

like his pocket. It receives everything and holds everything. The adult must connect things in order to remember them.

The child, then, is impelled by great curiosity to see, to hear, to touch, to taste, to handle everything. His hunger for new sensations is great. His plays increase his opportunities for adding to his store of sensations. His store is great because his memory is good.

The intellectual characteristics of the child, his absorption in the world of sensations and his excellent memory point out the true way to teach. Everything must come to him in the form of something to look at, to handle, to taste, to rattle, to touch. It must appeal to his senses. The teacher should aim at being concrete. Words are not as good as pictures; views are not as good as handlings. Again, this is the time to feed the memory. A child will pick up a jingle or a tune more quickly than an adult, although the latter has training on his side. The boy of six knows more about his neighbors than the gossip. Feed the senses; fill the memory.

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WORK IN THE NEWEST WEST

Our church is more deeply interested to-day than ever before in Western Canada, as a field for Home Mission work. No agency is more necessary to the success of this great missionary enterprise than the Sabbath School. In many a remote settlement the Sabbath School has prepared the way for the mission station and the self-supporting congregation. Sabbath School workers in the far West are doing foundation work, and are deserving of honor for their arduous and self-sacrificing labors.

We have some letters before us which may help us to form a truer idea of the work before our Western fellow-laborers, and increase our sympathy with them.

Mr. W. R. Sutherland, an earnest member of our own church, is a Sabbath School missionary in Northeast Assiniboia, employed by an Interdenominational Association. An important part of his work is in connection with

the Home Department among the ranchers and other scattered settlers, while at the same time he visits existing Sabbath Schools and organizes new ones. He has under his supervision a Home Department of a hundred families "scattered far and wide beyond the reach of any Sabbath School, many of them without a public school and a few beyond the reach of any preaching station." Some of them live ten miles away, and others live over forty miles away, from the post office where they receive their mail. Then there are a hundred other families who are within reach of a Sabbath School (only) for a few months in the summer. All these families the missionary supplies with lesson helps all the year round, receiving assistance, which he gratefully acknowledges, from the General Assembly's Sabbath School Committee.

Mr. Sutherland thus describes his method of introducing the Home Department:

"Our aim and desire is to have all the people, young or old, studying or taught the Scriptures regularly the year round. When I call on a family the first time, I get the children together, with the parents if possible. I show them the lessons in a bright Quarterly, going through it with a view of interesting them. I then ask, 'Would you like to go to Sabbath School?' They usually answer, 'Yes, but there is none to go to.' I then tell them how I have come to bring the Sabbath School right to them, and ask, 'Are you willing to learn these lessons at home?' I then ask, in presence of their parents, whom they will have for teacher? Of course, they answer by looking up at their mother or father, which commits them to their duty. I then arrange for a review on my next visit. And if, when I come back, the children know the lessons, they are pleased, their parents are pleased, and I am pleased. This opens the way for giving further religious instruction to the family, or encouragement."

Another passage from Mr. Sutherland's letter shows the value which the people put upon his services, and the importance of the work which he is doing for the church.

"The people appreciate this work. You must not think that those families without

Yorkton, Assa.