

latter. The teacher worth having counts it a privilege to teach. He magnifies his office. "Yea, woe is unto me, if I teach not." Like begets like. The teacher who is always in his place, teaches by his example. His faithfulness is a challenge to the loyalty of his class.

As to what he will teach, it is needless to ask. Above all things, and always, he will teach the Bible, God's will, to the end that it may be known, done and loved. In manner he will be sympathetic,—that will reveal to him the right avenue of approach, and secure the point of contact vital to success. Reverence, earnestness, sympathy, the greatest of these is sympathy. Supremely, let him teach in faith, "nothing wavering". The victory is by faith. The "prince" among teachers is the "wrestler," who lays hold on God, saying, "I will not let thee go; bless me, Thy word, and the little one Thou wilt should live in Thee and for Thee." Such a teacher prevails. There are diversities of gifts and degrees of limitations, but that one never fails, no matter what his handicap, who does "with all his might," resting in the assurance, "Not by might, nor by power, but by my Spirit, saith the Lord."

Bonar Church, Toronto

In the Primary Class

A SERIES OF TWELVE ARTICLES

By Marion Wathen

IV. APPLYING THE LESSON

In preparing a lesson, the first thing to do is to study carefully the lesson passage. The next step should be to decide on what practical truth you wish to present. The lesson will be more effective, if you endeavor to impress but one such truth, and let all your teaching lead up to, and centre about, that.

The practical truth should not be something merely tacked on to the end of the lesson story, with a, "Now, my dear children, you learn from this lesson," etc., but it should come out all through the teaching. It is necessary, however, to clinch the truth at the close, in such a way that you are sure the child will bring the teaching right down into his own little, everyday world. The truth should come to him according to the following three steps:

1. The truth as lived by the lesson characters.
2. The application of the truth to the child's own life.
3. The truth given in an abstract form for memorizing, usually as expressed in the Golden Text.

The best way to make the truth practical is to bring it right into the child's own life, through some little incident or story from every day life, or by a few natural, simple remarks or questions at the close of the lesson. In the Lesson for April 19, Jesus Anointed at Bethany (John 12: 1-11), a suitable ending would be something like this: There was once a little girl who had Jesus for her Friend, and she thought it would be lovely to have some beautiful ointment and do just as Mary did; but one day she found out she could give him something else that would be just as sweet as Mary's ointment. This is what it was. Her father and mother were going for a drive, but there was not room enough in the carriage for her little sister and herself—both very much wanted to go. The drive was the most precious thing to them just then. The little girl thought she could show Jesus how much she loved Him, by being good to her sister; so she said, "You may go, Annie." Then she knew Jesus was saying to her, "She hath done what she could." Wasn't that a sweet kind of ointment? Can you give something precious to Jesus? What?"

In searching about for the best practical truth to bring out through your lesson, remember that the International Lesson Committee had the same thing in mind, when they decided on the Golden Text for the lesson. If the Golden Text is studied carefully, it will nearly always be found that it contains the heart of the lesson. True, the connection between the Golden Text and the lesson seems sometimes to be rather obscure; but the very name "Golden" suggests *seeking*; but it also suggests, *precious*. The Golden Text should convey the practical truth of the lesson to the teacher, and it should be her part to simplify and adapt the teaching and the expression of the same, to suit the child.

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