

proposition for the Primaries or the Juniors or the Bible Class, and he will have a personal interview with the teacher of the particular class in regard to the matter. Occasionally he will slip into the teacher's hands some pamphlet or book on an important phase of Sunday School work, or will direct the teacher's attention to it.

Though he be an absent minister, he will have a working knowledge of Sabbath School methods and aims; he will show his sympathy and concern for the welfare of the School; and he will show his interest by seizing the many opportunities that offer themselves to help both scholar and teacher.

Teachers and officers should not forget that after all the School is their School, for which they are largely responsible, and which will remain when the minister is gone. They will not forget that, while teaching or working, the School is the only bit of church work some of them may be doing, while the minister has a great deal of such work upon his shoulders. Indeed, the School is only one among many things for him, all of which exact more time and work than most ministers can possibly give. Let them make it their boast that they can maintain their School efficiently even though they do have to forego the pastor's presence.

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### The Teacher as Pastor's Assistant

By Rev. J. Phillips Jones, M.A.

The opportunity of the Sabbath School teacher to be of real assistance to the pastor is greater than perhaps most teachers imagine. In a large School this is specially so, where families come and go, and where, owing to the number of classes, it is difficult for the pastor to be closely in touch with every scholar. The teacher is here the connecting link between the class and the minister. By accepting this responsibility and rising to this opportunity, the teacher, in a very unique sense, is a most valuable pastor's assistant.

In what ways can the teacher assist the pastor? We will mention just a few; others will readily suggest themselves once the teacher realizes his vocation.

1. *By reporting new scholars to the pastor.* The pastor can do his best work, particularly if in a large Sunday School, by being free from teaching altogether, and exercising a kindly oversight, thereby supplementing the work of the superintendent. Amongst other ways of oversight, he will move from class to class in a quiet unobtrusive way, and show his interest by this visitation. Three to five minutes is ample for this, and both teacher

and scholars will appreciate it, and if done tactfully, and with no fussiness, he will not break in upon the lesson, but supplement the part that is being taught at the moment.

Then is the teacher's opportunity of introducing any new scholar to the pastor, and thereby the pastor has another family to attach to his church. He will as soon as possible visit the scholar's home, and if the parents are not already interested, may it not be that "a little child shall lead them?" If the pastor is tied to teaching the Bible Class, this class visitation cannot be done. The teacher will, nevertheless, not fail to report to the pastor the arrival of every new scholar.

2. *By visiting the homes of the scholars.* Let the teacher accept this as part of his vocation, not relieving the pastor of his regular calling, but supplementing it. This will be of great assistance. It will be in some ways just as good as the pastor's visit, by interesting the parents in the church, thereby forming a bond between the home and the sanctuary, and it will be a visit greatly appreciated by the parents. They will see that the teacher is interested in their children, and what parents will not appreciate this? They will get to know the teacher of their children, and esteem him for his own and his work's sake. This visitation should be done not only in the case of irregular scholars, but the homes of those who are regular should also be periodically visited. The teacher in this respect can be an admirable pastor's assistant and in such visiting the teacher's own soul will be refreshed.

3. *By reporting to the pastor where necessary.* The teacher's common sense will dictate instances where the pastor should be informed, namely, in cases where there is sickness or affliction or bereavement. A call from the pastor at such a time is the very thing needed, it not only gives the opportunity of extending sympathy—which, after all said to the contrary, is a gracious and responsive ministry—but it often gives the pastor the occasion of spiritual touch which nothing else can.

4. *By leading the scholar to acceptance of Jesus Christ.* This should be the end of all teaching in the Sabbath School. Each scholar should be an individual study for the earnest teacher and happy the teacher who sees the "fruits of the Spirit" develop in the child. No one knows better than the observant teacher when the time is ripe for each scholar to make "the great decision," and in this way especially, by informing the pastor, it is for the teacher to be in a very real sense an able pastor's assistant. Let the teacher give himself to his great calling, remembering that "they that turn many to righteousness shall shine as the stars for ever and ever."

Winnipeg