

**A LIFE OF JESUS
FOR
YOUNG PEOPLE**

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A Life of Jesus for Young People by Howard N. Brown

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HOWARD N. BROWN

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W. H. Brown
July 1955

LIFE OF JESUS

FOR YOUNG PEOPLE.

BY

HOWARD N. ^{Nichols} BROWN.

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P R E F A C E.

THE design of this work is to furnish an outline of the life of Jesus, in such manner that the picture may be presented to the mind of a child with some degree of entirety. From reading the Gospels themselves children are apt to derive only a mass of incidents, which bear little relation to each other, and fail to make a clear or continuous story. The attempt is here made to give the narrative with enough incident to provide it with color and form, yet without so much detail as would confuse its effect upon the youthful mind.

It is, of course, difficult to teach children the real motives and purposes of Jesus. But one may hope and believe that enough can be done in this direction to establish in their memory a groundwork or plan of the great theme, which will grow in after years to a more intelligent appreciation of his work and character than can be attained when such an outline is wholly wanting.

The value of every text-book depends largely upon the way in which it is used ; and the author of this book feels, in a particular sense, that without the active co-operation of teachers his work will have been in vain. His anxiety on this point must be his excuse for offering the following suggestions : —

The teacher should read as much as possible in the books to which references are given, but should not attempt to impart to pupils all the knowledge thus attained. It will be well to avoid introducing topics not touched upon in the chapter under consideration, unless the teacher feels that such topics may be profitably substituted for those of which the chapter treats.

Children should be encouraged to ask questions; but it is a teacher's business to direct rather than to follow a child's curiosity. Questions which lead off to unimportant matters should be put aside, while no pains should be spared to quicken interest in what is vital to the main course of the narrative.

Briefly, the point to aim at is the creation of a distinct and reasonable likeness of the man Jesus; and that aim may be easily defeated by attempting to get too much into the picture.

There is a certain advantage in putting the thought of Jesus into new words. Children have often heard the Gospels read, and are apt to associate familiar expressions with imperfect ideas derived from them in earlier years. These crude conceptions are broken up by a new phraseology, even though it be not so good as the old, and meant only to serve this temporary purpose.

No one method can be prescribed for all teachers; but the following may answer in default of a better:—

Let a chapter be read aloud by the teacher or some member of the class, and afterward some portion of the Scripture upon which the chapter is based. Then questions and conversation should follow, until what has been read is made plain. In proportion as the text is supplemented by questions and illustrations supplied from the mind of the teacher, will the effectiveness of the teaching be increased.

Let it be borne in mind that this book is, at most, only a help. Nothing of the kind can be successfully used without judgment and discrimination. It increases rather than diminishes the need for intelligence and preparation on the teacher's part. If it serve to stimulate and direct the exertions of those who undertake to impart Sunday-school instruction, unsatisfactory though it be in itself, it will fulfil the highest wish that can be entertained on its behalf.

H. N. B.

BROOKLINE, July, 1884.

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