

have only ten minutes to teach something, the quickest way is to set the pupil doing it.

And it is the master's way. "Go," "do," "give," "follow," were constantly on His lips, as witness the rich young ruler, the seventy, Peter, etc.

It was His way of teaching the most spiritual things—not a mere "preliminary." We Sunday School teachers must sit at the great teacher's feet and learn His way.

Toronto

Extending the Gang Instinct

By Taylor Statten

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"Don't be a quitter! Stick with the gang!" This appeal has rallied many a shirker.

We all admire the little French Boy Scout who, when captured by a squad of German soldiers, stood before a telegraph pole and was shot down by a firing squad rather than betray the position of the French detachment concealed in a nearby wood. He "stuck with his gang!"

The same instinct, developed in a Christian way, inspires the college graduate to leave the comforts of home and civilization and the fellowship of Christian friends, and plunge himself into the heart of a heathen land.

If we eliminate the gang loyalty, we produce a self-centred man. If its growth is arrested while yet in the gang stage, we get the man with merely clannish interests: but if we carefully nurture it in a Christian atmosphere and encourage its development and expansion, we may expect to find a generous, noble-hearted, other-centred, philanthropic type of man, ready and willing to do the will of His Master under all circumstances. This is present-day Sunday School teaching as a fine art!

We must start with the early teen-age boy in a class that embodies all the virtues of a real spontaneous gang. Gradually the horizon of the boy's unselfish interests must be widened. The little commonplace home duties for mother and father may be so glorified and spiritualized that they will be ac-

cepted as part of the class standard. The Boy Scout's "Good Turn Every Day," and the Y.M.C.A. boy's "Help the Other Fellow" slogans, suggest the possibilities.

Our interest in other people will follow our deeds of service for them. First, get boys doing something for others because it is a part of the class activity. At this age boys should be given an occasional opportunity to assist some other class in the Sunday School, or perhaps have a share in the work of the entire School or church.

Never give a boy a long-drawn-out task. Short term committee service leaves a good taste, and whets his appetite for more. He is now ready for participation in such work for the community as an anti-cigarette campaign, beautifying the town by caring for the front and back yards on a "clean-the-town day," etc. Let him have a part in the temperance effort, or he can be set to teach English to some foreigner. One group of boys in a small village got up a concert and raised money to lay a sidewalk from the post-office to the schoolhouse.

Not only should boys be inspired to help others in this general way, but they should be prepared to render specific service. This involves training. For the early teen-age boys, the "First Aid to the Injured" course is capital. The older fellows should take the teacher training course provided by his church. Such a course suggests service, and helps to fix that ideal in the mind of the growing boy.

Talks on true patriotism, illustrated from the lives of good Canadian citizens, may lead up to a discussion of the principles and functions of government, and participation in some public uplift movement.

One of the most serious problems that the teen-age boy faces is that of choosing a vocation. A wise presentation of the opportunities for service in the various life callings should inspire him to settle the question, not on the basis of what he is going to get out of it for himself, but of where he can make his life count the most for his great leader, and the extension of the brotherhood of men.

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