

can only be grasped by means of the imagination. Christ could not obtain His ideal without cultivating the imagination of his pupils. How was this to be done in the initial stages? The only possible medium at that remote date was through nature in the absence of literature and works of art. "Consider the lilies of the field how they grow, etc." Were Christ's disciples finally distinguished for their imaginative powers? Read the visions which John experienced on the Island of Patmos. Does this element of Christ's success as a teacher justify the "Nature Studies" so much advocated at present, and so systematically practised in Germany?

(11) The memory of Christ's disciples was trained perfectly. They could recall his very words, gestures and expressions. This was the natural consequence of what has gone before.

(12) Christ was a model questioner—our space is too limited for illustrations.

We are compelled to admit that Christ's educational principles were complete, without a single defect, and yet how slowly the children of men have discovered them and how much more slowly they have practised them! Christ's life and death proves that his motive and ideal were just what we have already stated.

If we are satisfied of the importance and of the effect of Christ's motive, ideal and principles, what are some aids to their realization on the part of the teacher?

(1) Meditate often on the words of our teachers. There is infinite power in the living voice. Supplement the

memory by reading over and over again our books and notes. We esteem our teachers highly because they follow Christ's ideal

(2) Read Christ's life daily. Become thoroughly familiar with every detail of His life, death and mission. This influence will color our life and our teaching. It is the source of infinite power.

(3) Teach a bible class. There will follow a positive increase in knowledge and a conscious growth in teaching power. How can we expect to obtain the ideal before us other than through constant contact with the Living Head? Many teachers say that they are too tired to teach on Sunday. They require rest. We have the promise that our strength will be renewed as the eagle's, and that we shall not thus grow weary. And besides the more talents, the greater the responsibility.

Very few persons who graduate from the O. N. C. could have paid in full the total cost of their education from the public school to the end of their course. Have we possession of the truth which makes men free? What is the measure of our gratitude? We should never lose an opportunity at any time of being instrumental in supplying to others that which has transformed our nature and which we could not have obtained but for the magnanimity of many persons. As we have freely received, so let us freely give. Should the salary question be a very serious obstacle to the Christ-like teacher? Would the modern teacher fare better financially if he paid less attention to this unworthy motive? Salary must be eliminated from a teacher's ideal or his usefulness will be sadly impaired.

The second part of the discussion, "The Ideal Pupil" will be considered in the next issue of the Monthly.