

## WHAT OTHERS ARE SAYING

### An Expert Needed

The minister and the church need to realize that, with the demands made upon the former by his pulpit work and pastoral calling, it is practically impossible, in the case of the larger churches at least, for the minister to give to the religious educational work the detailed attention and leadership that it needs. The only rational course in such a situation is to secure expert assistance. The man or woman employed to do this work should be recognized as a specialized worker in this particular field with all the authority and respect due to the head of a department in the church's activities.—Herbert W. Gates, in *The Pilgrim Magazine of Religious Education*

### The Way to Peace

Prayer—there is the way to peace. Prayer leads us to the secret place of the Most High where is heard the majestic word, "Be still, and know that I am God." Prayer makes God so real that there comes to be new meaning in the assurance, "The Lord of hosts is with us; the God of Jacob is our refuge." Prayer enables men and women to keep their hold on Christ in times of bewilderment and tumult. Prayer is the appointed means of communication with him who laid the foundations of the earth, who stretched out the heavens like a curtain; it gives the calm assurance that the Hebrew poet had when he sang of God's handiwork and of God himself: "They shall perish, but thou shalt endure; Yea, all of them shall wax old as a garment; As a vesture shalt thou change them, and they shall be changed:

But thou art the same,  
And thy years shall have no end."

—The Westminster Teacher

### Planting the Seed Thought of Missions

With their idea of the earth limited to the visible horizon, it is impossible to teach missions to very little children—that is, what we older people call "missions." To the self-centred baby the child next door is as far removed as the real heathen are to us.

But the basic *idea* of doing for those "different from us," and the *desire* to do, may be planted in little children's minds before they really have opportunity to carry out the idea or the wish. Various little schemes are used

by teachers to accomplish this; a simple but surprisingly effective one is the following:

Have a tiny boat for the receiving of coins "to buy Bibles for little boys and girls 'way, 'way off, who do not know anything about Jesus," and make this giving a part of each Sunday's session. There is a sentence or two about the little Jap or "Chinee" or African that will interest the wee ones, and then the teacher asks, "Who would like to play that he is that little boy?" (or "girl," as the case may be).

The teacher selects one of the eager candidates and the child goes to the farthest corner of the room to flatten himself against the wall. The rapt expression on the small face shows how busy is his imagination, and how keen and solemn his delight as he watches the rest circle around the boat, dropping their coins into it. This done, another child is designated to "carry it across the sea to the 'African' boy." This act is performed joyously; the little "African" receives it solemnly, looks within as anxiously as though it were a box of jewels—and surely jewels they are!—and then takes it across to the secretary in another corner to be counted. In this way he finds out "how many Bibles he could have if each cost only a cent."

I have watched this bit of mission teaching and can affirm it is well worth while in a Beginners Department, because such an exercise has in it a spiritual idea, a seed-thought that, like the mustard seed in the master's illustration, is put into the most fertile of soils—the imagination of a little child.—Lee McCrae, in the *Sunday School World*

### Drilling is Not Teaching

Drilling is not teaching. Much drilling may be merely going through motions, answering stock questions, and may fail completely in accomplishing the great end of teaching, which is the implanting of truth in the minds of the taught. The use of stock questions which are prepared for lesson helps and the drilling on these often fail to get anywhere as a teaching process. Dr. H. Clay Trumbull once told an interesting incident in the matter of the failure of drilling rather than teaching. A teacher drilled a class of half-grown boys on a set of fundamental questions. The first boy was asked to tell who made him, and was to say "God." The second boy was asked why God made