

scious of the presence of great forces, but does not know what it all means. He is reaching out, as it were, into the unknown and is trying to find himself. It is difficult for him to adjust himself to this new order of things. He has truly reached a period of discovery; all things must now be tried and tested. Physically, he is growing by leaps and bounds. The strain is tremendous.

The mind has difficulty now in keeping pace with the development of bone and muscle, and there is a lack of coordination of muscles, resulting in awkwardness and ungainliness; his voice is changing. He is conscious of all these changes, and his boisterous conduct, rude manners, and tendency toward secretiveness may rightly be construed as an effort on his part to shield himself from the eyes of the world during this period of "storm and stress."

The period of upheaval reaches its climax usually between the fifteenth and seventeenth years, after which growth and development proceeds again at normal pace. Now we see the older boy and girl consciously adjusting themselves to the life of the community. They have come to the period of their lives where they are capable of thinking and acting for themselves. The mind is keen and analytical; there must now be a reason for all things. There is a conscious reaching out for the things of the spiritual life; the "high water" mark of conversion is reached at the age of sixteen. The boy and girl are intensely religious, but opportunity must be given them to express their religion in terms that they will understand. It is a serious mistake to force an abnormal expression of their spiritual life; they cannot express that which they do not have.

These are years of decision; standards and ideals are being accepted and set up and the future will be made or marred by the character of these standards. The selfishness that characterized the pre-adolescent now gives way to a genuine desire to render useful service. The boy is endeavoring to decide on his life work, and to the girl comes loudly the call of the home.

In all of these years, the relationship of the adult should be that of counselor and friend. The adolescent longs for the sympathy and

friendship of adults, and their loyalty and devotion to one who "understands," be it parent or Sunday School teacher, is beautiful to behold.

Toronto

### Pencil and Tablet in Class

*By Emma Gary Wallace*

The use of pencil and tablet in class presents an opportunity for helpful variety from the usual routine and offers the advantage of having every one express an opinion on the same question.

In one class which was known for the thoroughness of its work, the teacher kept a box of pencils and cheap tablets on hand. These might not be used for several Sundays or they might be called into requisition at any moment. The class knew that they might be asked for an outline map of the portion of the country being studied or to express briefly the answers to the various discussion questions. This led to more thorough study as a steady practise than would otherwise always have been given to the lesson.

The teacher, on her part, when she used original questions, studied just how to couch them so as to avoid suggesting the answers, and also to make her interrogations cover the key to lesson situations in brief form.

Sometimes these papers were collected by the teacher, marked and returned by mail through the week; sometimes they were returned the following Sunday; and again they were examined in class by a general direction of: "Pass to the left," or "Pass twice to the right." Of course each member was interested to read the opinion another member had of the subject under discussion.

When several questions were answered, a value of ten or five as the case might be was given to each and a percentage standing figured. This always aroused a deal of interest.

The use of the pencil and tablet should not be over-worked; but judiciously brought into play it is a fine means to the desirable end of careful lesson preparation.

Auburn, N. Y.