

Club, and thus the nucleus of a Sunday School as well as a Class carrying on week night activities was formed.

In the judgment of the girls of the Club, Miss Marie Parker was the best leader to be found, and, although she is only 16 years of age, the following letter shows that under her leadership, the Club is doing well:

"When you were in Berridale this summer, you suggested that the girls form a Club, and you also requested that I should write and inform you of its success. I am very pleased to report that it is progressing very nicely.

"We have week night meetings every Wednesday. Each member is supplied with a Young People's Topic Card. The

Topic given forms the lesson for the evening.

"We are arranging for a Hallowe'en Social on October 29th. It is not a financial affair, but just to create more interest to the vicinity.

"We, the girls of the Club, sincerely thank you for your suggestion."

"Yours truly,

Marie Parker."

In summing up the results of this visitation of the congregations, we find that 4 new Sunday Schools were organized, some 14 or 15 Cradle Roll Departments and Home Departments were started and several older boys and older girls' classes organized for week night activities.

Powassan, Ont.

The Lantern in Missionary Study

BY REV. E. A. EARCHMAN, B.D.

"If you please, Mister, when are we going to have the pictures?" To be asked this question by a red-blooded lad of nine years of age is a good beginning for the picture method in the study of missions. It is especially so when you know that this method was used at a previous meeting of the class.

The lad's interest is only a beginning. Every Director of a Lantern Department must realize that there are other principles besides interest. These regulative principles he should state for himself as clearly as possible.

The first of these, as in all study courses, is the principle of "aim." Every well-ordered series of lessons has an aim for the whole course. Each lesson of that series has its own aim as well. From this great law of teaching no lantern lesson is exempt.

This means that the Director of a Lantern Department must know definitely what he wants from each picture and from each series of pictures. The acid test is not, "Is the picture getting anywhere?" but, "Is the picture getting where he intended it should?" He will not permit any slide or film to be shown simply because it is interesting. The picture must act as a medium of a definite, coveted truth. This is the first great law of censorship, and should be rigidly enforced.

The second requirement in any study series is the principle of "grading the lesson." For the regular work of the study hour we have concluded that, "since God has graded the children, we ought to grade the lessons." The principle is accepted as axiomatic. But the force of it is no less true for the mission study when the lantern is used. Each picture must be appropriate to the department where it is exhibited. Every lantern slide,

every film must be submitted to this fundamental law of all teaching. From its ruling there should be no appeal.

It is obvious that all material for the ear gate of the soul should be "graded." This passport is necessary. But the eye gate demands a similar requirement, and the strictest vigilance is maintained. There is no exception.

A casual glance at a School in session will show this. Let the picture be one of those where tier above tier of natives are arrayed before some building of western architecture erected in the east, a building which might have been built in Paraguay so far as distinguishing features are concerned, it is quite evident that the picture is making vastly different impressions on the different groups. If that picture is mixed in with many others, it will be open to question if a certain group is interested at all. If any interest is evidenced by that group, it appears to be a vagrant, nomadic sort.

But let that same group of children have a chance to see the little Chinese child in the series of pictures recently released by our Lantern Department, and immediately the response is different. There is now no mistaking their delight. The first picture appeared to confuse them. The second makes its appeal by virtue of its simplicity. It has a story to tell, and it tells it, and to this language of simplicity and directness the children always respond. The principle of grading is a native to this language. It presents the proper passport at the ear gate and eye gate and is admitted. This principle does not go alone, however. It is always accompanied.

This third principle is known as the Law