

## HOME CLASS WORK IN BROOKLYN.

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In the fall of last year (I mean 1893), at our mission school then, I was made Chairman of a Committee on Organization. We formed a Committee of five who each took charge of one-fifth of the number of teachers in the school. Each Committeeman supplied his teachers with cards and quarterlies, either German or English in our case, according to the families. The teachers were to visit each family of their class respectively and get them to promise to study the Sunday-school lesson one-half hour in each week by the aid of the quarterly to be left in case they promised. Then they were to ratify that promise by signing a printed pledge card to that effect, promising in case of giving it up to notify the teacher. Then a tally card was also left upon which to note each week for three months, ending with spring, summer, etc. These pledge cards were then gathered in and tabulated by the Secretary, also chosen, with a President, and thus easily the school could be at once canvassed. The Committee's work mainly came in when any teacher failed or refused to do his work promptly and well, but it was thrown upon the teacher honestly to do his work of visiting, as often as may be, but promptly every three months to gather up the tally cards, give new ones and quarterlies for the succeeding three months.

I left the school for New York in the spring but it worked wonderfully well up to that time. Each teacher was brought in contact with their class and it was surprising to see the welcome, for the most part, with which the idea was welcomed by the parents when they came to understand it. The large school of nearly one thousand scholars was gone over most satisfactorily in a few weeks after starting.

You will observe that assuming the Home Department is a great invention for getting the Bible studied in the homes, and for doing other missionary work—I say assuming this—I believe that the teacher in the first instance should do this work for several reasons, among others:

1st. To lighten the labors, for no committee could as easily be found either large enough or diligent enough to go through a large mission school as the teachers themselves. In case the teachers failed for any reason, the Committee divided the corresponding classes among themselves, which made quite a burden often for them.

2d. It is evident that the teachers spurred up by the efficient Committeemen behind them, would often come in contact with the homes of their scholars to the benefit of all concerned, when they might not otherwise.

3d. Another reason for employing the teachers thus is when the three months come around, the new tally cards and quarterlies could in no other way get promptly into the homes, which is an absolute necessity, and the old cards gathered so there should be no break or delay—always with this Committee behind with its prod, urging up the teachers.

Ours was a large mission school, next to the largest in Brooklyn. I have no experience in smaller schools or communities disconnected from Sunday-school enterprise, but I see no reason why this method should not work anywhere and for a large school. I think our plan was attended with as little machinery, and consequently, as little friction, as could well be devised for the end in view.

The main thing was the study of the Bible lesson. It cannot fail to help the school by enlisting the family interest, as well as primarily helping lift up each family. A mother at her work during the week might be cheered and comforted thus at home by the casual preparation of the lesson. Soon she knew and came to appreciate what the child was studying, and how easily might they as a household be gathered into the school, thus better observing the day, and under God at last coming to Christ. My wonder is that the idea has not gained ground before. When we think of the homes in cities, especially neglected, godless, forlorn—what hope is there that any child from such can hold the stray seed dropped in a single hour on Sunday, when every influence at home is so strongly against good influences. Now put the lesson quarterly in such homes in a language they can understand, and there will soon be an awakening of the dry bones. *International Evangel.*