

## WITH OUR CONTRIBUTORS

### Why Boys Should Have a Man Teacher

*By E. A. Hardy, D. Paed.*

This question of the man teacher for the boys' class is a perennial. That does not make it less important to-day than it was last year or ten years ago. As a matter of fact, it is more important to-day than ever before. The needs of our day are the greatest in our history, and the need of Christian leadership for the next half century is beyond computation. If, therefore, the man teacher with the boys' class is a factor in producing the Christian leadership, it is evidently a matter of the highest importance.

There seem to be two outstanding reasons for the man teacher with the boys. The first might be stated as manly knowledge. The man was a boy, and that simple statement is a summary of many complex experiences. It means that the boys' hopes and fears, failures and triumphs, joys and pains, have all been his. He has fished and gone swimming, played baseball and hockey, eaten green apples, and other forbidden fruits, with the boys of his generation. He has been one of the gang, and had his rough and tumble experiences with the other fellows. Mother has kissed his bruises, and dad has helped him out of hard places.

He has had a boy's temptations, and that is saying a good deal.

These have been temptations to lie, to cheat, to steal, in fact to break practically every one of the Ten Commandments. The pressure to yield to sin has often been great, and

he has had to face it. He has had his black hours, when all his boyish plans and hopes went flat, and it has been said with much truth that no tragedy is so great as the tragedies in youth, for youth fails to take disappointment into account, when laying its plans. But through all these experiences, happy or tragic, right or wrong, he has won his way and he is now a man, honest, upright, and with the stamp of Christ upon him. Is he not the leader who should be with boys? Can any other experience than that of the one who has passed through all the stages of boyhood be of equal value in the preparation of a teacher for boys?

The second reason is the manly ideal. Boys are hero-worshippers, and their thoughts are long thoughts. They have their own ambitions, which they hold with tenacity. More than once boys have run away from home to realize these ambitions. Frequently these ambitions are of a vigorous, physical character, and centre around some hero of the baseball diamond, or some strong-armed citizen successful in winning their regard. A boy's highest ambition may be to play the drum in the band,

### WHY CONTINUE TO TEACH?

The Church School teacher has no salary; her service is gratuitous, and at any moment she feels free to give it up. She knows that no one has the right to demand it of her—unless she has heard the call.

If she has heard that, one thing decides her action—the needs of her class and the School. She will then cooperate; she will sacrifice her own preference; she will conscientiously study the course, frankly discuss it, and attempt to teach it.

If she finds that she simply cannot give the time to it, cannot teach its spirit and truly teach it, she will look over the whole Church constituency and find some one who will take her place, while she serves in some other capacity.

She knows that, being a Christian and having come into the Church, she is in the employ of God Almighty, and her pay, though not in money, is of the sort that demands the highest service.

She cannot resign because she does not like the new superintendent, her course of study, the age at which her children are promoted. She resigns for reasons which she can conscientiously, on her knees, give to her employer. There are thousands of teachers in the Church Schools to-day whose attitude is just this, and they are the greatest asset of the Church of God.—Margaret Slattery