

will not have to make the all too common confession: "I didn't nearly finish the lesson."

No less important in many ways is the expressional work which may precede or follow the lesson, occupying at least fifteen minutes of the hour. Learning the great hymns of the church and the fine memory passages of the Bible is a task for this period which the pastor can help on most effectively by making use of such material in the regular church services. This work should be reviewed constantly, for the Junior is at the drill age. Learning to name the books of the Bible and finding passages of scripture are also made very attractive by the drill method, intro-

ducing the spirit of friendly rivalry.

Many useful suggestions for expressional activities suited to the Quarter's lessons are given in the JUNIOR TEACHER'S QUARTERLY. The teacher whose session includes no time for such activities, is missing an opportunity for building the Bible into the pupil's life and character which will never again come in just the same way, and which is the right of every Junior boy and girl.

Five minutes may be taken for the announcements, the closing prayer and the distribution of papers, thus bringing to a close an impressive and well ordered session.

Toronto

WHAT OTHERS ARE SAYING

Spiritual Preparation

Paul said: "My heart's desire and prayer to God for Israel is, that they might be saved." The teacher's interest in his pupils should be as intense. He must believe that they are already condemned, unless they have believed in Jesus as Saviour and Lord. If a teacher intensely believes in a personal devil and a fiery hell, and that the finally penitent are to endure eternal punishment, he will be able to present Jesus Christ to his pupils as their only hope. The teacher needs an abiding vision of a lost soul; and crucified and risen Saviour. Then if he can feel that it is his imperative duty to effectually point the sinner to the Saviour there is great hope in his teaching. Thinking lightly, or indifferently, of these great facts has caused many teachers to neglect their duty.—Rev. W. James Robertson, in *The Teacher*

A Teacher's Sense of Humor

A sense of humor is a godsend to any Sunday School teacher.

A teacher who can see the funny side of things will never find it difficult to establish a sympathetic relation with the pupils, for children and young people all like fun. When teacher and pupils frequently laugh together they are bound to be good friends.

There is always the danger that children shall get distorted views of Christianity; but a teacher with a sense of humor will be so alive to incongruities that he will be largely protected from giving to the class instruction that is all out of perspective. He will never confuse seriousness with sombreness. When the class sees how much fun its teacher gets

in life, they naturally come to think of Christianity as a religion of good cheer.

A sense of humor also makes the problem of class discipline an easy one. A teacher whose funny-bone is easily tickled will see something to smile at where another teacher would see something to rebuke. Such a teacher is able to distinguish between pranks and wrong-doing, and just because he sees the humor in the situation, he will be able to help the pupils to see where pranks cease to be fun, and, because of their interference with the rights and comfort of others, become wrong-doing.—James Elmer Russell, in the *Baptist Teacher*

That Sixteenth Year

The message brought from the land of statistics is simple, clear, and urgent. In brief, the result of many investigations among many different groups as to what was the age at which religious awakening or conversion took place has been that the average age of greatest religious awakening is the sixteenth year.

The lesson for the teacher and pastor is exceedingly plain. It is that there is presented in the early years of adolescence a more favorable opportunity for religious awakening and decision than will ever come again. This message is not founded on a guess or an earnest desire, but strictly on the record of what has happened in the past.—Halford E. Luccock, in *The Sunday School Journal*

The Latch String Out

Some years ago, a newcomer came to a Sunday School in an Eastern city and was given a class of a dozen boys in the city School.