

The King's Highway

An Advocate of Scriptural Holiness
THE ORGAN OF THE
REFORMED BAPTISTS OF CANADA

Published Semi-Monthly at Moncton, N. B.
by a Committee of the Alliance

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— Committee —

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SUBSCRIPTION PRICE

Per year, in advance	\$1.50
Ministers, per year	1.00
Four months' trial subscription40
Sample Copy	Free
Unoted States Subscribers	1.75
Ministers, U. S. A.	1.25

SPECIAL NOTICE

All correspondence for The Highway should reach us before the 12th and 25th of each month. Address: Rev. H. S. Dow, Moncton, N. B.

MONCTON, N. B., FEBRUARY 28TH, 1934

EDITORIAL

COSTLY BUT INEXPENSIVE

"And the king said unto Arauna, nay; but I will surely buy it of thee at a price: neither will I offer burnt offerings unto the Lord my God of that which doth cost me nothing." II Sam. 24:24.

David the king of God's ancient people had sinned against the Lord and God had sent a pestilence upon the nation and seventy thousand men died and now as the angle stretched out his hand upon Jerusalem to destroy it, God stayed it, and sent the prophet Gad to tell David to go up to the threshing floor of Arauna and there rear an altar and make an offering unto God. The king accordingly went and Arauna offered to give to David the threshing floor and the threshing instruments for wood, and the oxen for a burnt sacrifice to offer withall. This offer was very commendable indeed on the part of Arauna. But David refused to receive them as a gift, whereas he was about to make an offering of them to the Lord. David's attitude, and answer, as expressed in the words of Scripture at the beginning of this article, seem to set forth God's requirement of Christian service for all time. And they also expose a very subtle temptation that many Christians are confronted with. That is many folk seem to think that just anything that they can do in the way of service or any little thing that they can give is acceptable to God even though it does not cost them anything. Away back in the morning of time two brothers went out to worship God, and both brought offerings but God rejected Cain's offering because it did not represent sacrifice, but represented such service as one might render without faith in Jesus, or cost to himself, a cheap service. Some one says Jesus commended the widow for giving only two mites, yes, but that was all she possessed, Jesus said all her living, hence, a costly gift. And God mightily rebuked his people in the days of the prophet Malachi, and told them that he would send a curse upon them and curse their blessings, and called them God robbers, not because they had not given anything to support his cause, for they had given much more than the poor widow that Jesus commended, but they offered cheap things, polluted bread, and the blind, lame, and sick, from their flocks. He said cursed be the deceiver which hath a male (costly animal) in his flock and sacrificeth unto the Lord a corrupt thing. Like some folk of quite modern times who have acquired money and property under the blessing of God, but, who take no responsibility in church matters but let some one else provide

the fuel, and warm the church, and keep up the prayer meetings and Sunday School, because they have worked so hard, they are too tired to come, or have so much work to do, that they are too busy. And if they do come to service on Sunday, they will discharge all their duty toward God and the church, by dropping a dime or a nickel on the collection plate. A cheap service, cursed of God. God still demands costly service. Jesus said: "He that will save his life, will lose it; but whosoever will lose his life for my sake, the same shall save it." The Apostle Paul wrote to the church at Rome. "I beseech you therefore brethren by the mercies of God that ye present your bodies a living sacrifice, holy acceptable unto God, which is your reasonable service." Rom. 12:1. That is costly service when we give all, but it is inexpensive because of what we receive in return, viz., God's promised gift. The Comforter, The Holy Ghost, an evidence of God's approval, blessing and satisfaction of soul.

Let us put God and His cause first, and give Him our best, and not just the "left overs" of our money, strength and time. God accepted David's offering which He bought from Arauna at a price, and was costly, and the plague was stayed from Israel.

TEACHING A LESSON

(Continued from Page 1)

C. The blackboard is a very important help. A sketch, a map or diagram, an important word or principle written as well as spoken reinforces the impression of ear with that of eye. Every class should have its own black-board.

3. A third important point is the art of story-telling.

There are three chief ways in which we may use stories:

- (1) As a means of presenting the lesson.
- (2) As illustration, Jesus so used stories.
- (3) As a means of leading up to the lesson.

Miss Bryant reminds us that a good story is a work of art. The teacher ought to do his best, therefore, to learn the story-teller's art. To tell a story well, one must prepare and practice it, one must make it a very part of himself in his imagination, one must reduce the story to its simplest terms, maintain logical order, and put your whole self into the telling. In primary classes, whatever work the children do at home should be in connection with the story told on the previous Sunday and in preparation for re-telling it themselves.

4. The fourth point of consideration is the art of questioning. Questioning is an art. Note the following suggestions

(I.) The question should be clear and definite.

(1) Avoid big words, as, What are the conditions of sanctification, and how does it differ from regeneration?

(2) Do not ask questions that are vague. A teacher once asked, "What must we do before our sins can be forgiven? And a little girl replied, "We must sin first."

(3) Avoid double questions, as, Of whom did Saul become jealous, and why? Ask the questions, but one at a time.

(4) Do not use too long a question.

II. The question should so be put as to stimulate real thought.

(1) Avoid questions that suggest the answer; make the pupils think.

(2) Be careful not to encourage guessing.

III. Questions should be so put as to keep

the whole class interested and at work.

(1) Do not rely upon concert answers; bring the questions home individually.

(2) Ask the question first, then call upon the one who is to answer.

(3) Do not repeat a question if a pupil failed to understand it because of inattention.

(4) Do not get into the habit of calling most often upon your best pupils, and letting the others sit idle. "There is an avenue to every pupil's soul and it is the teacher's job to find it."

(5) To ask questions from a printed list in the "Quarterly" is to fail unpardonably. This does not mean that you should not prepare questions before hand, but leave all notes behind when you come to the class. Let no paper come between yourself and your pupils.

5. The fifth point is making the application of the lesson.

(1) Indirect suggestion is sometimes more potent than direct application; for instance, Nathan's reproach of David.

(2) On the other hand, with little children, the direct method of applying the lesson must be used.

6. The Sunday School should lead its pupils to an understanding of the business of the Kingdom of God in the world. We should not be content with merely developing good intentions. We must explain and teach our doctrine, and not be satisfied until our pupils have experienced conversion and sanctification and gone on to find their place as workers. Let us remember that 85% of the people who unite with the church are under 20 years of age; and that the most impressionable period of youth is the age of 15 when we get 14% of our church membership. Then may we go about this task of teaching thoughtfully and prayerfully, realizing that we have a golden opportunity for molding character and shaping the destiny of lives.

Try to vary your method of teaching. Do not follow the same routine every Sunday. There is nothing like variety to keep interest alive. Some methods are:

- (1) Have the pupils come prepared to report on certain problems or parts of the lesson.
- (2) Some lessons lend themselves well to map-study.
- (3) One Sunday may be entirely devoted to discussion, while another lesson may be conducted by short questions and answers.
- (4) The black-board is indispensable in review lessons, drill and memorization work.
- (5) Young pupils enjoy drawing or reproducing on the sand table certain lessons with the aid of the teacher.

In intermediate, senior and adult classes we have to keep in mind that we are dealing with two groups of scholars—the converted and the unconverted. We must provide food for thought for both groups. Try to make an appeal to each group every Sunday. It is the teacher's business to understand the needs of each group in order to plan the lesson successfully and to pray intelligently for each member. A personal acquaintance with the pupil gives the teacher an insight into his needs, his questions, and his difficulties. One teacher, in order to understand the perplexities of her pupils got each one to write on a slip of paper a temptation which she had had recently. This gave the teacher a new insight into the problems and temptations which confront the youth of today. Such investigation helps the teacher to pray and teach more understandingly. Sometimes we fail to appreciate the many new and difficult