

**THE TEACHER TAUGHT; OR, THE
SUNDAY SCHOOL INSTRUCTOR
FURNISHED WITH MATERIALS FOR HIS
WORK, IN A SERIES OF QUESTIONS
ON THE BOOK OF GENESIS**

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The Teacher Taught; Or, the Sunday School Instructor Furnished with Materials for His Work,
in a Series of Questions on the Book of Genesis by Phillis Breay

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ON

THE BOOK OF GENESIS.

TO WHICH

ANSWERS AND APPROPRIATE TEXTS ARE APPENDED.

BY THE AUTHOR OF

"THE MINE EXPLORED."

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MDCCLXII.

INTRODUCTION.

A new edition of Genesis being called for, the author has been induced, at the suggestion of several friends, whose opinion she values, to re-write the subjects entirely; in order that they may agree with the subsequent historical parts of the Teacher Taught. Those who have used this work, will have observed a considerable difference between them; arising from the fact, that the subjects in Genesis were originally drawn up for classes in which the children were unable to read. The teacher was required to *tell* the children the history in the form of a narrative; and afterwards to question them upon what they had heard. The chapters, therefore, were not taken in regular order; and, consequently, the questions merely touched upon leading points in each character. Before Exodus was printed, the circumstances which led to the plan for Genesis were entirely changed; and the subsequent parts of the Teacher Taught were formed for general use, and for higher classes. They may still be used for the lower classes, by omitting the more difficult questions, and such lessons as young children would not be able to deduce from the narrative.

The fulness of the subjects in the book of Genesis,

has presented a difficulty to the author's mind. It is necessary to keep the book within a moderate size, and yet it is difficult to withhold the instruction so abundantly contained in this part of God's word. She would, therefore, remind teachers, that she has only attempted to supply hints; which they will, under the teaching of God's Holy Spirit, amplify in the way of explanation and application to suit the state of their classes, and the cases of their individual scholars.

It will not be necessary to say much upon the method of using the subjects, as that has been fully explained in the first part of the work, viz., "Doctrines and Duties of the Word of God;" but, for the information of those who have not seen this part, it may be desirable to repeat a few of the observations which seem necessary in order to understand the intention of the book.

1st. It is important to remember, but it is too often lost sight of, that those who are not able to read may obtain considerable knowledge of Scripture truth; to impart this is the grand object of Sunday School teaching.

2d. It must be remembered, that the present work is a help for **TEACHERS**, not a catechism for scholars; therefore the children are not to be taught the answers. They should be induced, by appropriate and multiplied questions, to give the *sense* in their own words

3d. The little addresses, which are interspersed with the view of applying the subject to the children's consciences, should not be read to them. They are inserted in order to lead the teachers' mind to a train of thought, which they may give out in their own words, and apply as they think fit.

4th. There are many answers which the children cannot be expected to give. The teacher will try to elicit the substance of these answers by various and repeated questions.

It may appear to some parties that many words have been used which might have been changed for more simple ones. This has been done designedly; for the book is intended for TEACHERS rather than for scholars, and the author wishes them to make themselves thoroughly acquainted with the meaning of words, and to take every opportunity of explaining them to their scholars. The latter will thus become more intelligent hearers and readers of God's word; whether in the house of God or elsewhere.

The *primary* meaning of a word should be made known; and then the various ways in which it is otherwise applied. This method will explain many texts of Scripture which are frequently misunderstood. Indeed this is, in itself, a most useful exercise. See "It is Written Again," Appendix K.

In conclusion, the author would commend this attempt to benefit the lambs of the flock, to the blessing of the Great Shepherd. May He use it to the

promotion of his glory in the salvation of souls. May an abundant blessing rest upon our Sunday Schools. May the teachers drink deeply of the fountain of life, and then come forth on the Sabbath, to lead their young charge to taste of that blessedness which they can recommend from their own experience; testifying of that which they *know* of the pleasantness and peace which are to be found in wisdom's ways. If the work be undertaken in this spirit, then may we confidently expect that God, even our own God, will give us His blessing. May He do so for His dear Son's sake.

THE TEACHER TAUGHT.

Scripture History.

SUBJECT I.

CREATION.

Scripture to be read in class, . . . Gen. i. Psa. civ.

Scripture to be learnt at home, . . . { Col. 1. 14-18,
or John i. 1-5.

1. Where do we read of the creation of the world?
2. Who wrote the book of Genesis?
3. What does the word Genesis mean?
4. Do you know what length of time the history of this book occupies?
5. What is the difference between creating and making?

And here I would call your attention to a fact which casual readers of God's word do not notice. The first verse has no connection with the second, and with the rest of the chapter. It is important to notice this.

6. What does the first verse say?
7. Does it say when this "beginning" was?

Remember, in reading Scripture, that God does not intend to teach science, or to answer questions of mere curiosity. And yet you may be sure that whatever

discoveries are made in after times, they will never contradict the word of God. God's works and His word must agree ; but, from the mode in which the Scriptures are written, we may misunderstand their meaning, until something calls our attention to the particular subject. So it is here.

8. What does the first verse seem to be intended to tell us ?

Yes, it tells us that God *created* (and this, as we have seen, means called into being out of nothing) the material heavens and earth, and there it leaves us. All that happened *between* this work of Almighty power and the arrangement of the matter, as described in the rest of the chapter, is left in obscurity ; it does not concern us to know it as a revelation from God. And now we come to what is usually called "the Mosaic account of creation ;" which, properly, is not so much *creating*, as adapting the matter, already created, to the wants of man, who was to be placed in this planet. Thus you find Moses says, "God *made* the firmament." God *made* two great lights."

9. How is the matter of the world described in the second verse ?

10. How many days was God in arranging the present material world ?

And now we may divide the chapter into three parts.

11. Can you trace them ?

12. What did God make on the first day ?

13. When God had divided the light from the darkness, what did He call each of them ?