

night schools, correspondence schools, etc., but we are not keeping pace in religious education. We read that ninety per cent. of the adults in America are without religious training and practically all of them religious illiterates. These will not be interested in their children being trained in the things of God until they become interested themselves. We must get the fathers and mothers or lose the boys and girls. Paul says, "Train up a child in the way he should go" but someone else has paraphrased this most suitably and says, "Train up a child in the way he should go and go that way yourself." Study of the lesson begins at home, is continued in the class room and is finished in the lives of the pupils. Hence the necessity for co-operation from the parents.

Second: By obtaining efficient teachers. The teaching force is ninety per cent of the efficiency of any Sunday School, while the equipment and everything else is but ten per cent. Good equipment is a desirable thing but it is impossible to do good work no matter how perfect the equipment unless the personnel of the teachers is good. Equipment is desirable; consecrated teachers are indispensable.

Sunday School teaching is a profession and one of the noblest, therefore it demands special qualifications in its teachers. What are they? As the work is one with eternal issues, issues of endless life or death, which I fear we seldom realize, he would not dare attempt it without divine aid.

To reach the desired objective in teaching, the teacher's life must be a constant inspiration to Christian living. Every act of that life must be such that if followed by the pupils would lead them nearer to God and into closer communion and fellowship with Him. A teacher cannot lead where he does not go. If he would teach prayer, he must pray effectively; if he would teach faith, he must demonstrate an unwavering faith in God; if he would teach service, he must be one of those whose lives are poured out for others; if he would teach stewardship, he must be one who holds all he possesses as a sacred trust; if he would teach of the evils of worldliness, he must be one who keeps the world at a distance; if he would teach the "joy of the Lord," he must know himself what it is to "rejoice with joy unspeakable and full of glory." In other words he must be a leader of others into the heights of holy living.

The teacher must not only be highly qualified to instruct, but he must be fitted to unweave the tangled construction of error that confront us today.

What should be the teacher's goal in Christian education?

First: To see real Christian character developing in the lives of the pupils, or in other words to teach the pupils to be something. The teacher who goes before his class with the aim to inspire his pupils to acknowledge the love of the Lord for them and to surrender their lives to the power of that love, has set for himself a task to sober the most lighthearted and challenge the strength of the strongest. The teacher whose constant aim is to teach his pupils to "be" something will often feel a sense of failure, but in the end will find his labors rewarded in the success of a few holy lives which have grown out of his years of toil. The supreme task of the teacher is to move the pupil to do that which is right. The great purpose in the Sunday School is that we may see fulfilled in our pupils the desire of the Apostle Paul, Col. 1:9. Here

we have the kind of knowledge and the kind of results that belong to Sunday School teaching; the knowledge of God and of His will resulting in a correct Christian walk; in the growth and strengthening of the Christian graces and the building of Christian character with fruitfulness in every good work and Christian service.

Second: To teach the children to know something. Old Testament history, the Patriarchs, Judges, Kings and Prophets, and then in the New Testament, the Miracles, Parables, Life of Jesus, and Paul's Missionary journeys, etc.

How may the teacher hope to reach this goal? First: Preparation of the lesson. Second: Presentation of the lesson. Third: Checking up.

In preparing the lesson, there are two things necessary. First: Prayer. He will pray much for his class before he teaches it. He will teach every lesson with a prayer in his heart and after he is through he will lay his work before his Master that his errors might be over-ruled and that the seed he has sown, might be implanted, watered and nurtured by the Holy Spirit. In prayer, he will take every problem conscious of a wise solution; of new light on the Word and of a quickened mind, and thus he will gain confidence for his work and joy in service.

Second: Bible Study. He must be a Bible student, not merely routine reading, but he must be filled with a passionate love of the Word. If it is not his counsel, how can he expect his pupils to go to it for guidance? If he does not love the Word, how can he expect others to? If he does not read it with ever-growing interest, why should he be surprised and disappointed if his pupils are indifferent toward the Word and take up the Bible only to get out of it a few Sunday School facts? Every teacher needs to know far more than he is to teach. He must know the Book in part and he must know it as a whole. We can never tell when new light will break in some unexpected portion that will throw light on some distant passage. The teacher religious nature must be nurtured if he is to effectively nurture that of his pupils.

In the presentation of the lesson let us consider:

First: The teacher's manner. It must be one of confidence and enthusiasm and the pupils will respond; otherwise they will become indifferent and inattentive. When a child becomes interested they will ask questions and this shows awakening and reflection. Boys and girls know when they are well taught and if a lesson is presented in an interesting and appealing manner, it will usually find a thoughtful reception.

Second: The teacher's methods. (1) Stories. Put the lesson in story form as much as possible, and you will find that some of the beneficial results will be a happy relation between teacher and pupil; habits of attention will be formed; problems of discipline will be solved and the truth carried home to the heart of the child in a striking manner. But while story telling is important, it must be used with discretion as the teacher is to be more than an entertainer. Exhortation and instruction should be the main part of the teacher's work.

(2) Questions: Questions are important in developing the lesson. Do not leave them to chance. Good questions are not easy to ask. They are not those that contain the desired answer; they are not ones that can be

answered by yes or no, but will awaken a train of thought and give answers that are facts and experiences and not mere opinions.

(3) Discussion topics: These are valuable aids in arousing interest if properly used, but unless the discussion period is given its appointed time and place in the lesson period, we will find that our whole lesson period will consist mainly of the passing of opinions, especially in adult classes. But if one point is picked out for discussion a week ahead and all concentrate on that one point for a limited time, we will benefit and still have time for other instruction.

(4) Assignments: We must admit that most Sunday School lessons are poorly prepared by the pupils. The responsibility for this failure should not be placed on the pupils. Arouse a child's interest and he will study. A preview of next Sunday's lesson that will arouse the interest is essential and should suggest a line of study and suggest material for research. Then make assignments. They may be to the class, to groups or individuals. Have a definite piece of work for each pupil to do. Indicate the course where it will be found sufficiently to prevent discouragement. This will stimulate study and bring valuable information to the class. Our task is a great one, let us study to be workmen not ashamed.

(5) Checking up. Times of checking up are essential to success. They tell how near to our goal we are coming. The check up is—What results in character building is my teaching producing? Are the truths I am teaching's religious nature must be nurtured if pupils? How is this check up to be made.

First: Through observation. Keep an open eye to the actions and attitude of pupils in the class.

Second: By visiting the homes and endeavoring to ascertain whether any improvements are being brought about in the lives of the pupils as a result of your teaching.

Third: By giving the pupils an opportunity to tell in class instances in their own lives where they have put into effect truths taught them in class. Why go on blindly against hope that our teaching is taking effect when by a little effort we may know. Our task is too vital and important not to know for sure that we are reaching our goal. If a teacher is merely standing still in his teaching, it will not be long before he begins to go backward. Worthwhile results will not come without effort, but they are worth everything when they come.

Second: How much do the pupils actually know about the Bible?

This cannot be judged without written tests. The last Sunday in each quarter is Review Sunday. The way that I have seen many review lessons taught has to my mind been time wasted. The Golden Text or the Theme of the lesson has been asked for and the pupils refer to their quarterlies to find the answer and so on through each of the thirteen lessons with probably here and there a comment on some point. I say again, this is time wasted. Our lessons should have been taught and our spiritual applications given and received and our discussions taken place as we went along, and now is the time for testing, not teaching. If the teacher would prepare for each pupil a set of questions on the different lessons, questions that call for facts and can be answered in a few words and answered without reference to the quarterlies, the lesson period provides ample time and then he will know if his

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