

additional material comes under the head of Supplemental Lessons, which generally lead up to, or prepare for, the Bible Lesson. We need pictures to illustrate truths taught by the Supplemental Lesson as well as the regular Bible Lesson. Suppose the Bible Lesson to be the story of the baby Moses. The Supplemental Lesson might show God's care of birds. We could get pictures of birds building nests, feeding their young, etc., and lead the children to see that God taught the bird to build its nest and to find the right kind of food for the baby birds. Then tell, in a simple way, of how God cared for the baby Moses. At the close of the story, one of the many pictures of Moses in the ark of bulrushes might be shown.

By keeping our eyes open, we may find pictures which will be useful: in magazines, in children's books, in illustrated papers, in seed catalogues, etc. If these are cut out and kept, there will always be a supply on hand when needed.

In choosing pictures select only the best. Reject the crude, highly-colored variety. Show no picture which depicts evil-doing, as the impression of *evil* is not what we want to stamp on the minds of the children. For this reason some of the pictures which illustrate the Temperance Lesson, or the woes of intemperance, have been decidedly objected to by Primary teachers. *Do not* show a picture of a drunken man in teaching the Temperance Lesson, but get, instead, a picture which shows the positive side of temperance.

Sometimes it is well in teaching the Lesson to show the picture first. Let the children study it, and tell all they can find in it. If their perceptive powers are weak, and they do not find much, help them by a little questioning. Again the picture might be more effective if shown as the Lesson proceeds. At other times it should be the climax after the Lesson is taught.

With little children we must provide some outlet for their activity. We can often let them make pictures with their hands. For example, if you are talking about a mountain ask the children to make a picture of a mountain with their hands. Instantly every little pair will be raised and joined above their

heads. They can make pictures in this way of the sun, moon, stars, snowflakes, rain, etc., and these exercises will help to keep and hold their attention, as well as illustrate the Lesson.

Toronto

### Come to the Sunday School

By Clara J. Denton.

What! Stay at home from Sunday School?

I could not if I'd try;  
And if you'll come with me I'm sure  
You'll see the reason why.

That's just the dearest place of all,  
I go in rain or shine,  
No other teacher, I am sure,  
Is half so good as mine.

So come along to Sunday School,  
And hear the stories told  
Of Jacob and of Joseph too,  
And David young and bold.

Of many others too you'll hear,  
Yes, stories great are there,  
And all about how God can keep  
His children everywhere.

Yes, come with me to Sunday School,  
And then, I know you'll say,  
There is no better place on earth  
For boy or girl to stay.  
Grand Rapids, Mich.

### Imitation

By Professor O. J. Stevenson, D.Pæd.

The greater part of what a child learns during the first few years of his life is learned by means of imitation. Much of this imitation is, of course, unconscious; he repeats the words and actions of those around him without knowing that he is doing it. Parents, elder brothers and sisters, teachers, and playmates, are his models, and he copies their tricks of speech and movement without apparently making any conscious effort. Yet the results of this early form of imitation are, beyond doubt, the most lasting of all of