

lesson must be adapted, is in respect to the language. Children under twelve think largely in the concrete and particular, rather than the abstract. Words which to the teacher may have a rich emotional or symbolic meaning, because of his education and experience, may mean comparatively little to the boy of eight or nine years of age. The language of scripture is, for the most part, not the language of the child in everyday life, and if its message is to appeal to him, it must be presented in simplified form.

In the second place, the material must be adapted in form, as well as language. The teacher who attempts to present the truths of the New Testament in abstract form, is foredoomed to failure. Practically, the only means of appealing to children up to seven years of age is through the story. The Primary teacher must above all things cultivate the art of presenting a story in simple form. If the lesson assigned is abstract and doctrinal, the teacher must seize on some concrete element in it and embody this in the form of a narrative, illustrated, where possible, by a picture. From seven to twelve, the narrative method is still the best. During this period, the stories of Old Testament struggle and adventure awaken a deeper interest than the symbolic teaching of the New. Life and action are of supreme interest at this age, and the teacher who attempts to moralize and to drive the lesson home simply by an appeal to the higher faculties of reason, will find it impossible to hold the attention of his class.

From the age of twelve upwards, the lesson may be studied for itself. The intellect now unfolds, the reasoning powers develop, the abstract and the symbolic come to have significance, the deeper emotional and religious instincts awaken, and the spiritual meanings which a lesson embodies may be presented in their natural form.

In the third place, the teacher must adapt his material to the emotional nature of the child. It is true that the deeper religious emotions do not awaken until after the age of twelve. Nevertheless, the child's world is not the world of intellect, but of feeling, and he is governed largely by his likes and dislikes. It is not important that the meaning of every word or phrase should be understood; it is impor-

tant that the lesson should touch the emotional life of the child at some point, and thus contribute to the building up of a pure and healthy moral tone.

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The Making of a Sabbath School

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II. TEACHING

The term School, implies three essentials, a scholar, a teacher, and a subject to be taught. The chief factor is the teacher. Numbers, organization, equipment, lessons, are so much material; what the finished product will be, is for the teacher to determine. The School will be what the teachers make it. The teacher's personal equipment is incomparably more important than the equipment of the place where it is his privilege to teach.

The teacher who is to get results, is the one who must teach because the love of Christ and his love for the child "constrain" him to strive to bring the child to his Saviour. Love-impelled, and spirit-led the teacher will be. Consecrated to his work, his physical, mental and spiritual being will be laid on the altar of service: "Here am I: use me." To be used to bring even one soul into right relations with Jesus, he will esteem a privilege that angels might well covet.

The teacher who builds up his scholar in the truth, and, in so doing, makes his School, will be mentally and spiritually furnished for service: "We speak that we do know, and testify that we have seen." The Master taught as One having authority. It is out of the abundance of the heart and mind (heart more than mind), that the mouth, and it may be added, the life, speaketh. Can you imagine any teacher who realizes the preciousness of his opportunity, meeting his class, be it small or large, without studious and prayerful preparation? "Neither will I offer unto the Lord my God of that which doth cost me nothing."

He will be faithful. This one thing I do. Irreparable harm has been done, I fear, is being done, to School, scholar, and teacher, through lack of fidelity on the part of the