

for activity, there must be frequent change in the exercises, opportunity must be given for physical exertion, and where possible for some form of hand-work. Because, with the little child, the better part of living is expression, the teacher may add interest and profit to her work by giving ample time for reproduction of stories and for narration of personal experience. Above all, because, at this time, life is full of trust, the teacher can create as at no other time that confidence in men and in God, without which spiritual growth and service are impossible.

Some of the conditions favorable to success are set forth in the following paragraphs:

The Place of Meeting.—This is fully described in Book V. of this series. Viewed from the standpoint of the pupil's needs, it should be separate, roomy, equipped with chairs and tables, decorated with pictures that teach and appeal to the imagination. There should of course be a musical instrument, a blackboard, a sandboard for those who can use it, and suitable materials for hand-work, to which reference will be made in Lesson VI.

The Teacher and Assistants.—The teacher must have a bright, winsome manner, for children of this age are attracted quite as much by personality as by words. She must be able to speak well and simply and to illustrate her words by doing things. Even in telling a story, she must be able to draw lines on the blackboard or move objects on a table, or pile the sand on the sandboard, to illustrate every point. Consider, for example, how every person, place and event in connection with the story of The Good Samaritan may be represented on the blackboard or on a sandboard. The teacher must also be a good listener, for children have much to tell and much to ask. More than this, she must have power of adaptation. Her work is not that of following a carefully-devised programme, but of changing the order of the day to suit the needs of the class.

The assistants may serve in various ways—collecting and distributing material, reviewing,