

The Teacher's Monthly.

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For *Class Register* for the month, see p. 216

This MONTHLY goes out the first week of June; the *Quarterlies* and *Leaflets* will follow in close succession.

The notes on the five Lessons in this issue of the MONTHLY have been prepared, in the order of their number, by Revs. J. Falconer, of Truro, N.S.; J. McDougall, of Holton, Que.; W. P. Archibald, of Sunny Brae, N.S.; C. B. Ross, of Lachine, Que.; and Prof. Ross, D.D., of Montreal.

THE TEACHERS' CLASS-MEETING.

The ideal teachers' class is one connected with an individual church, where, in addition to a consideration of the lesson text, some thought can be given to specific classes and their needs. Even general teachers' classes, such as are now held in all the large cities and many of the smaller ones, ought not to be allowed to take the place of either church classes or of individual study on the part of the teachers.

It has fallen to my lot during the past eighteen or more years to be a teacher of teachers. Theoretically, I believe in the Socratic method of teaching, but I nevertheless pursue a modified lecture method. Inasmuch as I have always found that the majority of adults, for differing reasons, dislike the question-and-answer method (chiefly, I think, because of the large amount of time consumed in arriving at the truth, which could have been more accurately and efficiently put in much less time by the teacher), I have made it my practice to equip myself quite thoroughly not only upon the immediate lesson-text, but upon collateral lines of study also, so that I can safely, at the close of each verse or topic, ask, "Are there any questions or suggestions?" I also quite frequently remind them, at the beginning of the lesson, that they are at liberty to inject their questions even in mid-sentence if they feel so inclined. By this means the

class session is not necessarily a teachers' monopoly,—the choice to have it otherwise being thrown upon the individual members of the class.

I have endeavored to show the teachers that every lesson ought to be, and can be, made interesting to their classes. In order to do this I have tried to show that this result can be accomplished by the judicious use of certain simple methods.

1. A wise approach to the lesson, so that at the very start of the lesson the class will be impressed with a desire to press into it, because of a conviction that they are sure to enjoy it. I feel certain that the success or failure of different teachers lies, to a large degree, in their manner of commencing the presentation of the lesson.

2. Making the lesson graphic and real, remembering that the Bible characters were real flesh-blood people; in a sense putting ourselves in their place, and reverently read the Bible between the lines.

3. Making use of the eye-gate, remembering that Jesus, the model teacher, though possessing all the possibilities of spoken language with which to appeal to his hearers' ears, did, nevertheless, repeatedly make use of object lessons which would also impress by the way of the eyes.

I make frequent use, in various ways, of the eyes as an avenue of approach to both head and heart, by object lessons, maps, and other devices.

I am an inveterate user of the blackboard before the class, making it pay weekly tribute to the efficiency of the lesson work by way of simple diagrams, modified words, etc. Many doctrinal truths, even, can be made much clearer by the help of simple diagrams, and modified words are a source of weekly help.

I have long since discovered that there is not a Sunday-school lesson during the year that does not contain the possibility of dropping, here and there through the lesson, some pertinent item of secular information of a helpful