

angry words, doing what mama wishes, etc. Helpfulness, is running for grandma's thimble, taking care of baby brother, etc.

#### 5. Get down to the child plane.

Find out what he already knows. A great educator says: "We cannot understand, nor can we even see or hear, the absolutely new. Every new plan or way of looking at things, or doctrine, is received into the mind on one condition only, that it be introduced by a comrade already there. Then, when the new calls from without, its fellow answers from within and so an entrance is effected." For instance:—The lesson on Naaman the leper; before a child can understand or appreciate his position, we must call up in his mind one occupying a similar place in his own world. The question could be asked: "Have you ever seen one wearing a red coat with a sword by his side? Who was he? (Soldier.) Does a soldier do just as he likes? (No.) From whom does he get his orders? (Captain.) Well, that is just what Naaman was, a captain, a man of authority, etc. By this means the little mind understands Naaman's position. You have begun with the known and led out to the unknown.

#### 6. Know definitely what you are to teach.

Have a clearly defined lesson plan; and the making of a lesson plan is not so formidable as it looks. It is just a common-sense laying out of the lesson for teaching.

What are the important parts of a lesson plan?

(1) The introduction. It may be a story. It may be holding up an object. It may be a few words connecting this lesson with the last, or a few sharply put questions of review. It must be something to attract attention and prepare the mind for the truth.

#### (2) The text teaching or lesson story.

Tell the lesson story very simply, on the plane of child life. When you are through, or at intervals in the recital, question the children on the part gone over.

#### (3) The illustration.

Whilst using illustration freely, use it wisely, taking care not to make it more prominent than the truth illustrated,

#### (4) The application.

Have a clear, definite application, to which everything shall point. It should be the natural outcome of the lesson story and that which will readily appeal to the child mind and enter into the child's every-day life. It should be personal rather than general. For instance, in a lesson on giving, instead of saying people should give their best to God, say "I will give my best—the very best thing I have—to God."

#### (5) The review.

It may come at the close or it may run all through the lesson; but, at any rate, review, review, review! Repetition is one of memory's laws.

#### 7. Take the lesson through on time.

It is most important that we should have the lesson so planned that we arrive at the conclusion or climax before we leave the class for the day. All the preparatory work has been to lead the child to a certain point. If we have to stop before we get there, our work is practically lost. Start somewhere, and get somewhere, before the bell rings.

#### 8. Utilize the activity of the child.

Instead of saying "keep still, keep still," "don't do this, or don't do that," say, instead, "do this, or do that." In every possible way try to use the child's natural desire for motion. In reciting the Golden Text, sometimes the tips of the fingers may be brought together after each word. Sometimes the collection can be taken by allowing the class to march around the room, filing past the plate singing a verse of some such hymn as

"Hear the pennies dropping,  
Listen while they fall,  
Everyone for Jesus,  
He shall have them all."

Motion exercises not only utilize activity but impress truth.

#### 9. Use brief, reverent prayer.

A minute or two is usually long enough for each prayer. They should be so simple that the children can easily and intelligently repeat the sentences as they are spoken by the teacher.

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