

to be found at picnics and parties ; they are out for a good time, for pleasure and amusement. Companionship they must have. At first it is members of their own sex, but later it is members of both sexes. What does this fact signify to the Sunday School teacher ? Surely this, that he must himself possess social sympathy, and must recognize that there is a virtue or safety-valve in sane and safe amusement. He will lead in organizing picnics, parties, rambles, or he will not think it out of place to lead his scouts or to organize his ball-club and his toboggan party. I cannot conceive how a teacher will succeed with his boys unless he has somehow or other a good old-fashioned "tear" with them.

But when there is fellowship, how much can be accomplished ! When a class is organized for fellowship and service things will be done. It cannot be otherwise. It is much easier to develop ideals in classes than with individuals. More than this companions help one another in service. Class spirit, and class enterprise, are the things to aim at.

There arises just here a very fine problem. Shall we attempt co-education during the adolescent stage ? No one can give a categorical answer to this question, for it cannot be answered in a single word. Yet an answer can be found. It is generally safe to recognize the interests and felt needs of humanity. At thirteen, fourteen and fifteen boys and girls are usually better apart. They have few interests in common. Frequently they despise each other. But at seventeen and eighteen there begins a natural yearning for the companionship of the opposite sex. Tell

me which is better at this age, that boys and girls should remain in separate sections and talk about each other, or meet under refining influences and talk to each other ? Is it not true that, whereas in early adolescence, the aims and interests of the sexes are widely different, that in the succeeding years they become closely akin in many ways ? I was in a Sunday School in which there was a class of giggling girls and a class of boisterous and uncontrollable boys. A teacher came on the scene who offered to merge the two into one. He had his trouble the first day, but after that he infused into the minds of all the idea of preparing themselves to teach others. He turned the class into a Teacher Training class. He encouraged co-operative work. He praised sensible serious effort. In six months a class of fifteen young people left the School to take charge of a mission, and they manned the classes, from the Adult Bible Class to the class of infants.

Two High School teachers, both ladies, were discussing the girls of their classes. The first complained that she could do nothing with hers. They thought of nothing but the boys. She had to forbid all communication. The second said she recognized the tendency for boys and girls to seek one another's company. She therefore took occasion to bring them together in socials and at little picnics. She encouraged the boys to wait upon the girls, and the girls to be respectful and maidenly in the presence of the boys. She had no trouble whatever, and she was on good terms with everybody. One teacher flew in the face of nature. The other recognized nature's law, and strove to apply it as wisely as possible.

THE BIG BOY'S CLASS

By Rev. William Wallis, Ph.D.

Dr. Bookcock of Buffalo, at a recent meeting, told the story of a distracted superintendent, a big boy's class, and a visitor. The class, as usual, was without a teacher, and the visitor, not having prepared the lesson, positively refused to do any teaching. To the superintendent's appealing request,

that he should take the class, a kindly but emphatic refusal was given. Finally he was persuaded to just sit with the class, and keep the boys quiet. Taking his place, the stranger asked them what they would like to talk about, and the reply was, "prize fighting." Naturally the visitor was shocked, but as