

parts, and comes familiar with all. There be is continual discussion, reworking and change, until the play has been reduced to the essential scenes and the children recognize it to be the result of their best effort.

Sometimes the process stops at this point. The story has been mastered, and the children are ready to take up another. Sometimes, however, it will seem best to go further; to give to the play a finished form and to offer a final presentation to which parents or friends may be invited. In this case the children will work out the wording carefully, using the Biblical language so far as possible. And they will choose those who are to take part in the final presentation, on the basis of their success in the several characters.

The high educative value of such a method of teaching to children the great stories of the Bible is obvious. At the end, the children possess the story in so vital a way that they will never forget it. They have in imagination lived through its events and shared its experiences; and their conception of these

has been corrected and deepened by repeated group criticism and discussion. Incidentally, such cooperation as the method involves is excellent social training; the children are developed in power of expression; and they are given a motive for the memorization of some of the great passages of the Bible.

Stage setting, properties and costumes should be of the simplest character. This is imaginative play; and its spirit is best conserved if much be left to the imagination. Such properties and costumes as are used should not be reserved for a final performance, but used at each practice. We must not forget that the real work of education is done, not at the final performance, but in the repeated playing the story, with the attendant discussions. Such properties and costumes, moreover, should be made by the children themselves. All the educative values of constructive handwork may thus be added to those of the dramatic method of teaching.

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The Teacher and the Lesson

BY AN OLD TEACHER

Every Sunday School teacher should be a constant student of the Bible. One may be a constant student of the Bible who may not have more than an hour or two to devote to reading. Only an hour each day be devoted to Bible study, yet the mind may be imbibing truth as it is reflected from the scripture portion that may be carefully studied in that hour. In this day, with such academic and teaching helps as are at the hand of every teacher, to be a Bible student, one does not need to be a college graduate.

The first requisite for a Bible student is a strong desire to know truth as it is reflected in the Word of God. The first requisite is a good print, easy to read, reference Bible. A good concordance and a Bible dictionary are good aids with which to start a Bible study library.

Coming to the study of a particular lesson, commence by reading carefully and prayerfully, looking for the light that never fails, the passage or verses prescribed for the lesson.

For instance, take the lesson for May 18, "The Grace of God," Gen. 6 : 8 ; Exod. 34 : 6, 7 ; 2 Cor. 12 : 9 ; Eph. 2 : 4-10 ; Titus 2 : 11-14. Do not commence your study by looking into your QUARTERLY, or TEACHERS MONTHLY or any other Lesson Help,—you do not need any of these till you have read each of these passages. As you read, make your own comment on each of them, or, better,

make a note on each passage of what you learn from it of the "grace of God."

Do not try to take in all the meaning of each passage, for if all that is meant and implied concerning the "grace of God" in these several passages were written out with any degree of fullness, it would take several large volumes to contain it all. Nor should you stop now to look up and compare too many passages. The lesson is a very large one; so do not try to know the whole of it for one Sunday's lesson.

When you have gone over all the passages given for the lesson, and, without any other help, have made a note of your own thought or impressions, and have written them down, you may then take up any commentaries or Lesson Helps that you have convenient, and compare what you have written down of your own impressions with what you can find in the comments of others, and, by this comparison, correct or modify what you have written.

Do not, however, throw away as worthless what you have yourself written and adopt as better the comments of some who may be more learned than you are, for this reason: the comments that you read may be more learned; more accurate; and, in other respects, better than any thought of your own, and yet not be so applicable, and therefore not so valuable, nor so forceful a presentation