

is seeking with persistent earnestness for an answer to the many terrible questions which life asks in its tragedies and disappointments and wearinesses. But, as we acquaint ourselves with Him, we come to have such convictions concerning the ends He has in view, that we are content to leave the full answer to His good time.

"Strong Son of God, immortal Love,
When we, that have not seen Thy face,
By faith, and faith alone, embrace,
Believing where we cannot prove ;

Thou wilt not leave us in the dust ;
Thou madest man, he knows not why ;
He thinks he was not made to die,
And Thou hast made him : Thou art just."

And the best of all, is to remember that this knowledge of God is not confined to any particular class or sort of people. The one qualification which is essential is the earnest seeking after it. "Him that cometh to Me," said Christ, "I will in no wise cast out." There are a number of things that we must do alone. Friends can do much for us, but no man can die for us, no man can make any intellectual acquisition for us. So is it with knowledge of God; and those who set about this undertaking of "acquainting themselves with God," if only they are in earnest about it, will suffer no disappointment. Of all the desires that we have as we face the new year, let this be the dominating one; for this is life eternal, to know God and Jesus Christ whom He hath sent.

METHOD IN GENERAL.

[The first of a series of twelve articles]

By Frederick Tracy, B.A., Ph.D.

A method is simply a way—a way of doing things. The best method is the best way. The worst method is the worst way. The most scientific method is the most scientific way.

Every teacher does his work in *some* way, if he does it at all. His way may be good or bad, right or wrong; but he cannot avoid having a method, any more than he can avoid adopting some way of getting to the Post Office, if he is to get there at all.

If this be so, we may surely take it for granted, that every true teacher would rather teach in the best way than in any

other way; that is, that every true teacher desires to use the best method.

There are some considerations that should assist him in discovering and applying that best method.

In the first place, seeing that method is always a way of doing a thing, it follows that the thing to be done determines the method, and not *vice versa*. You adopt a method for the sake of some end, which you hope to achieve by means of it. Hence the nature of the method will depend upon the nature of the end; and, therefore, no teacher can consciously adopt the best method, unless he has a clear idea of the end at which he is aiming. The method adopted will be the one best fitted to compass the end in view.

But method depends also on materials. The way in which a builder will proceed in the construction of a house, will depend partly on the sort of house he proposes to build, and partly on the character of the materials that are available for the building. If a builder could be imagined, totally ignorant of the nature of his tools and materials, that builder would be as likely to go to work with a sledge hammer on glass, or with a saw on iron, as in any other way. The Sunday School teacher, like any other workman, must get his method by deduction from the nature of the materials with which he works, and the character of the end at which he aims. In a word, method must not be preconceived, but discovered by observation and reflection.

The Sunday School teacher's true aim is to realize the Christ-character in the personality of his pupils. His materials are the actual pupils, with all their likenesses and differences, with all their individual peculiarities of temperament, disposition, and experience; and the method or way which he adopts ought to be gathered by observation of this diversified material, and by reflection on this transcendent aim. His best method is simply the best way open to him of realizing Christ-likeness in the character of these actual pupils.

The method must be adapted to the individual pupils, with their individual differences. Because all children are alike in