

found that the pulpit of a church which discharges its obligations through organizations outside the church is vitally concerned about these organizations. The minister must know what they are doing, and why they are doing it, and whether or not there is a better

way of doing it. And his people will also know these things. We must not allow the plea of "giving inspiration" to thwart and benumb the social energy of a body of followers of Jesus.

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The Teacher and His Teaching

By FRED SCOTT SHEPARD

What are some of the reasons for success or non-success in the work of the Bible class teacher? What should be his attitude toward himself, toward the lessons under consideration, toward the pupils under his care and instruction and toward the Master in whose name he is endeavoring to carry on this work?

The Teacher Himself—The teacher, in all sincerity and honesty to himself, should frankly consider why he has undertaken the work of instruction—are his motives pure and his purpose true? Has he an earnest desire to faithfully discharge the obligation involved in becoming a Bible class teacher? Does he fully realize that he must first definitely experience the truths he would successfully present to others.

The Lessons—The act of becoming a teacher of the Bible presumes that it is to be considered as God's message to man, "profitable for doctrine, for correction, for reproof, for instruction in righteousness" and that by its study men are "thoroughly furnished unto all good works;" that the records of the happenings of the past were made "for our admonition" and that in their study we may find divine guidance for the duties of the present and spiritual enlightenment for the problems we have to meet.

The Class—To successfully meet the needs of the pupils, there must be accurate know-

ledge of the conditions surrounding them in home, school or industry, the establishment of intimate personal relationships with the individual members of the class and a sincere desire to be helpful to them in their daily lives and in bringing them to an acceptance of Jesus Christ as their Saviour. The adaptation of the lessons to the requirements of the pupils can be accomplished only as these needs are known and appreciated.

The Master—If the teacher has come into vital, personal contact with Christ and knows the power of his gospel by actual experience, he will have an earnest desire that those under his care should become acquainted with him in a like manner, if he realizes that, as Lord of his life, God has chosen and ordained him to go out in his name as ambassador for Christ, to proclaim the unsearchable riches of the gospel, he will be impelled by the greatness of his task and the sacredness of his office to seek for that wisdom and power which have been promised to those who seek. "Our sufficiency is of God," who has said that it is "not by might, nor by power, but by my spirit," that work is to be accomplished. If with that realization the teacher "goeth forth and weepeth, bearing precious seed," he will find his labors are not in vain and that he "shall doubtless come again with rejoicing, bringing his sheaves with him."

Toronto

Keeping in Touch With the Library

By E. A. HARDY, D. PÆD.

Knowledge is power. So is electricity; and steam. So far so good; but the steam developed in the factory next door does not run your factory; nor does the power in your neighbor's dynamo run your machinery. It is the team or the electricity under your control that is of use to you. So it is with knowledge. The world has accumulated vast stores of knowledge by its experiences and observations and researches, but the only knowledge that you can use is your knowledge.

How then shall I make myself the possessor of knowledge, so that I may add to my power

as a teacher in the Sunday School? Out of the many answers to this question, let us note here this one answer: "By keeping in touch with the library."

First of all, there is your own personal library. A Sunday School teacher is a reader, generally. He has, or should have, not only books of various kinds, but books especially dealing with his Sunday School work. A Reference Bible, a Concordance, a Bible Dictionary, commentaries, books on Biblical lands and customs, these are all valuable parts of his library. If they are not his now,