

within, refilling and enriching, the holy life and love and living principles of our Lord.

In speaking with a friend, not long ago, about the remarkable success of a minister in his congregational work,—a minister not thought of as being in the first rank as either preacher or student—I asked my friend what was the secret of it. His reply was, in effect, this: Behind every word he says and every piece of work he does for his people, there lies a quarter of a century's inflow of the Spirit of his God. Could there be anything after that but an overflow of the same Spirit from him, cheering, inspiring, and attracting Christward, all with whom he has to do?

There is no other source or secret of heart overflow, which is just another name for elevating influence. There is no other qualification for preacher, teacher, or other Christian worker to compare with it. "Not by might, nor by power but by my spirit, saith the Lord of hosts."

New Glasgow, N.S.

The Preparation and the Presentation of the Lesson

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This article deals with a doctrinal passage. The portion selected is Gal. 6:1-10. The method of preparation is essentially the same as that outlined in previous lessons, but the emphasis is necessarily placed differently.

First, the teacher endeavors to get the thought of the passage for himself. To do this, he analyzes it so as to get its meaning. There is much difficulty here, for it is not easy to follow the writer in his thinking. Fortunately, it is not necessary to determine the logical order. That would be good for older students, but not so imperative with children, who are satisfied with partial truths expressed in concrete form. The teacher may decide upon an outline such as the following, as sufficient for his purposes:

A. FOUR OPPORTUNITIES OF SERVICE

1. To restore the faulty
2. To help the burdened

*This article concludes a series of five articles by Principal W. A. McIntyre. The previous articles have appeared in the issues for January, March, May and July of this year.

3. To teach the ignorant

4. To do good to all

B. AN ATTITUDE TO DEVELOP

Self criticism rather than criticism of others

C. A LAW TO REMEMBER

As we sow, we reap

Having made an outline that seems to be satisfactory to his own mind, the teacher may at once proceed to consider the method of presentation. Here he will proceed to get illustrations or pictures corresponding to each truth. As he gives pictures he will, on the board, proceed to fill in his outline. In other words, he proceeds from concrete to abstract. The method may work out something like this:

1. Stories from the life of Jesus,—Peter, The Prodigal Son.
2. Stories from life,—those who have been restored through kind treatment, and those driven away by harsh treatment.
3. Stories from literature—to be supplied by teachers and pupils.
4. Discussion with pupils as to the values of fault-finding and fault-correcting through kindness. Illustration from personal life and school life.
5. Contrast the fault-finder and the kind helper in church, in home, in school.

Here follows the first section of the black-board outline. Then come:

1. Story of Jesus' death.
2. Story of Damon and Pythias, of Winkelried, of soldiers on battle-field, of mothers and children.
3. Stories from modern literature and history—supplied by teachers and pupils.
4. Discussion as to the ways in which burdens may be shared. What burdens may be shared.
5. The contrast between real help and shamming in a patronizing way.
6. A picture of the burdens of the community.

Here follows the second section of the black-board outline. Then come:

1. Story of Christ the teacher.
2. Teachers in history and life—Pestalozzi, Luther, Carey.
3. Teachers in literature.
4. Cases where little people may teach to-day.
5. Teachers of good—everybody a teacher.

Here follows the third section of part one of the outline. Then come:

1. Jesus going about doing good.
2. Stories of those who have done good—Nightingale, Howard, Wilberforce.
3. Stories from daily life—mother, little helpers.
4. Discussion as to ways of doing good, in one's own family, in one's own community.