

holy Word, and God's love, as that Word makes it known.

The Sunday School hour will be but a poor addition to the religious training of the home, if it is to be turned into a cheap little entertainment. The child must be interested, of course, if he is to learn; but there is nothing so thrilling as Bible stories. When the children have sung a few hymns, hymns that breathe the spirit of the Word, there is neither time nor place nor necessity for anything else.

And through it the teacher's task becomes simplified. If she sticks to the Bible as a class text-book, and the Bible alone, she is safe. She should use all the pictures, maps and objects available; but she should look to it carefully that they are made to explain the Bible and that only. And when she is tempted to introduce something new into her programme, she should ask herself, Does it bear strongly upon the particular Bible lesson to be taught? If not, it had better be omitted. Indeed, I know of one earnest teacher of a large class, who positively refuses to use even the most interesting story as an illustration, for fear it may detract from the force of the lesson itself.

When a teacher finds herself face to face with a class, the occasion is too solemn for anything but the very highest. For after all, man's word, even at the best, is but human, while God's is divine.

So, having decided to teach the Bible, and practically the Bible only, the teacher would be wise to see that the child first gets an intelligent idea of the whole story, from

Adam in the garden, to John on the Island of Patmos; this, accompanied with some very simple outlines of the geography of the Holy Land. The mind works naturally from the whole to its parts. And the child will understand the details much better when he has had a clear conception of the complete Bible story.

This is the time for memorizing. The teacher should not be satisfied if the child leaves her care at the age of say, eight or nine, without being able to repeat fairly the passages in the Child's Memory Bible (see previous article, II., February issue). The selections should be explained as far as possible; but they should be memorized, in any case: the full meaning will come later.

The Bible, then, the Bible first, last and always, must form the teacher's programme; and a bright, hopeful one it makes; for she has the promise of its divine Author, that, His word shall not return unto Him void.

The Executive Committee of the World's Fifth Sunday School Convention suggests that May 19 be observed as Sunday School Day all over the world. An Order of Service has been prepared for use on that day by the Convention, which will then be in session in the city of Rome. It is a further suggestion of the Committee, that all Sunday Schools use this order of service on Sunday School Day. Copies may be had from G. W. Bailey, Chairman of Committee, North American Building, Philadelphia.

### Lesson Calendar: Second Quarter

#### THE BEGINNINGS OF GOD'S CHOSEN PEOPLE AND OF THE HEBREW NATION

1. April 7.....Jacob's Vision and God's Promise, Gen. 28 : 1-5, 10-22.
2. April 14.....God Gives Jacob a New Name. Gen. 32 : 9-12, 22-30.
3. April 21.....Joseph Sold by His Brothers. Gen. 37 : 5-28.
4. April 28.....Joseph Faithful in Prison. Gen. 39 : 20 to 40 : 15.
5. May 5.....Joseph the Wise Ruler in Egypt. Gen. 41 : 38-49.
6. May 12.....Joseph Forgives His Brothers. Gen. 45 : 1-15 ; 50 : 15-21.
7. May 19.....Israel Enslaved in Egypt. Ex. 1 : 1-14.
8. May 26.....Childhood and Education of Moses. Ex. 2 : 1-15.
9. June 2.....Moses Called to Deliver Israel. Ex. 3 : 1-14.
10. June 9.....The Passover. Ex. 12 : 21-30.
11. June 16.....Israel's Escape from Egypt. Ex. 14 : 13-27.
12. June 23.....REVIEW.
13. June 30.....Temperance Lesson. 1 Cor. 10 : 23-33.