you will hear him also speak of *his* School, as in his estimation at least, one of the choicest.

The teacher of the older boy besides having a teacher's recognized qualifications, must be a "boy of an older growth", ready at all times to meet a boy in boy fashion, maintaining dignity and commanding respect, but, at the same time, winning the affection and regard of his pupils.

The teacher should take part in all the general exercises of the School, singing, reading, with the rest of the School, the scripture lessons at the opening, and answering questions put by the superintendent regarding any Bible truth. This action on the part of the teacher encourages the pupil to do the same, as he sees at once that the teacher does not think it unmanly or in any way unbecoming to be a learner.

Truro, N. S.