

Advertise Your Class

The following is, in reduced size, a sample of a card used by the growing Adult Class in our Midland school:

O. I. C. U. R.

NOT A MEMBER OF OUR

Adult Bible Class

WELL U. 2. B.

ANT

You Will Find a Heartly Welcome. COME.

Neatly printed in display type on the reverse side is the following announcement:

"The Ever Ready Bible class is different to any class you ever attended. 1. It is managed by its members. 2. Has class officers, committees, etc. 3. Lessons are taught by Round Table plan. 4. It has bright social gatherings. Meets every Sunday afternoon at 2.30. Midland Methodist Church."

This class was started on Nov. 13, 1909, with thirteen members (defying the fates you will observe), and in three months had grown to well over 100. It keeps growing, and no wonder. Talk up your class, write it up, print it up. *Advertise!*

A School At Work

In order to give our reader an idea of the work actually done in one of our town Sunday Schools, we have obtained, by the courtesy of Mrs. G. E. Sawyer, who has had much to do with the advance movement in grading there, a simple statement of facts relating to the plans and methods of the Mitchell, Ont., School, of which Mr. F. A. Campbell is superintendent. The school is making splendid progress. The account says:

"In our school we have a place for everyone, from the youngest child to the old, gray-headed man or woman. We have the following grades: (1) Cradle Roll, up to three years of age; (2) First Primary, from three to eight years; (3) Second Primary, from eight to ten years; (4) First Intermediate, ten years; (5) Second Intermediate, eleven years. At twelve years of age they are promoted into the main school; at seventeen years of age into the young people's Bible classes. Then we have our Adult Bible Class and our Home Department of over three hundred members.

In the First Primary class they are taught the Lord's Prayer and 23rd Psalm, which they can repeat before they are promoted to the Second Primary. The course of study taken up in the Second Primary comprises the Lord's Prayer, the 23rd Psalm, the Beatitudes, the Apostles' Creed, the Ten Commandments, the two great Commandments and the books of the Bible in order.

Examination for this class is oral; but the majority of those passing are able to repeat all that is listed above without a single error. Every Sunday they are drilled on some part of it, by means of chart and blackboard, till they memorize it thoroughly. Upon their promotion to First Intermediate, the school presents each scholar with a beautiful Bible, and a graduation certificate. In our First and Second Intermediate classes we take up John B. Smith's Supplemental Bible Question Course, the scholars studying a year in each class, and being required to pass a *written* examination before leaving the class. Fifty per cent. of

marks passes them, but all who receive 75 per cent. are placed on the Honor Roll. Graduates, and we find the scholars anxious to have their names read out on that list. Quite often we have had about half the class take 100 per cent., and rarely have any failed to pass. However, we require any such one to remain a second year in the class to get the work up. The first 57 pages of book are taken up as drill work in First Intermediate, and rest of book in Second Intermediate. Of course we have separate class rooms for these classes, where blackboard work can be done. We devote half the time to the regular lesson each Sunday, and the rest of time to drill work. We do not have any set questions for examination, but a different examination paper is prepared each year by the superintendent, and type-written for the scholars. The examination takes place the third Sunday in December, and promotions are made on that Sunday of year, so the new classes will be in their places to begin work on the first Sunday of the year.

We have adopted these plans, not as the ideal for every school, but believing they are the best for our own work here.

It will be noticed that this school is not graded just according to the International Standard, and that the supplemental studies are not those adopted and advised by our General Board. But the facts are plain that supplemental work is possible, and grading by examination advisable. We cite the Mitchell School, not because it is perfect, but because its management is intelligent, alert, aggressive, systematic, and manifestly *alike*. Why cannot all our Sunday Schools be managed equally well.—*Ed.*

How to Use the Lesson Helps

BY A. L. FULLER, LENNOXVILLE, QUE.

Firstly—Use the Lesson Helps.

Secondly—Use the Lesson Helps.

Thirdly—Use the Lesson Helps.

It is of little significance which of the Lesson Helps you may have, whether it is Tarbell's "Guide," Pelouet's "Notes," Torrey's "Gist," the various "Quarterlies," "The Banner," "The Adult Class," "The Sunday School Times," or any other of the good modern helps, they are all good; all prepared and written by eminent scholars, and all edited and arranged by leading specialists in their various departments.

Each Help usually gives special prominence to some particular phase of the lesson, to the exclusion of some others just as the author or editor may consider it more interesting or necessary than some other.

But how are we to use these various "Helps" so as to derive from them the greatest possible benefit?

We would say, use them as *Helps*. Do not abuse them by studying them as the primary original text.

A student of Shakespeare would never content himself with the reading of "Lamb's Tales," and looking up references in the dictionary or encyclopedia. He wants the original words of the great writer himself, will have them, and will study them, the style of language, manner of expression and arrangement of matter. Only the best text of the writings of Shakespeare will satisfy him. True, it is quite possible, and even probable, that our Shakespearean student will read "Lamb's Tales" that he may get a concise, brief outline of the story which is the basis of the play, but he must, he will ponder over the original, if he wishes to master the play.

Just so it is with our Sabbath School lessons. We do not deny that *Lesson Helps* are good, perhaps the best written, yet to learn the lesson as I am afraid many of us attempt to do from the Lesson Helps only, is very much like the student trying to master "The Merchant of Venice" or "King Lear" from Lamb's Tales, the dictionary and encyclopedia.

We must study the Bible directly, secondly and lastly—with the Lesson Helps for just what they are called—*Helps*.

Our plan for getting up a lesson is very much like this:

By means of Lesson Help locate the particular part of the Scriptures assigned by the Lesson Committee for lesson study, take our Bible, turn up the passage and read it, once, twice, three times, or until we get the general idea of that particular portion firmly fixed in our mind and then order our remarks, then read the context, to ascertain the correct setting of our lesson and its relation to and connection with the continuous narrative or epistle of which it forms a part. Next in order we would read any parallel passage which Scripture contains that the different writers or thoughts as seen from the view-point of the different writers. If we are studying the Gospels, a very valuable aid in locating the parallel passages is a good Harmony.

Then we would look up, by means of our reference Bible, all the references on our lesson text, and in this way we often get much light on our pathway.

Having mastered the lesson along the various lines indicated, we are in a position to receive the additional light which may be found in the Helps, so we turn to the "Commentary" of our Lesson Help and there glean the best thoughts of the best writers and portions of our lesson text. But here we must remember that in the commentary we are given only the thoughts and ideas of men upon the verse or verses.

Now if we are fortunate enough to have an extra good "Help" like our own "Adult Class," our commentary has also been dictionary, and we should by this time know our lesson very fairly well. If we are fortunate enough to possess a Bible dictionary and commentary we would not turn to the lesson help for these aids. Too often the helps narrow down their notes too much. Having finished with our commentary, we know our lesson fairly well, and find ourselves ready for the Lesson Helps.

Read carefully "Present Day Lessons for Practical People." Think out the "Questions for Class Discussions." Look up from the various Helps at your disposal all that the different writers have to say on or about the lesson. They will help you.

Having the lesson learned from the Bible well fixed in your mind, the several and varied thoughts from different writers, carefully perused, will only serve to correct your impressions and give you a clearer insight into the truths of the Holy Word.

We are inclined to look at "Lesson Helps" much in the same light as we do the "crib" and "aid" of our school days—good in their place, but, used first, only to the detriment of the student; but, when used after the problem or exercise is carefully worked out, a valuable assistant and corrective.

Just so with our Lesson Helps used to supplant the Bible only to the detriment of the user; but used only after a careful study of the Bible, they become just what they are intended to be—*Helps*.