

We use the Departmental Graded Lessons, which we consider very good indeed. The Graded Lessons are nearly all story material, and we have learned the most effective way to reach the child is through the story. We have the picture colorings, but these we also give to the children to take home to color and bring back the following Sunday. They are

also given a couple of Sunday School papers to take home. We use the picture roll at the end of the lesson and ask the children who is in the picture, etc., etc.

We close with a familiar hymn, and then repeat our good night prayer, after which the children are dismissed.

Regina, Sask.

Getting the Juniors to do Memory Work

BY MRS. ROBERT MCBROOM

The Junior period in the lives of boys and girls has been aptly called the "Golden Memory Period." The Juniors are capable of much memory work, and should be encouraged to store their minds with Bible facts and truths, which, throughout their lives, will be a source of comfort and strength.

Recognizing the ability to memorize as one of the great characteristics of the Junior, Sunday School Associations and committees are providing suitable memory work in connection with Junior lessons. Hence every teacher and every School has a storehouse of the most suitable material. Every Junior Department should aim to make the very best use of this "Golden Memory" period.

The best work can be accomplished in a separate department. Programmes can be arranged, which will afford opportunity to use passages of scripture and hymns to be memorized. The great hymns of the church should be memorized, as they help to interpret God's care and power. Frequent use of these hymns in session programme fixes them in the memory, as it is so much easier to learn the words when we sing them. Something of interest regarding the hymn or its writer, told before singing, will add interest and aid in its committal to memory.

Drill is important, and memory work should be reviewed again and again. Juniors love concert exercises. At the beginning of the lesson period, or sometimes at its close, a short drill might be given. Some things such as the books of the Bible, memory passages from the Bible, texts and hymns, can be learned only by rote, and frequent repetition is necessary.

Many splendid five minute Bible drills may be used: for example, number drills, when all answers are numbers; name drills, when answers are names of persons; place drills, when answers are names of places; reference drills, when answers consist of statements of book, chapter, and verse in which certain scripture passages are found; Bible verse drills, when answers state verse after reference is given; brief story drills, when the superintendent tells a story and the scholars fill in names of persons and places. Where a

separate department is not possible, the general superintendent will sometimes co-operate, and a Junior programme with drills in memory work may be given.

Handwork is another great aid to memory. This, of course, will be more directly under supervision of the class teacher. Lesson stories, the Apostles' Creed, and hymns may be written and illustrated. The teacher must do the work herself, if she expects the scholars to do it.

Map drawing is an aid in memorizing the facts of the lesson. Drawing a map as the lesson progresses, or the use of the sand table, makes the map of Palestine not a few lines, but a real country of rivers, mountains and valleys. The teacher should vary her plans of teaching and drilling so that the pupil's interest is always alert.

Recognition and incentives are most essential factors in securing the scholars' interest in memory work. The teacher should have a notebook with a record of the required memory work for the grade, or department. A record should be kept of the amount of memory work completed by each member of the class. Credits should be given to individual scholars, and class credits given when an entire class completes a piece of memory work. Special recognition of memory work might be made in the department by means of an Honor Roll.

During the week, scholars may meet in the home of the teacher, and some part of the evening may be spent in drills, in memory work, and in memory tests. The Juniors' love of competition makes this a great stimulus.

If boys and girls meet in the church for mid-week activities, part of the programme might sometimes consist of memory drills, or handwork that will impress facts to be memorized. There are songs which may be sung to familiar tunes, which carry out the full details of drawing the map of Palestine and of tracing Paul's missionary journeys.

Every Junior scholar should have a Bible, and it is one of the teacher's great opportunities and privileges to help the boys and girls to become so familiar with its contents as to