

ches may use their strength for the highest efficiency in the kingdom.

### Do They Love?

*By Mrs. Antoinette Abernethy Lamoreaux*

We are emphasizing the intellectual requirements of Sunday School work very strongly at the present time. We insist upon graded lessons and broad instruction for the pupil. We urge training in psychology, and pedagogy, and method for the teacher. Is there not danger of our forgetting that a very ancient thing still remains as the core of religious education—namely, love, not knowledge?

The supreme question concerning the pupil is not, "Does he know about God, the Bible, the church and Christian service?" but "Does he love them?" The supreme question concerning a teacher is not, "Does he hold a Teacher Training Diploma?" but, "Can he teach so as to lead the pupil to love the things of God?"

Of course, one cannot love without knowing, but it is all too possible to know without loving—and we become what we love, not what we know. The law of life is eternal and unchanging, "What I love I will seek and seek till I secure." Love is life's reaching hand, its insistent, unwavering, impossible-to-be-turned-aside hand, and that which it fastens upon, it builds into boy and girl, into man and woman. Every life that is splendid is splendid not because it knew right things, but because it loved them. Every life that is wrecked, is wrecked because it loved the wrong. Persistently ask, "What do they love, these pupils of mine?" Knowledge of God plus love for Him, attention to the Lesson plus love for it, regular attendance plus love of coming, acts of service plus love for the doing—these are the teacher's goal.

### The Teacher's Tools

*By Professor Amos R. Wells*

#### I. BETWEEN SUNDAYS

It may almost be said that the teacher who teaches only on Sunday does not teach at all. The Sunday-school themes are too great, the Bible facts are too many, the life issues are too vast, for half an hour a week.

But how can teachers teach between Sundays? Mainly through influencing their pupils to study during the week, and guiding this study. It is not what you yourself think or say that is of most value to your scholars, but what you can get them to think and say—their own original study, thought and expression.

Therefore part of your preparation for every Lesson should be a plan for inducing pupils to prepare it. This is the first tool for teaching and the most important. It is also the hardest tool to get. It is far easier to study yourself than to get others to study, especially careless, restless, often over-schooled children.

But how are we to get this tool, this plan for getting our scholars to study? First, it must be a plan suited to the pupils and not to you; therefore, it must be very simple.

Ask the pupils to accomplish tasks like these: "Learn from the Bible Dictionary all you can about Mount Carmel;" "Read the whole chapter;" "Make a list of the fine points in Elijah's character shown by this event;" "Write a letter describing this event as if you were a boy looking on."

Second. Your between-Sundays' plan must be not only simple but comprehensive. It must not confine itself to some minor point, however interesting; but, though you may make something of that, you must be sure to set your pupils some task that will cause them to go over the entire Lesson.

Third. Do not assign many points for home work. One point, if it is comprehensive, may be enough; many items of work would discourage them. If other good ideas occur to you, consider whether they may not be brought out quite as well in the class or in later Lessons, or perhaps in some later year.

Fourth. Make your assignments of home work very definite. To say, "Get a general idea of Jerusalem" will only confuse your pupils. Say, "Make an outline map of Jerusalem; learn the names of the valleys, hills, gates, pools, and location of the temple and the castle of Antonia."

Questions are not usually a good form in which to make assignments of home work. Questions are best in the class to test the results of study; but to get that study the best