

It will be a splendid climax to the planning and working of many months if this purpose is accomplished. No greater cause of rejoicing in earth and heaven could be imagined than the sight of thousands of young lives definitely and openly consecrated to the service of Christ and his Church.

It is none too soon for superintendents and teachers to begin laying their plans for the expected ingathering. All through the intervening months the matter of their personal relationship to Jesus Christ should be kept before the minds of the scholars. It should not be possible for a single boy or girl of suitable age to say next Easter, that he or she has not been besought face to face, lovingly and persuasively, with the responsibility of making a definite choice of Jesus Christ as Saviour, Teacher and Lord.

This is a matter, of course, in which the sympathy and cooperation of the home should be specially enlisted. The advice and help of the minister, also should be sought for, as it will be most gladly given.

Parents, ministers and teachers all working together earnestly, prayerfully, wisely,—with such a co-ordination of forces, it may confidently be hoped that Easter Sunday of 1921 will witness such an addition of Sunday School scholars to the membership of the church as has never been witnessed.

Reality in Teaching

The gospel of Jesus Christ is so everlastingly simple and vital that it can be explained in boy and girl terminology. It should be. A professor of logic used to say, "Any man who really has an idea can put it into words." With equal truth it may be said, "Any teacher who has grasped the ideas of the gospel can put them into living words that convey their meaning."

Some religious phrases have become technical. They are understood by the theological student and the well informed Sunday School teacher,—but not by the boy and girl. It is the business of the teacher to understand them. It is equally his business to put them in the language of his scholars. Whenever they are used before the scholar it should only be when the teacher knows that the scholar has been educated in their meaning.

Donald Hankey was right when he said, "The crying need at present is for the Church to realize the reasonableness and simplicity of the gospel, and not to be afraid of explaining it to boys and girls and men and women in a simple and practical way. We want fewer long words, less philosophy, less mystery, more simple statement of vital and practical truth."

The Teacher's Reading

No teacher can fill up the measure of his effectiveness or reach the highest summit of success who is not a reader of books. The wider the range of his reading, the better teacher he will be and the deeper satisfaction he will have in his work.

The teacher's reading should include, of course, such commentaries, Bible dictionaries and the like, as will help him to understand the Book from which his materials of instruction must always be mainly drawn.

It is equally important that the teacher should read books dealing with the characteristics and needs of the scholars whom he teaches. This is necessary in order that the teaching materials may be adapted to those who receive instruction.

In the teacher's reading, further, should be embraced books on methods. A large part of success in teaching depends upon a knowledge of how to present the lesson and skill in the management of the class. In the acquirement of this knowledge and skill, books are of great service.

The teacher's reading will be defective unless it has a place for books on the history, achievements and aims of the Sunday School. It should be remembered that the organized Sunday School is a mighty institution, the chief agent in the religious education of millions upon millions of the boys and girls and young people of all lands. The individual teacher is a soldier in a mighty army, and he will do his particular bit of work with all the more zeal and intelligence if he knows what the whole army is doing and what the objectives are.