

chosen point you must pass hastily over the first portion of the lesson.

After driving home this truth, and making sure of it, take up in turn your subordinates. This will require a new view of the lesson story that will compensate for your previous haste. And reserve some time at the end of the lesson for a few parting words on your main truth. Save for this time your most telling illustration, your most ardent pleading. In preparation for this get all questions and difficulties out of the way. Be sure, before you begin, that your watch is with the superintendent's, and do not permit yourself to be caught by the closing bell with your lesson only half way to the terminus.

Some teachers are proud thus to be caught, but they should be ashamed. If their neighbor admits that he got over the lesson with his class, they are filled with amazed pity at his lack of brains. "Why, how could you? There was so much in the lesson that I scarcely made a beginning."

Teachers, it is a disgrace to any workman to leave behind him an improperly finished job; and we are, or should be, just as thorough workmen as any carpenter. *Select!* One truth a Sunday means fifty-two truths a year, while fifty-two truths a Sunday would not mean one truth a year. *Plan!* Definite results do not come from haphazard methods. *Finish!* One goal reached is greater triumph than fifty goals started for. *Form a schedule, and carry it out!*

MY LESSON CHART.

My recipe for a well-prepared lesson is expressed in Captain Cuttle's formula: "Make a note on 't.'"

I have read the lesson text, and the text before the lesson text and after it. I have read the wisest commentaries I can find, and as many of them as I can find time for. I have "mulled" over the matter for myself a day or two. By this time my brain is thronged with facts and a-tingle with suggestions.

Then, the lesson leaf or some other convenient copy of the lesson text before me, I construct the chart by which to make my Sabbath cruise.

As I plan my introductory questions, I write at the head of the lesson text some word to represent each question, such as "author?"

"time?" "place?" "circumstances?" "purpose?" "outline?"

With the questions concerning the text itself, however, I do no writing; I simply underscore neatly those words or phrases of the text that will hint at the point to be raised. For example, take the verse, "The Lord is my shepherd; I shall not want," and the questions: (1) How was this imagery prompted by David's life? (2) What use did our Lord make of the same simile? (3) What comfort should we get from this thought in the trials and uncertainties of life? (4) How does Christ's shepherding keep us from want? (5) From what kind of want does it keep us? (6) What makes you sure of this? (7) How was all this proved true in David's case?

As each question occurs to me, or is suggested by my reading, I underscore a word that henceforth stands for that question. These words, in the order of the questions, are: (1) "shepherd"; (2) "Lord"; (3) "my"; (4) a curved line from "shepherd" to "I" connecting the two sentences; (5) "want"; (6) "shall not"; (7) "I."

It will sometimes need a little thought to decide just which word will best represent the question, but that very thought will fix the question more firmly in the mind. If more than one question should be attached to one word, make two short underscorings, one beside the other.

When the question contrasts two persons, two expressions, or two events, "railroading" is in order—a line, that is, drawn clear across the printed page, connecting the words which the question connects.

If you have a parallel Bible, or some lesson help that gives the King James and the Revised versions in opposite columns, it is an excellent plan to mark in one version all the points of history, geography, biography, customs, dates, and the like, and in the other the points requiring practical application to heart and life. The latter will obviously go best in the Revised Version. The points indicated by the underscorings in the King James Version may first be considered and got out of the way.

If, however, you must use only the Authorized Version, distinguish in some manner between the two sets of points—the merely explanatory and the hortatory. Use black ink for the first and red ink for the second, or a