

The problem may be solved by forming a boys' club,—organizing wholesomely before they can organize harmfully. But this is not so easily done. Anything can be organized. Spasms are easy. But to organize helpfully and permanently is the work of genius, patient and persistent. To be permanent it must be more than pious. To be helpful it must be more than a mob.

In different degrees, varying according to age, temperament and environment, all boys are interested in the mystic, romantic and heroic. As these elements are utilized through play, mental or physical, the boy's interests are maintained and his faculties trained for future leadership. The organized Sunday School classes can do much of this work, but the sense of church unity and esprit de corps is not promoted.

The organization known as the Knights of King Arthur, founded upon Tennyson's *Idylls of the King*, has many advantages. It furnishes an outline organization comprehensive for all purposes and adaptable to any group. It is based upon the heroic and romantic, and possesses the charm of the

secret society. It reaches out into the best of literature and may include all the vigorous outdoor activities of scouting.

The "face" of the older boys is saved by the rule that the "kids" remain "Pages" until they are thirteen when they are advanced to "Esquires," and at fifteen passed to "Knights." The ritual and degrees are well arranged and portray the finest lessons of chivalry, culminating in church membership under the motto "For Christ and the Church."

This club gives the minister the opportunity of meeting the boys of the church together. The Merlin, or assistant Merlin, might be the associate superintendent of the Sunday School with special supervision over the boys' half of the School, and he in turn have the support of the teachers of the boys' classes. Thus organized, with the coordination of the different grades and ages, the individuality of the classes would be conserved and utilized, the esprit de corps of the church fostered, and the church's besetting problem become its opportunity.

St. John, N.B.

## THE ASSOCIATE TEACHER

By Rev. W. J. Knox, M.A.

Amongst the many difficulties met with by those who are trying to bring their church School to the highest state of efficiency are four: (1) to secure teachers; (2) to train them for their task; (3) to secure substitutes for absent teachers; and (4) to provide suitable oversight for the week-day activities which are now considered necessary for complete religious education. These four difficulties may be at least partially solved by the "Associate Teacher" scheme.

According to this plan, which, it is understood, is to be set in operation in any class only by the express wish of the regular teacher, each class has not only the regular teacher, whose chief duty it is to teach the class on Sunday, but has an associate teacher who is a partner in the total work of the class, his chief duty being to supervise their week-day interests. The duties of the regular and

associate teachers must not be considered mutually exclusive, rather are they parts of a common enterprise. Each teacher, however, has special responsibility for his own department of this common task.

The duties of the associate teacher might be outlined as follows:

1. To have charge of week-day activities of the class, such as athletics, picnics, social service, sewing, debates, etc.
2. To visit absentee pupils and otherwise get in touch with their home life.
3. To substitute for the regular teacher when absent on Sunday.
4. To attend classes for teacher training and in any other way to develop his knowledge of the child, of the teaching material and of the best methods of work.
5. From time to time, say once a month, to attend the Sunday session of the class and