

In May of 1908, it was announced that Mr. Sanderson, having passed all his examinations, had been accepted and would go to his field in July. One of the youngest members of the class, at this point, went to the leader, and enquired why the class could not secure the money to support Mr. Sanderson. "It will only require \$350 a year for three years." The class was called together. They prayed over it together, and each in private, for a couple of weeks. Then they got permission from the Session to canvass the congregation for subscriptions, with the express qualification, that no subscription should interfere with the subscriber's regular contribution to the missions of the church.

And the work was done. In a few days, and without any member giving more than a few hours to the work, the sum of \$1,200 was subscribed, guaranteeing \$400 a year for the three years.

The class is now in receipt of weekly communications from its own missionary away in the Central Soudan, and the effect on the spiritual life of the members can be neither told nor estimated.

The class recently decided to use the second and fourth Friday nights of each month for a prayer meeting, to be conducted by the members in a section remote from the church. The class attendance now averages 14.

The Essentials of Good Teaching

By Professor O. J. Stevenson, D. Ped.

XI. THE MEANINGS OF WORDS

(b) Emotional Values

Words are the means of expressing feeling as well as thought, and, as we might expect, some words are much richer than others in the emotion which they are capable of expressing. In general, the words that appeal most strongly to our feelings, are those which are associated with the primal, basal, needs and instincts of the race,—such words as night, death, sleep, home, etc.; and there are certain other words that have acquired a special emotional significance from their reference to great events in the past, from their use in famous passages in literature, or from other special causes. But, whatever the history of any particular word may be,

it will readily be seen that the emotional value which it may have for any individual must depend entirely upon his past experience. To the street gamin, for instance, the word "home" means something quite different from what it means to the ordinary child. "Death" is a word which stirs no deep feeling in the average boy or girl—

"The little child

That lightly draws its breath,

And feels its life in every limb,

What should it know of Death?"

To the Jew, to whom the sea was an object of mystery and terror, heaven was a place where "there shall be no more sea". The word surely inspires far different feelings in the Anglo-Saxon, with his love of the sea, and the blood of the Norse Vikings in his veins.

It must be noticed, furthermore, that the emotional values of words vary very greatly, according to the context in which they are used. When we say, "A sea is a large body of salt water", the word sea has a purely intellectual value, quite unlike its value in the verse quoted above. In the Twenty-third Psalm most of the words used are very simple, but their emotional values are heightened by their relations to one another, and to the central thought. The Psalm appeals to us as beautiful, not on account of the separate words, but because, together, these words help to build up in our minds a larger picture, that appeals to our deeper emotions.

If single words, verses, or whole passages have an emotional significance, in how far can the teacher awaken these emotions in the mind of the child? In the first place, it must be remembered, by way of caution, that the deeper, religious emotions do not awaken until about the age of fourteen, and the main effort of the Primary teacher must be directed towards making clear the meaning of the lesson story, rather than in attempting to make the class feel its deeper emotional significance. And, furthermore, it must not be forgotten, that the emotional value of language depends entirely upon the child's experience. The passage of scripture that may stir the deepest feelings in the heart of the teacher, may awaken no emotional response in the soul of the child. These two