

We have to work upon material wholly unprepared by inherited blessings; hence the first principles of our religion must be more dwelt upon. Here it is line upon line.

In this mission our day schools, with few exceptions, are Bible classes. The only textbooks found are the parts of the scripture translated and printed in the language of the place, together with the simple Catechism used here, and the Hymn Book. The week-day school is a distinctively religious agency in this group of islands. It exists for the purpose of teaching the people, both young and old, to read the Word of God and understand it. To accomplish this, the teaching must be in their own languages.

The Sunday School differs from the daily school chiefly in this respect. In the former, more attention is given to memorizing the Catechism and texts of scripture. Also, more time is devoted to giving Bible stories, and otherwise enforcing the truth. In some Schools, the subject of the morning sermon is discussed, and the hearer's knowledge of what he has heard tested. Some of the scholars commit to memory long passages of scripture. I have known several who learned whole Gospels, a whole chapter at a time. Unfortunately, some of the pupils forget as easily as they acquire. However, some of the words are never forgotten, and part at least, of the truth abides, and strengthens the character.

The missionary or his wife is, almost exclusively, the superintendent and head

teacher of the School. If the head of the house be away speaking to people at out stations, or inland villages, as he frequently is, the wife will take charge of the Sunday School, and oversee the work generally at the home church. In some islands, native teachers are now found capable of taking the leading part. As the years pass, more of that class are coming to the front. In nearly all the Schools, the best of the people are drawn in as assistant teachers. The more the people advance, the nearer the Sunday School approaches to the home standards.

Of course we have no Sunday School papers and libraries to increase the interest in the School. When the English language is better known by the people, we shall then be in a better position to advance.

In the Training Institution here, our Sabbath afternoon meeting is conducted much as Bible Classes are at home. We have three divisions of our School, one of the women, and two of the men, a junior and senior. These people are very shy in asking questions about difficulties, and many of them would prefer remaining in ignorance of their solution rather than put a query to the teacher (this is not characteristic of the New Hebridian only, is it?). To draw them out, we have to use the Socratic method largely. Our chief aim in teaching is not only to impart scriptural knowledge, but also to show the pupils the absolute necessity of practising that knowledge: For "to him that knoweth to do good and doeth it not, to him it is sin."

Lesson Calendar : Second Quarter

1. April 4.....Peter and Cornelius. Acts 10 : 1-20.
2. April 11.....Peter Delivered from Prison. Acts 12 : 1-11.
3. April 18.....The Conversion of Saul. Acts 9 : 1-19a.
4. April 25.....The Gospel in Antioch. Acts 11 : 19-30 ; 12 : 25.
5. May 2.....Paul's First Missionary Journey—Cyprus. Acts 13 : 1-12.
6. May 9.....Paul's First Missionary Journey—Antioch in Pisidia. Acts 13 : 13-16, 38-49.
7. May 16.....Paul's First Missionary Journey—Iconium and Lystra. Acts 14 : 8-22.
8. May 23.....The Council at Jerusalem. Acts 15 : 1-5, 22-29.
9. May 30.....Believing and Doing. James 2 : 14-26.
10. June 6.....The Power of the Tongue. James 3 : 1-12.
11. June 13.....Heroes of Faith. Hebrews 11 : 1-3, 17-29.
12. June 20.....REVIEW.
13. June 27.....Temperance Lesson. Romans 13 : 8-14