

elements in an orderly manner results in a much better impression and much more nourishing diet.

Must all Sunday School speeches then be *cooked*? Shall we have no impromptu speaking? Well, there are few places where time is so precious as in Sunday School,—just one short hour out of one hundred and sixty-eight—and, unless one has a message, a valuable one and carefully considered, he should think twice, or oftener, before consuming any of those priceless moments.

We must reckon with the child's limited power of concentration, or long-continued attention. The adult mind may follow an obscure or poorly arranged train of thought and find what is sought, but the child must be taken by the hand and led by short and easy steps to the point where we wish him to stand. If we keep him continually hopping up and down, or backward and forward, no progress is made and the goal is finally lost sight of altogether.

Perhaps the gist of the matter is that, in speaking to, or in, a Sunday School, we should first be sure we have something to say, and then say it in the most natural and orderly way, beginning, as always, with the contact point of present knowledge or interest, and working not too slowly and with no multiplication of words, backward turns, or sidewise twists, towards the truth we wish to teach, using illustrations only where they really illustrate and never telling a story for the sake of its interest, unless it fits in and forms another rung in the ladder which you are building, week by week, for young feet to climb upon.

Westville, N. S.

The Presentation of the Lesson

By Rev. J. M. Duncan, D.D.

An article in the August *TEACHERS MONTHLY*, Preparation in Teaching, dealt with the work of the teacher in preparing the minds and hearts of his scholars to receive the teaching which he has planned to give them. This preparatory work having been done, the next business of the teacher is to "present" his Lesson.

Let us suppose that the Lesson for the

day is The Golden Calf, Lesson XII., September 21, Ex. 32 : 15-20, 30-35, and that the teacher has planned to make the subject of his teaching :

The sin of rebellion against God as illustrated in the Israelites persuading Aaron to make a golden calf which they worshiped.

A natural way in which to "prepare" the scholars for the Lesson would be to call for the Second Commandment and bring out afresh its prohibition of the worship of God by means of images. Ask the scholars what we call the offence of breaking a law which a king or other ruler has made. "Rebellion" will be the ready answer. Then announce that the study for the day is to be as above. The presentation of the Lesson may now be proceeded with in an ordinary way :

Step 1. The occasion (vs. 15, 16) of the making and worshiping of the golden calf. Let the teacher explain to the class, or, far better, get them to explain to him, that Moses had been absent from the camp for six weeks, and the people began to fear that they were to be left leaderless. Have a little conversation about how Moses was employed during his absence and what he brought with him on his return.

Step 2. The arousing of Moses' suspicion, vs. 17, 18. Here the different conjectures of Joshua (stop to explain how he came to be with Moses) as to the noise heard in the camp should be brought out.

Step 3. Moses' anger: Bring out, by questioning, the description of the dancing in honor of the idol which Aaron had made; the breaking of the tables of stone; the utter destruction of the idol; and the compelling of the Israelites to drink the water into which the dust of the idol had been thrown. Use this part of the story as an illustration of how every sin brings its own appropriate punishment with it.

Step 4. Aaron's excuses, vs. 21-24 (unprinted). Make clear the two excuses which Aaron offered, first putting the blame on the people and then on the fire. Discuss these two excuses.

Step 5. The slaughter of the Levites, vs. 25-29. The story of these verses should be vividly told.