

one which many young teachers and perhaps some who are not so young, ask themselves: "What is the use of trying to teach the lessons to the tiny tots who can see no difference

between a Bible verse and a nursery rhyme?" is the second problem the incident aroused.

This is a big enough subject to require an article of its own and will be discussed later.

Equipment of a Primary Department

The ideal equipment of a Primary Department is a large room well ventilated, bright with sunshine, beautiful with pictures suitable for children, clean and in order, restful in its lines and coloring, and complete with requisites for teaching. There is a piano in such a room, also a large cabinet for supplies with doors that can be locked, low chairs and tables.

Among the supplies are boxes, a box for each class teacher, containing everything the teacher needs in teaching and directing the work of the pupils; pictures, the sets of pictures that accompany the lesson system followed, and pictures for occasional use. Among the pictures for occasional work are nature pictures, pictures for use at the Thanksgiving season, at Christmas, Easter and Children's Day, pictures of people of different countries for use in teaching missionary lessons, and pictures for suggesting acts and deeds to which the lesson teaching seeks to inspire the children.

Other requisites are a collection of the books containing the best known songs and

hymns for children, a collection of song leaflets in loose-leaf scrap books, a birthday bank, a birthday calendar, attractive birthday cards, a book shelf of books for the reading and study of class teachers, a book shelf of Sunday School supplementary readers for the pupils, and in every class and on the superintendent's desk a Bible in use.

Frequently it is urged that good work cannot be done in a Primary Department that is but poorly equipped. Good work can be done if there is but the teacher and the child. The teacher who knows how to teach and desires to do it will find the way.

Handwork may be done without tables. It may be done with stout cardboards or smooth boards for support. The children may be taught to sing without the aid of a piano. Success in teaching depends not upon material equipment, but upon a knowledge of the subject matter to be taught and of the methods of teaching, and upon the measure of the teacher's spirit and personal endeavor.—
Marion Thomas

Junior Interests

BY PROFESSOR O. J. STEVENSON, D.PÆD.

The interests of the boy or girl during the Junior period (age 9-11) are in general much the same as those of the Primary period (age 7-9). About the age of seven, as we have seen, there comes to all children the instinctive desire to try out their own powers and to learn the qualities of things and people by testing them at first hand. These instincts continue in full force in most children until eleven or twelve years of age and the Junior differs from the Primary only in the gaining of greater knowledge together with increased experience and skill.

For the Junior teacher, therefore, it is a question of becoming familiar with these interests, as already stated, and of making some study of the best way in which to appeal to them. The teacher must remember, in the first place, that the Junior is interested in things rather than in theories and abstractions, and is more concerned with what people do than with what they are. The lesson which deals with some maxim or principle of conduct can make little appeal to him unless it is translated into concrete story form. If

by chance the lesson contains a story of heroism or adventure, the teacher will have little difficulty in gaining and holding attention.

The story, for instance, of Samson and the Philistines, or of Paul shipwrecked on the island of Melita, are sure to appeal to the interests of the young adventurer. And if the lesson makes no such appeal, it is part of the teacher's task to find illustrations which help to make the lesson concrete and translate it into the experiences of the pupil.

Boys and girls of ten are hero worshippers; and the object of their worship is generally a "hero" or "heroine" who possesses unusual strength or skill. Often it is an older boy or girl, the leader of his "gang" or her "crowd;" sometimes it is a craftsman whose skill is the object of envy and admiration; very often it is the father or mother or elder brother or sister or teacher; sometimes it is a character from a story or a motion picture drama, and in some cases the hero of the trashy dime novel or thrilling "movie" is admired for qualities that are anything but admirable in the eyes of older people. There is a sense in