

which I mean to group my thoughts on a given subject. I give a little more than one-half of the page, reckoning from the left, to this. Down through the page I draw lines of red and black, leaving a couple of inches for what I think the most important points of all.

"Every paragraph is separated from that following by a dash in ink. After the subject is exhausted, I enter the 'red ink' thoughts at the right and go to the following page. This plan I pursue to the end. The last page of all I reserve for quotations from other workers, gathering them up under some such heading as 'Harvest Gleanings,' or 'From Other Fields.'

"Some of these quotations I write down, some are clippings from current papers and magazines, bearing on the lesson. It is wonderful how many illustrations and other helpful matter one may find in the papers which come into the home. Even the secular papers afford a great deal of good material to the man who has an eye out for it."

And this is why he is always ready.—Edgar L. Vincent, in *The Convention Teacher*

How to Hold a Teen Age Class Together

The efforts put forth in the case of one teen age class of boys to strengthen the class tie have been most gratifyingly rewarded. That class endures in spite of the fact that its ranks are regularly depleted by the annual exodus to other fields as the boys finish high school. Their places are taken by younger boys, for whom the class is always on the lookout. And vacation time always finds some of the old members returning to the class-room, though they have been absent for several years. The explanation of this is that during the period of absence relations with the class have been maintained by correspondence.

The annual banquet, though a simple affair, is the pride of the class. For this occasion the absentees send home letters, or "toasts," to be given at roll-call.

When a member leaves town the class obtains from him his future address and a promise to write. The secretary of the class sends after him an occasional card of greeting, while the teacher aims to conduct a little personal correspondence of his own with the absentee.

The class photograph is taken about once a year. It is used on postal cards for class correspondence, and also has a place in the large class scrapbook along with various class pledge-cards, banquet souvenirs, press-clippings, etc. The press-clippings are from the local paper and record various class doings.

Of course this is an organized class. Organization itself is the framework upon which to construct class unity. Really worth while activities, such as supporting some special missionary work, rendering community service, taking charge of a definite department of church work, are the best kind of class ties; they enlist cooperation, entail both individual and class responsibility, and afford that incentive to achievement which always appeals to youth.—*The Sunday School World*

How to Teach a Lesson

1. Don't procrastinate; don't put off study of the lesson until the end of the week. Give the lesson time to grow.

2. Don't begin with the lesson-book, but begin with the actual passage in the Bible.

3. Don't study merely the words, but the people—real, living, struggling people.

4. Don't forget to take a definite aim, or you will hit nobody.

5. Don't attempt too much. One truth driven home is better than half-a-dozen forgotten.

6. Don't forget the emotions and the will. It is not enough to store the mind with facts. Knowledge without feeling is a curse.

7. Don't forget your scholars: their capacities, their needs, their limitations.

8. Don't leave the introduction and opening questions to chance.

9. Don't start off at Jericho, but at home. Commence with the homely, the familiar.

10. Don't forget the end, the personal application of the lesson.

11. Don't neglect the greatest help in lesson preparation—prayer.—Rev. H. A. Lester, in the *British Church Family Newspaper*

A Community Centre

The country church should be a community centre. There is no other institution universal among farmers and freely supported. The church differs from the school, which has the support of the government, in that grown-up people use it seriously. The grown-up interests of the community, therefore, ought to have a place in the church. Nothing of a universal character is unworthy. To be a leading church means to be "servant of all," and this universal usefulness lays a great duty on the church. It is, then, the one institution in which the community has a home.—Warren H. Wilson, in *The Church at the Centre*