

education at this time. The story is particularly suitable, because it presents truth in the concrete; because it appeals to the imagination; because it arouses feeling; and because it incites to action.

The story-teller must plan her work. She must arrange her pictures in order, and then decide how she will present each. This necessitates a study of pupils—their conditions, needs and power of apprehension; it necessitates also the preparation of material for illustration—diagrams, pictures, verses, objects. No story should ever be told unless it is illustrated in some way—by gesture, drawing, modeling or by objects. The teacher who gives herself absolutely to the work, studying the little faces, and suiting her language to the capacities of the children, will not fail to receive attention. It is useless for her to go on talking, if she is not being understood. It is not necessary that a moral lesson be drawn from each story. The story teaches its own moral. The story of the Prodigal Son is a good model.

#### QUESTIONS.

1. Point out two of the Primary teacher's opportunities.
2. Write out an order of exercises for the day.
3. What supplemental work may be done in this grade?
4. What are the advantages of story-reproduction?
5. Plan the story of Joseph and his brethren, showing how you would illustrate it.

#### LESSON VI.

##### THE JUNIORS (AGE 9 TO 12).

Children at this age seem to have lost some of their winsomeness, innocence and sense of dependence. They have exceptional physical and intellectual vigor, and a corresponding widened circle of interest. They begin to assert their individuality and are keen in all forms of rivalry. They are strong in their likes and dis-