

not to be thought that service must be along new lines. It fortunately happens that the tendencies of childhood and early adolescence still manifest themselves. All that can be done is to provide suitable fields of activity. This is the first duty of the teacher. Unless activity is directed to worthy ends, it may find expression in very undesirable forms. A criminal is frequently only a person whose activities were misdirected.

Teaching and Government.—It has been said that, up to the period of adolescence, pupils are more alike in every way than they are unlike, but that after this time the reverse is true. Naturally, then, the teacher will provide optional courses of study. No two classes will follow exactly the same programme. The selection is to be determined by the needs and interests at the time. As action figures so prominently in life, the leading studies of this period should have a practical issue.

The teacher must be a born leader—vigorous, energetic, alert, practical. Far better a successful man of affairs than a meditative recluse. The man who is respected is the man who has pronounced opinions and who can do things. He should have broad interests, so that he may appeal to every member of the class; he should have some worldly wisdom, or be in touch with those who have, so that he may be of assistance at the time young people are choosing a vocation; and, above all, he should be sound in the faith, so as to be a safe guide at this tempestuous period of life.

The three things which young people have a right to demand in their teachers are good example, sympathy, knowledge. One is not heeded, unless his life accords with his words; he is not respected, unless he is a master of the subject he is supposed to teach; he does not reach the heart, unless he is sympathetic in act as well as in word.

As to method of teaching, of course it must take the form of discussion. The more worthy material the members of the class contribute,