

factorily as to leave no doubt upon it, but this I do not expect to do.

The Bible is worth much to us, because it helps us to see and know the one instance of the best kind of life; and it is invaluable, because it gives life and color to our teaching. Our best lessons and illustrations come from this book; therefore, every teacher should be a reader of it and a student as well.

Boys and girls must know that we understand what we talk about. Sometimes teachers are troubled because it is hard to keep young people in the First-day School. I believe this trouble would be greatly lessened if teachers would study the Bible more. One reason why it is difficult to retain young men and women in Sabbath Schools is, they dislike to appear ignorant in matters relating to Scripture; they never made a study of the Bible while young, and, of course, it is like a task to take it up when older. Very few young people understand the Scriptures from a doctrinal standpoint, and are puzzled if they are asked to give Scripture proof of their belief; in fact, most young people are unable to defend their faith on Scripture grounds. The Bible is our chief text book in First-day School work, and children should be advised to study it, for it contains the wisdom of the world.

Lesson helps and reviews are very good. They assist the memory and bring to mind some things which otherwise we might not perceive. But they cannot take the place of the Bible. Our opinions in matters of religion are founded largely upon the Scriptures. The law of right and wrong and our duty to one another is unchangeable, and the Bible gives us valuable lessons on these themes; and we learn of the Master by going directly to the Bible. Becoming familiar with His sayings, we are able to impress our boys and girls with the lessons of his temptations, suffering and patience. If we study the Bible, not as one book, but many books, beginning with Genesis,

we will find the history of man in every stage of his progress. The Bible was the product of a long succession of generations. It was like many other good gifts of God, it was given to mankind gradually, and is not a God-written book but a God-given book. The old idea that the Bible is the literal word of God, as if he spake through man, as we use the telephone in speaking to others, cannot be accepted by a reasoning mind. We find in the Bible, history, poetry, prophecies, fables, legends, aspirations, hopes, and promises. A teacher should have a knowledge of these, that he may be able to discriminate between them. The history is of the men, the nations and Kings; the poetry is the poetry of the Hebrew bards, sung in their temples; the prophecies were warnings to men; all these have a meaning to us. The voice that called them to a higher living was the same voice that calls us today.

A teacher should have a right conception of God, and I believe he can acquire this through the Bible and nature; through these channels he can grasp the fact that "God is Love." Scripture must be interpreted in the light of this truth. The words of Paul are suggested to me, "Prove all things; hold fast to that which is good." We are to investigate, and search out the reasons, and honestly endeavor to find out whether a tradition stands for fact or fable. God gave us our reason. I believe in respecting that reason. When, after thoughtful consideration of a subject, we find it to be good and true, it is our duty to do as Paul bids us, "Hold fast" to it, let what will come. As teachers, we must not forget the importance of a right conception of God and truth, when giving instruction to scholars. If we study the Bible in the right spirit we will get good out of it, and this spirit is the spirit which is anxious to learn the lessons of patience, hope and love. If we do our part, the Bible will help us to live right. If we