

as great pains as a mother, in dressing her children, considers their complexions, their figures and their physical habits.

The first effort of the teacher, in preparing for actual class work, is to arrange in order the lesson-pictures, and to decide upon the manner in which they shall be presented. The term lesson-picture has been used because it is to a picture, rather than to an abstract statement, that the mind of a child reacts. Most teachers who fail to hold the attention and interest of their pupils can trace it to the fact, that they are employing thought or language beyond the capacity of the pupils. When one tells a child that "faith is the substance of things hoped for, the evidence of things not seen," he need expect nothing more than a vacant stare, or, "Please say it again, and say it slow!" or, "I should never have thought it anything quite so bad as that!" But when he presents a picture of the man with the palsy being lowered through the roof, or blind Bartimæus by the wayside crying for help and mercy, the little listener hears and sees and understands. To him faith is no mystery. It is part of his own life. It was our own Tennyson who drew such a clear distinction between presentation in the concrete and the abstract: "For Wisdom dealt with mortal powers,

When truth in closest words shall fail,

When truth embodied in a tale,
Shall enter in at lowly doors."

It is not enough for the teacher to decide upon the pictures he is to present. He must consider how he is to present them. He may trust to words—book words or words of the street; or he may use diagrams, pictures, objects. Indeed, he may find it most profitable of all to act the incident. At any cost the pictures must be seen by the children, no matter how much trouble it costs the teacher to obtain material. As a rule a teacher gets back from his pupils just in proportion as he expends. If he puts time, thought, care and love into his preparation, he will surely receive interest, attention, devotion and loyalty.

As the teacher presents the lesson-pictures he will take care to add such moral or spiritual instruction as his children can appreciate. He will not commit the folly of attempting

to force upon young minds all the truths he has acquired for himself. If he has found, in his study, a dozen teachings that have to him real meaning, he may find only one moral truth that it will be wise to bring before his class. And this truth will in most cases be woven into the texture of the lesson rather than emphasized alone.

In the last place, the teacher will plan forms of expression for pupils. If, for instance, he has had a lesson in which the beauty of forgiveness is illustrated, he will suggest opportunities for the exercise of the virtue, and during the following lesson will not fail to return to the subject. If the lesson emphasizes the grace of giving, he will suggest opportunities and have reports later on. Impressions must not be allowed to run to waste, because they have not been followed by expression.

To sum up, the steps in lesson preparation may be stated as follows: (1) Getting the thought. (2) Getting the spiritual teaching. (3) Preparing the lesson-pictures. (4) Selecting the moral teaching. (5) Suggesting means of expression.

It is understood, of course, that there is much more in Sunday School teaching than the presentation of the lesson, but this is the only point under consideration now. Concrete illustrations will be given in the next three articles.

New Plans for Memorizing

Our church's plan for memorizing Scripture and Catechism is pretty widely known. For 1914, 5,247 Certificates and Diplomas were awarded for the memorizing of Scripture and 651 for the Shorter Catechism. The awards for the Primary Catechism did not begin until 1915, and the awards for that year were not completed at the time of this writing.

The work represented by the above figures is, so far, good. But when distributed amongst over some three hundred thousand Sunday School scholars, a wide margin is left. The fact is, that systematic memorizing, whether of Scripture or Catechism, is rarer than it ought to be. It is featured in but a