

Applying the Lesson

By Rev. R. G. Strathie, B. D.

The one central truth of the lesson is usually suggested by the title or the golden text ; often by both. Once in a while, the teacher may put these aside for the sake of a truth which seems to him more pertinent either to the needs of his pupils, or to the passage of scripture studied. But this central truth, whatever it may be, the teacher keeps in his mind all through his teaching. Better to apply that one truth in twenty ways, than to attempt to teach twenty different truths.

For the teacher who knows his class and knows his lesson, there will come many times in the course of the half hour, opportunity to press home the bearing of the scripture upon the every-day lives of boys and girls. Is the Bible an old book? No, it is a new book, a book of living truths for to-day—"Every scripture inspired of God is also profitable for teaching, for reproof, for correction, for instruction which is in righteousness: that the man of God may be complete, furnished completely unto every good work."

"Know ye what I have done to you?" asked Jesus, when He had washed the disciples' feet. The great Teacher is going to make an application; and, as usual, He does it in the best way—He does it by a question. "Know ye?" He had their attention: their minds were working. "I have given you an example, that ye should do as I have done to you." The lesson was clinched: it was theirs till death.

This is the most important moment in our half hour's teaching. This is the test of our success or failure. This is the point to which all our laborious work of preparation leads. Do we bring the lessons home to the consciences of our pupils? It is this necessity laid upon the Sabbath School teacher that makes his work infinitely harder than the work of the day school teacher—and infinitely more glorious too if we believe Dan. 12:3. The Sabbath School teacher must not merely impart information; he must mold character.

Character is changed by an inward impulse.

The pupil must make the application for himself, before it has much influence over him. Hence, it is far better to bring out the application by a question than to impart it through a moral. Pre-digested food is for invalids, not for growing lads.

For the teacher, two things are absolutely necessary: (1) To know the lesson thoroughly; (2) To know human nature thoroughly—especially as human nature is individualized in the loving hearts, and mischievous minds, and squirming bodies of those few immortals committed to his care.

Summerside, P.E.I.

The Teacher's Personality

By John B. Calkin, M. A.

"It is not so much what you study: the question is, With whom you study." Such was the counsel given by Ralph Waldo Emerson to his daughter when she was leaving home to attend a famous school. In this he rightly estimated the value of the personal element in the make-up of the teacher. "Never man spake like this Man," was the testimony given regarding Him who "taught with authority". Was it not that the uniqueness of His teaching came largely from the strength and beauty of the personality of the Teacher? His teaching was Himself. He was "the Word made flesh"—truth personified.

The primary concern in education is its power over conduct. What the child can do, rather than what he knows, is the thing that counts. Especially should religious education aim to develop capacity for behavior. It derives its great value from its directive and impelling power. If it does not influence conduct and become a guiding force in controlling the life, it sadly fails of its object.

The personality of the teacher largely determines the dynamic effect of his teaching. Words may be received and may be held in the memory with little or no apprehension of their meaning. Ideas even may exist in the mind simply as abstract truth, without any notion of their relation to practical life. As the head of the woodman's axe gives effectiveness to the keenness of the edge,