

that they are, to a great degree, the cause of the restlessness of his class, since pupils imitate unconsciously fully as much as they do consciously. And it is to be feared that there are superintendents of Schools who have failed to grasp the truth, that he who would inculcate obedience to the law must be himself scrupulously observant of that law.

In the last place may I ask the question, or rather, may I ask those of my readers who are Sunday School workers, to ask themselves the question, "Is all our Sunday School legislation of the sort that appeals to the love for justice and fair play which is characteristic of boy nature everywhere, and which one looks for especially in the youth of a country such as Canada?" The question cannot be answered categorically, "Yes," or "No;" but it may profitably lead to a personal examination of the causes of our successes and our failures in that difficult art known as School discipline.

The Teen Age Teacher

By Preston G. Orwig

Superintendent, Secondary and Adult Divisions, Ontario Sunday School Association

The man or woman who aspires to teach a class of teen age boys or girls should be, first of all, a thorough-going Christian. There should be no exceptions; one cannot teach that which he does not know, nor can he lead others in paths with which he is not familiar. The teacher should be a guide, not a signpost.

The second essential is capacity for leadership. The teacher's function is not only that of teaching, but also of exemplifying, in his own life, the truths he aims to emphasize to his pupils. Hero worship reaches its height in the teen years; unconsciously, the boy and girl are casting about for an ideal, some one whose lead they will follow. He may be a prize fighter or a baseball player, while on the other hand he may be a Sunday School teacher. Of one thing we may be sure, the teacher is never chosen solely because of his ability to teach a lesson in strict harmony with the principles of pedagogy, but rather because of a strong personality and the ready sympathy and understanding with

which he interprets and meets the needs of the members of the class. Teaching is only one end of the teacher's job. In addition to being a good teacher, he should aim to be a pacemaker,—a real leader, whom the boys will be glad to follow.

The third requirement is vision, real vision of the possibilities of each boy or girl in the class. We are too prone to talk about our "class" and forget the individual. We need to-day teachers who will stop occasionally, in the great rush of "teaching," to analyze and familiarize themselves with the individual members of the class. The home, school and play life of every pupil should be known to the teacher. If they are employees, he should know where; he should discover their special interests, know their hobbies and where they spend their leisure time. He will thus acquaint himself with the material with which he is working. With this information in hand, the teacher can do intelligent, constructive work.

In delving into the pupils' lives hidden treasures will be uncovered, latent powers and capabilities discovered, possibilities, of which the teacher never dreamed, will loom up, which scores of years of just "teaching" would never reveal. When this is done, but one result can follow,—the teacher will be filled with unbounded enthusiasm and confidence in the things that each individual boy or girl can do. The worth of every pupil will be recognized; that "problem" boy will be a challenge instead of a problem; and the reticent or less aggressive member of the class will receive as much attention as has formerly been given the keen, brilliant pupil who so readily challenges a teacher's attention.

A fourth and important point for the teacher to remember, is the necessity of understanding the different processes of development through which every normal boy and girl pass. The period from 12 to 20 divides itself into three groups, namely: early (12-15), middle (15-17), and later (17-20), adolescence. Each period is marked by certain outstanding characteristics which serve as an index, or chart and compass, to the rapidly changing phases of life incident to the years of adolescence. Possessed of