

used more frequently in the main School.

The lantern can be of great assistance in this connection for it helps to visualize the scenery and the costumes. For example, the parable of The Sower is much more lifelike, when the School sees a picture of Jesus with his group of disciples, looking out over the fields and pointing to the sower in an adjoining field. Those Schools which have the pathoscope, or other moving picture machines, have a very great advantage, especially in picturing missionary scenes, photographed from actual life in our home and foreign mission stations.

The dialogue is another form of the dramatic which is frequently used, and, if the costumes are accurate, the dialogue can be of great value, not only in telling the story but also in giving accurate local detail. A still more complete form is the sketch or the cantata. The cantata is possible only in a fairly large School with capable musical leadership, or sometimes in a combination of Schools, where Esther, or a similar work could be given. But the sketch can be given in many Schools. We see it in almost all our Christmas celebrations in some form or other, but it might be used more frequently, say especially as a means of adding interest to our mid-summer programme.

Naturally we are concerned with the elements of success in all these forms of dramatization. The first requisite is exact analysis of the Bible story. Take, for example, the story of Naaman, 2 Kgs., ch. 5. It falls into these main parts:

V. 1.—The Greatness of Naaman.

Vs. 2, 3.—The Hebrew Maid's Suggestion.

Vs. 4-7.—The Syrian King's Embassy to the King of Israel.

V. 8.—Elisha's Message to the King of Israel.

V. 9.—Naaman's Visit to Elisha.

Vs. 9-11.—Elisha's Message and Naaman's Anger.

Vs. 13, 14.—The Servants' Pleading and Naaman's Healing.

Vs. 15-19.—Naaman's Gratitude.

Vs. 20-27.—Gehazi's Tragedy.

WHEN ATTENTION LAGS

It often happens, that one who at first listened to us with all readiness becomes exhausted and gapes and yawns and even unwillingly exhibits a disposition to depart.

When we observe that, it becomes our duty to refresh his mind by saying something seasoned with an honest cheerfulness and adapted to the matter which is being discussed, or something of a very wonderful and amazing order, or even, it may be, something of a painful and mournful nature.

Whatever we thus say may be all the better if it affects himself more immediately, so that the quick sense of self-concern may keep his attention on the alert.

At the same time, however, it should not offend his spirit of reverence by any harshness, but rather win him by its friendliness.—Augustine

Each of these parts is a whole story in itself. Each requires a mastery of the local detail, for example, geography, history, manners and customs. This means the use of Bible dictionaries, encyclopedias, books of travel, etc. Visits to the public library may be needed to supplement the resources of your Sunday School library or your pastor's library.

When the local detail has been mastered then the whole must be fused by your imagination into vivid reality. Then you can tell the story so that the class or the School see the great Syrian captain, the little Jewish maid, the disturbed Jewish monarch, the indignant Syrian, his faithful pleading servants, the miracle of healing and all the rest of that wonderful story. Don't forget that the story must be told with enthusiasm to get the best results.

So, too, with the presentation of this story in the form of dialogue or sketch. There must be that same faithful, laborious working up of the material, the judicious assignment of parts, and the patient drill, hour by hour, till every character is vivid and real.

We have come upon the same bed rock here as everywhere else in our Sunday School work, namely, hard work. But it cannot be escaped. Vivid dramatization of the lesson comes only by the most patient and capable preparation, but it is worth while, for the lasting remembrance it leaves of the scripture story and its lesson.

Toronto

"The Great Desire is the desire to find God."
"The way to God is through love."

Life is a school; character is the end; sorrow, disappointment, disaster, are teachers.