

great many boys and girls whom I had scarcely ever known before. My theology, too, was wonderfully helped as I sat with the various classes and endeavored to see things religious from the viewpoint of the child. My method of teaching is what one might call Socratic. I asked them questions and they did the same with me.

Touching on the mysterious question of the Trinity, one day a little boy of ten explained to me and to the class that "Jesus was just a piece of God. Part of God remained up in heaven, and part of him came down to this world, and after Jesus had ascended, the both parts came together and dwelt in heaven to-day as one person."

It may sound almost blasphemous to outside ears, but it was anything but that to the teacher and the class as they looked into the little bright face trying so hard to explain a great truth which has puzzled theologians for centuries.

Talking to a bright little class of boys about eight, one day, the subject under discussion was using bad words. Upon being asked if any one in the class ever used bad words to hold up their hands, several hands went up. Upon being asked why they did so, one honest little chap said: "Please, Mister, it's pretty hard when a fellah is hammering in a nail, and strikes his thumb, not to say bad words, isn't it?" "But," he added, "I pray a good deal about it, and I think Jesus is helping me to keep my tongue and my temper."

These youngsters also propound questions that sometimes bring dismay to the heart of the teacher. Teaching a little class of girls about seven summers, the question was "the meaning of prayer, and how to secure answers to prayer." I endeavored to show these little tots that sometimes God did not answer our prayers, because it was not for our good. One little tot looked up, and said: "I have prayed for over a year for a little baby brother, and God has never sent him yet, and I don't see what harm answering that prayer could possibly do." It was rather a difficult proposition for the teacher to tackle.

On the whole I feel that my winter's work was profitable, both to myself and to the Sunday School. I have got to know the children in the Sunday School as never before. I can now call them all by name when meeting them on the street. They have got to know me in such a way, that when they meet me on the street it is always "Hallo, Mr. Reid." It has given me, as never before, the child's viewpoint with regard to many religious questions. It also helps the teacher to sit now and then and see how another teacher handles a class. And it has given the minister an entree into homes hitherto unvisited, thus enabling him to bring some of them to church,

who had drifted from church. It was a profitable experience. Try it!

Westmount, Que.



Graduating from the Bible Class

By a Teacher

What are some of the results of Bible Class work? One often hears the question asked, but the answers are not always to be had. One of the chief functions of a class is so to train the members that they will want to become teachers as well, and any class that has a healthful and continuous life, will have this among its encouraging results.

You may imagine the pleasure given to a teacher over the following letter received recently from one of his former members who has since removed to another city:

"My minister has given his consent to my tackling the job of organizing a Men's Bible Class here. For some time now (it is running into years) St. Andrew's has had no Bible Class of any description, and I was rather amazed when I first found it out. However, I want to get busy on the job, and as a new industry will bring into town a good many men, perhaps the scheme will work out well.

"As I don't like leaving things till the last minute, I wish you would put me on the track of as many suggestions as possible towards organization, schemes, and methods of all kinds. Your own experience will mean much to me, if you will give me the benefit of some of it. Perhaps you will remember my telling you that while I was with the old class, I was seized with the longing to lead a Bible Class of my own, and it looks as if my desire is to be granted, if I go about it in the right way, and am privileged to stay here long enough. If you don't mind, at your convenience, giving me some hints on the subject, I shall be more than obliged."

Thus there is the hiving-off process from a strong men's class. The above letter is but one of the scores that have reached its teacher, and the latter now has the satisfaction of knowing that scores of his "Old Boys," as he terms them, are teachers of classes in many other cities and towns.



Canada's Greatest Asset

Undoubtedly the greatest asset Canada possesses to-day is her boys, both because of what they are and what they may become. The greatest national menace might be these same boys under the influence of harmful or negative leadership.

The controlling factor which will determine the issue is to be found in the character of the leadership our boys receive during the next few years.