

teaching of this lesson. Bring out the idea in the review, that the best guides in life are "God's Word," and our "Conscience." Instead of speaking of conscience with the little children, it is better to speak of it as the little voice that whispers within our hearts.

2. So as to prepare the mind for the truth, we would suggest that the following story be told: A little girl named Mina, was given some candy, and when mother went away she put the box on the shelf, and told Mina that she should not touch it.

By-and-bye Mina had occasion to go into the room, and looking up she saw the box of candy and thought she would like some. She got a chair and climbed upon it, and the little voice said "do right, do right." When she heard the little voice she got down off the chair and was going out of the room, but again was tempted. She *did* want some of that candy very much. Back again she went, climbed upon the chair, reached out her hand, touched the box, and then she stopped, the little voice spoke so plainly, "do right, do right," and she listened to it. She got down from the chair and went out of the room a very happy girl.

3. Sometimes a negative story is necessary, not often; for a younger class we do not want to suggest evil, but for an older class where the evil is well known, a negative story can be used with power. If you think this is necessary in your class, the story of a boy who had been wronged in some way, and when the boy who had wronged him asked his forgiveness, would not forgive him. The little voice in the heart said "Do right, do right." The Golden Text of the S. S. Lesson a week before had been about forgiveness, but he would not listen to the little voice, and his life was made very unhappy thereby.

4. Tell the story of a man whom God wanted to send as a missionary away off to South America. The man knew God wanted him to go. He heard his voice very plainly, but he would not go, and his life was made unhappy.

5. Tell the story of the lesson, God's call to Isaiah. Like Mina in our story, Isaiah listen-

ed to God's voice, not only when God told him not to do wrong, but also when he told him to do right.

6 Application. Always listen to God's voice.

NOTE.—As these stories are told, use the blackboard in sketching the stories, be it ever so roughly, in some way as is suggested in the cut.

## VII. PRINCIPLES OF TEACHING AS APPLIED IN THIS LESSON:

### 1. REVIEW.

Always review. Make the review to lead up as nearly as possible to the new lesson. Specially review Lesson No. 2.

### 2. ADAPTATION.

The story of Mina brings this lesson down to the children's comprehension, and adapts it to the child-life.

### 3. DEFINITENESS.

The one definite central thought taught in this lesson is, "Listening to and obeying God's voice."

### 4. CO-OPERATION.

The co-operation of the class is gained and kept by the stories, the blackboard work, the use of curiosity, and imagination, etc.

### 5. SYSTEM.

We must proceed from the known to the unknown. This is done by beginning with the story of Mina, quite a known condition, touching the child's plane of experience, and proceeding to the unknown Isaiah, his call, his obedience, and then on to the personal application.

### 6. ILLUSTRATION.

A good illustration prepares the mind for the truth, helps the imagination, impresses the truth. The illustration of Mina who listened to God's voice, and perhaps that of the boy who would not listen to God's voice, do all of these things.

As you teach, watch the effect on your class. Observe that if you break these principles your teaching will not be effective, but as you keep them the effect is increased.