

woman who, in spite of the handicap, has the vision and the necessary courage to go ahead.

Even yet, Mr. Editor, I have not been able to complete my attempt to indicate the direction in which it seems to me must be the solution of the problem set forth in my

first letter. I have, I hope, got one step further and established beyond doubt the need of vision for, "where there is no vision the people perish."

I am, sir,

Yours for better Schools,

A SUNDAY SCHOOL WORKER

THE DEPARTMENTS

Making the Meaning Plain

By Rae Furlands

To bring the teaching within the comprehension of the Beginners, there is an order of procedure which it is well to bear in mind, that the lessons may truly benefit the young hearers.

1. *Create a right atmosphere.* A little child may jump from one thing to another, mentally or otherwise, several times in a minute, providing the jumps are in obedience to his own impulse; but he cannot make a sudden jump of another's volition, therefore a teacher on introducing any new thought must plan for a careful leading up to it. There must be harmony and adjustment, to get the right feeling on the child's part toward it.

2. *Begin with what the child already knows.* The children only know what they have actually lived, so facts common to the experience of childhood must be the basis to build upon—those to which the new truth must be related.

3. *Compare the new with the old (or known).* For example, are you speaking of lions and your children have had no opportunity of seeing one? Say, "a lion is something like a very large dog only much stronger and very fierce." "A sheepfold is like a big yard with a wall all round and a shed at the back."

4. *Let the story method predominate.* If you tell cold, bare facts, if they find lodgment at all, they will only be isolated things. A story gives them a setting and makes them live.

5. *Use illustration (picture and gesture) and where possible the real thing, for example, real wheat is much better than a picture of wheat.*

6. *Use simple, child-like, but good language in telling the story.*

If these rules are followed, the children will rarely need to have words explained in the lesson or the talk.

In the memory work and hymns, there will probably be occasional unfamiliar words, but even in these, if the verse or text has been approached with the rules in mind, there will not be much difficulty, for if the children have caught the right spirit or thought contained, one or two misunderstood words would not be a very serious matter.

Still, it is better that they should know each word because they might of themselves supply some known word of similar sound that would change the meaning. This, if continued, would in time cause the child to lose the right thought which he had gained at the time of teaching. So at each repetition it is well to speak of the meaning of the verse or portion of it, as well as of the new word. Also make opportunity to use the word in another connection, occasionally, until it becomes familiar.

One thing to remember is that too much explanation is as apt to confuse as too little. Another, that though a little child cannot always tell it, it does not, in every case prove that he does not know or feel the truth taught.



Before the Class Session

By Miss B. C. Johnston

What is our aim as Sunday School teachers? Is it merely to instruct? Rather do we aim to help the child live the best life possible at each stage of his development. This aim cannot be realized unless we understand the child's difficulties, his pleasures and his interests. Jesus has become the great helper, teacher and friend, because he came into our world. He understands our every thought and experience, our abilities, our physical weakness and other difficulties. Let us then follow the Master Teacher and enter into the child's world.

Nothing can take the place of direct personal relationship. One opportunity for