

occasionally, describing the policy of the church and Sunday School, and asking them to help the teacher in discovering the proper relation of their children to these institutions, and helping in the actual adjustment.

5. With all the other means employed to

get at and bring out the possibilities of the scholar, remember *prayer*. It "availeth much" in its working. Prayer, earnest and constant, should be the teacher's chief reliance in every effort put forth in behalf of the taught.—Montreal

The Troublesome Boy

By T. P. TAYLOR

Perhaps the most difficult problem in Sunday School work is that of the boy who is always making trouble in the class,—not the bad boy; there are very few, if any, bad boys in our Sunday Schools, although they too often go bad after getting put out of the School because of mismanagement, or lack of proper looking after on the part of teacher, superintendent or parent. This article has in view the mischievous lad between eight and sixteen, who is so full of energy and animal life, that he has to be doing something all the time, and that something is often an annoyance to teacher and rest of the class. He is in all our boys' classes, and the problem is not how to get rid of him, but how to keep him in, and interested in the class and School. It is not the duty of the teacher alone, or of superintendent alone, to handle such cases, but of both, with the help of the boys' parents, and perhaps the rest of the class can help.

The superintendent can do his part by keeping an eye on the classes from his place on the platform, where he should spend all of the lesson hour if possible, with ear open and eye ready to detect any unusual disturbance. On the teacher devolves the greatest responsibility; and here let me say that the problem is half solved if the teacher is a man. A man is a boy's "ideal," as a woman cannot be, albeit the highest honor is due to the women who are so splendidly doing the work the men of our churches should do, teaching classes of boys; but teaching boys is a man's job.

The teacher should be in the class room before the boys get there, to welcome them and direct their before School talk. If the

conversation should turn on the baseball game of Saturday, don't discourage it, rather help it along, taking an interest in what the boys are interested in. When I have been teacher of a boy's class, very frequently when starting the lesson, a boy,—and often the troublesome one, would ask a question altogether apart from the lesson of the day, and with no other intention than causing trouble; but with a little tact a subject would be opened up which would take up the greater part of the lesson hour, yet with good results. During this session this boy was no trouble. The teacher does not need to be cross with the boy, only firm; if the boy has to be re-proved for anything, let it be done firmly and stick to your guns. Don't "Don't" the boy all the time, give him something to "Do" in the class, organize your class, give the boy an office, make him responsible for something; he will then have less time for mischief.

The troublesome boy is often misunderstood and does not get a fair show. Many a hero on the field of battle to-day was looked upon at home, perhaps, as not of much account. It took the having something definite to do to bring out the good, for there is some good in even the very worst.

Let the teacher take the boy into his confidence, take an interest in the things that interest the boys, consult him about the class activities; in other words, treat him as a boy and the boy will reciprocate and soon consider that the honor of the class and School depends as much on him as any one else, and act as though it did.

Stratford, Ont.

The Teacher's Knowledge of the Bible

By A. RENSHAW

Let us honestly ask ourselves the question, What are our qualifications as Sunday School teachers? What is our knowledge of the Bible? Have we attained to a logical, intelligent, grasp and knowledge of the Bible? Do we understand the doctrines and teachings of our faith as shown in holy writ? Can we speak to our boys and girls with such authority and power of illuminating grace and

personal experience, that they may be led to a definite faith, hope and trust in their Saviour, or is our own knowledge and efficiency so weak that we are unable to be the means of grace we should be?

The Sunday School worker should undoubtedly, first of all, be grounded in the great principles of his faith. The following suggestions may be found helpful to those who,