

him, and was to answer "To glorify God, and to enjoy him for ever." As the teacher went down the class one after another was taught a fixed answer to a specific question. Soon the teacher tried to get from the class the results of this drilling process. He asked the boy at the head of the line who made him, and the answer came "To glorify God, and to enjoy him for ever." He asked again, but with the same result. When there was a troubled expression on the face of the teacher a boy who was lower down in the line raised his hand and offered an explanation stating that the boy whom God made had just gone out. Much teaching is as pointless and fails as completely of accomplishing a result as was true in this case. Drilling is not teaching!—President Cheesman A. Herrick, in *The Christian Educator*

Reasons for Community Service

There are numerous reasons why the Sunday School should spend and be spent in behalf of the community, but the most important may be briefly stated.

Service is an essential part of religious education. There can be no effective religious education if the element of service is omitted. It is exceedingly common for both superintendents and teachers to assume that Sunday School worship, with the accompanying instruction, is all-sufficient for religious nurture. But this assumption overlooks the service factor. Acts of service are the means by which both worship and instruction are vitalized and made effective in determining character. The ineffectiveness of much Sunday School work is due to failure to recognize this principle. Service may be rendered either to individuals or to the community as a whole. Since the community welfare affords abundant opportunity for service activities and since it includes service to the individuals who make up the community, it should be regarded as an important form of service.

Again, it is to be borne in mind that in many cases the moral and religious lives of individuals cannot be permanently purified and uplifted unless the whole community life is made clean, righteous and religious. As a rule, the lives of individuals cannot be maintained at a higher level than the average of the life of the community. Exceptional characters may tower above the common level, but the average life will allow itself to be dragged down to the level. For this reason, the direct object of the church's endeavor must be to raise the community life as a whole to the right level. In all its aspects it must be purified and hallowed. If it can be made clean, righteous and religious, the success of the work of church and Sunday School for the individual will be assured.

It is also to be noted that in every community there exists in greater or less measure a community consciousness. One of the most effective means of reaching the individual is through this same community consciousness. An individual who is not interested in the church may very often be reached when it becomes clear to him that the church is serving the community. Only as the church serves community interests can the community as a whole be enlisted in behalf of the church. The appeal of many a church and Sunday School falls on deaf ears because the people of the community do not believe that the church has any real concern for vital needs of the community.—*The Sunday School Journal*

Method in Teaching

An unusually intelligent old farmer once inquired concerning the writer's occupation. Upon being informed that it was teaching, he replied, "Ah! It's hard work. I know, for I have done it. They *won't* learn." Then, with an expressive gesture, "I used to think, 'If only I could get it into them with my muscles, how glad I would be!'" So every experimenter in education soon discovers the need of a correct method in teaching—or very soon decides that he was not intended to be a teacher.

It is surely true that in estimating the qualifications of the teacher some have placed too high an estimate upon the value of method, forgetting that the personality of the teacher is one of the strongest factors in his influence. Nowhere is such an error more unfortunate than in religious education, where the development of personality is the educational aim; but the fact remains that the teacher who has the most attractive and impressive personality will be far more successful if he thoroughly understands his work.

There is meaning in the story of one of the great battles of ancient times. For long hours of the morning the Grecian general kept his army waiting upon the shore. At last they entered the little boats to engage the enemy, and won the greatest naval victory of their times. In explanation of the delay, the general said, "I waited for the land breeze, that my men should not go into battle wearied by labor at the oars." Many an earnest and worthy Sunday School teacher fails to impress the lesson upon his class because he is hampered by minor difficulties which training would lessen if not entirely remove. Many another whose natural abilities are not small, like my farmer friend, is discouraged by the difficulties of the task and abandons the teacher's work.—Professor Edward Porter St. John, in *The Pilgrim Magazine of Religious Education*