

where their kindness is most needed, and so we and they shall finally claim from Him who "went about doing good" the reward which belongs to the "cup of cold water" offered in His name.

Westville, N.S.

Teaching the Lesson

By E. A. Hardy, D.Pæd.

Teaching the Lesson is not keeping the class quiet during the opening exercises, nor marking the class books, nor greeting the class individually with personal interest in each. Teaching the Lesson is not even the careful preparation during the week from Bible, Lesson Help, meditation and prayer.

Teaching the Lesson is a use of the Lesson period of twenty to thirty minutes in a definite manner and for certain definite purposes. The activities previously mentioned are part and parcel of the teacher's work, but are supplementary to the teaching proper. And just what is this teaching?

Teaching the Lesson means, First, to treat the prescribed scripture passage in such a way that the pupil comes to have some familiarity with and understanding of these verses. There must be some addition to his stock of knowledge. He should add new facts to his present store and understand more clearly

some former facts and ideas. In a word, increase of knowledge must be his.

Secondly, teaching the Lesson means some training in thinking. The pupil is led to place several facts together and to draw conclusions from them. His conclusions are compared with those of others in the class, including the teacher's, and his power of judgment is thus improved and his mental alertness stimulated.

Thirdly, teaching the Sunday School Lesson means that the application of the truth in the scripture passage is brought home to the life of the pupil. In Adult Bible Classes this is decidedly the most important of the three processes of teaching herein mentioned, and should have the bulk of the time, but in every class it is vital. To no other part of his Lesson preparation should the teacher give so much thought and prayer, for right here is the heart of Sunday School teaching.

As to the form of teaching, whether it be by the story method, or the lecture method, or by question and answer, or by general discussion on the part of the class, that must be determined by the nature of the class, the kind of Lesson prescribed, and the skill and personal bent of the teacher. The method is far less important than the results that should be sought, namely, knowledge, training, and moral and spiritual quickening.

Toronto

A BOYS' BRIGADE

By Rev. A. W. Shepherd

We are trying to solve the boy problem by promoting an all-round or fourfold development,—intellectual, physical, spiritual and social, and we find that the Boys' Brigade admirably serves this purpose. We have military drill and discipline, promotions, uniforms, rifles, and are laying the foundation of a Bugle Band.

The uniform is very attractive and inexpensive. The rifles we use are light and fire only percussion caps. The drill and discipline is similar to those of the Cadets, and obedience is very strongly insisted on. Needless to say, the boys are very enthusiastic and loyal, and we do not fear giving any taste for militarism.

We have a march out on Saturday afternoons, led by a Union Jack and two snare-drums. All the boys are in parade uniform with rifles. We have had sham battles, scouting, etc. Part of our plan is to have suppers and other social entertainments.

Our Brigade is definitely religious. A Bible Class is held on Friday nights at 7.15, followed by drill and physical exercises.

We are meeting with good success. We have all the boys we want, and have enlisted a number of new workers in our church, and thereby have discovered talent of which we had not been aware.