

the boys and girls are beginning to appreciate. They reveal his perfect holiness and fidelity and surrender to the will of God.

And where else will the boys and girls find so perfect an example of unselfishness as in the works of Jesus? They were all done not

for his own advantage but for the good of others.

Truly the teacher is to be envied who will have the privilege, during the next six months, of guiding the studies of boys and girls of 12, 13 and 14 in this wonderful Gospel.

## WHAT OTHERS ARE SAYING

### Love an Essential

Men think there are circumstances when one can deal with human beings without love, but there are no such circumstances. One may deal with *things* without love—one may cut down trees, make brick, hammer iron, without love—but one cannot so deal with *human beings*.—Tolstoi

### The Primary Concern

Remember that the function of every Sunday School worker is ministerial. Not teaching, but influence—holy, prayerful influence—is the primary concern of the Sunday School. We are losing children to-day, not through ignorance of the Bible, but through ignorance of Jesus Christ. Sunday School teaching, to be effective, requires, first, prayerful and thorough study; second, faithful attendance; and third, personal interest in and knowledge of each scholar. All other things—method and organization, and the like, valuable as they are, are secondary to these. Lacking these, the most highly skilled teacher, with the best methods, cannot succeed, while if they be present, the humblest and most ignorant cannot fail.—The Burning Bush

### What Percentage?

A teacher was asked what percentage of his class he expected to bring to Christ. He answered with a shrug of his shoulders that if two or three out of the dozen were won, he would feel as though his work had been greatly blessed and would hope that the others would eventually be influenced in their lives by his teachings.

Another teacher of boys was asked the same question and he looked up with clear eyed surprise. "Why, I have faith," he returned, "that God can and will save every one of them if I am faithful in my work. I am sowing the seed with the *expectation* of harvest, otherwise I should get discouraged in no time, for there are bound to be times when there doesn't seem to be much evidence of anything

being accomplished. But as I look back over the months I can always see that there has been a gain.

"Often I am rebuked when I realize the courage and hope and steadfastness of purpose in the lives of these young fellows. Of course I expect them all—every one—to be won for the master. If it were not so, I should feel that my own work was seriously at fault somewhere. I intend to do my work the best I can, to sow God's seed lovingly and with faith, and to leave the results to him."

It is our privilege to sow with God and to know for a certainty that however faulty our part of the work may be, that his will never be neglected or slighted in any particular.—The New Century S.S. Teacher's Monthly

### A Spelling Match Review

When teaching a class of Intermediate boys, I conducted the review like an old-fashioned spelling match. The Sunday before, two boys were selected by the class as captains and then these two "chose up" the boys for their sides. During the following week, I wrote out a number of questions on each lesson, bringing out the main characters and facts in the lesson and the spiritual truth taught. On Sunday morning, the two sides sat facing each other, the captains at the head. Beginning at the left, the first boy was asked the first question, and if he answered it correctly he was given the written question. If he failed to answer it was passed to the first boy on the other side and so on from side to side until it was correctly answered.

At the close of the session, the slips were counted to determine the winning side. I found that it was better to have a great many questions requiring short answers rather than a few questions with long answers. The pupils are apt to grow restless if one talks too long. When there were not enough present to have sides, I used the plan of passing the question from one pupil to another until it was correctly answered and counting the slips held by each pupil to determine the winner.