

iarize themselves with the Lesson before applying to the Helps, and they should never come to their classes with the QUARTERLY in their hands instead of their Bible.

The use of the QUARTERLY in preparing the Lesson at home is encouraged. The small map of the Geography Lesson may be reproduced by the pupil with advantage, and it is useful to have the pupil write down the answers to the questions set for this purpose, the answers to be examined by the teacher.

The Picture Roll seems to be almost a necessity in the Primary Class. The Lesson can be taught efficiently to the little ones from it, and they are always interested when the picture is unfolded. Their attention is more easily secured and information can be more readily imparted to them in connection with the picture than in any other way. The sense of sight is the avenue through which you can most easily reach the minds of the very young.

Harriston, Ont.

### A Superintendent's View

*By A. W. Wright, Esq., B.A.*

Besides the TEACHERS MONTHLY, I regularly use two other Helps in the preparation of the Lesson. I do not attempt to read all the material that there is in any one of them, but refer to each, as occasion requires, for the purpose of getting suggestions or information.

As superintendent I keep several things in view while preparing the Lesson :

1. A general knowledge of the Lesson facts and teachings. These I try to get first of all from a careful reading of the Lesson text and context. Then I go to the Helps for explanations and fresh points of view.

2. An outline plan for the teachers' meeting, which we hold for half an hour before the mid-week prayer meeting. I sometimes have two or three of these outlines ready, selecting one or all as circumstances seem to require.

3. Material for a brief platform address at the closing service of the Sabbath School. This sometimes takes the form of a review of a few of the Lesson facts. Generally some

leading teaching is impressed, often with reference to the Blackboard Lesson.

4. Material for a Blackboard Lesson. Sometimes an illustration given in the Helps is used without change ; sometimes it is modified ; sometimes one is worked out independently.

5. Hymns in harmony with the Lesson theme. Suggestions made in the Helps are often useful here, for it is often no easy matter to secure three selections that are in accord with the Lesson idea, and that are at the same time fairly well known to the School.

The Lesson Helps are very useful ; in a way they are indispensable. But the more original research, the more prayerful thought, the more careful attention one gives to the Word itself, without referring to aids, the greater the satisfaction one has in one's teaching, and the more impressive it is found on the taught. I always begin preparation a week ahead. I try to do a little every day. I use the Helps only at home, and discourage their use in class by teachers or scholars. Many uses of the Helps I am obliged to neglect on account of the limitations of time and other circumstances.

Mount Forest, Ont.

### Assimilating the Material

*By William Aberhart, Esq.*

Lesson Helps, I take it, bear the same relation to the teacher, that a well equipped library would. They do not teach the Lesson for us, but they supply us with information which will help us to teach it. We find the Eastern customs explained ; we have the geographical positions and conditions pointed out ; and we have careful expositions of difficult passages, just as we might find such materials in the best Bible commentary, dictionary or encyclopædia.

In preparing a Lesson, however, it seems to me, there is one danger to guard against. The information is so easily obtainable and so close at hand, that we are apt to neglect making it our own, and consequently we oftentimes use the Help as a text-book, rather than a reference book. In my experience, I have known teachers who use the Lesson Helps in the class room instead of the