

life. But usually the more successful a teacher is in this direction the more he is conscious of his limitations and the stronger becomes his desire to improve himself and extend his power. Dissatisfaction with one's present position is ever the condition of progress. I know scarcely anything about the methods of teaching adopted by the Sabbath school teachers of this city but I venture to suggest certain directions in which Sabbath school work might take a more personal form than has been common in many quarters of our Dominion in the past.

I. SKILFUL QUESTIONING ON THE LESSON IN THE CLASS.—First of all we need to interest our scholars in the section of Divine truth before us on that particular hour. This is often not an easy task. If the line of thought we have prepared is evidently not doing it we need to supplement it or change it on the spur of the moment. The point of interest must be found in something in their tastes or views of truth; something which is intensely attractive to them. When they have become interested in the doctrine or character under discussion a series of carefully prepared questions ought to be put to them bringing the truth home to their own consciences. It is well to cover up our intention in these till the very last one, and so if possible execute a flank movement upon them. If they see where we are leading

them they will often even unconsciously steel their hearts against the message. But when it falls upon them as a mild surprise the effect is produced before they are aware of it themselves.

For the sake of illustration we might frame a few questions on some of the lessons we have lately had in the Sabbath school. Suppose that the teacher has before him the lesson on Jacob's prevailing prayer. The first thing would be to show that the Unknown One began the struggle, that at first the stranger seems to have been holding Jacob back from something that he wanted to do. This would probably arouse some interest because the common idea has been that Jacob from the very first hung to the stranger until he got him to give him something that he was apparently reluctant to bestow upon him. But before gratifying their curiosity as to what God was preventing Jacob from doing I would interpose such a question as, "Did God ever hold you back from anything that you wanted to do?" Following up such a question would lead you into very close quarters with them before they would be fully aware of it, and you might have an opportunity of being personal without seeming to be so. It is always a question how far it is wise to press such a matter in the class. Probably it is ordinarily well to go far enough to suggest to the conscience