

the Bible. Such a use should be discouraged by endeavoring to have the Bibles used for all class work, and the Helps laid aside. It is the teacher's duty, however, to lead the scholar to see that the *QUARTERLY* is a real help.

How can this best be accomplished?

First, the teacher should familiarize himself with the way in which the lesson is taken up in the *QUARTERLY*, and by judicious questions show the scholar that the information he seeks is ready at hand, if the scholar but uses his eyes.

Next, he should encourage the scholar to keep his Lesson Help carefully—not lose or destroy it, but show it to his teacher at the end of the Quarter. This may be best accomplished by having an object in view, namely, the consideration of the answers written by the scholar in his *QUARTERLY* in the spaces For Written Answers found at the end of each lesson. While some would object to any reward for faithful service of this kind, a record might well be kept of the value of such answers, and the members of the class inspired to vie with each other in doing good work.

To the wide-awake teacher many other devices will readily suggest themselves, that cannot be considered in this short article; but, in brief, the best way to show the scholar how to get the good out of his Lesson Help is to *arouse his interest and show him that the good is right there.*

Toronto

The Lesson Helps, in Preparing

By Rev. J. M. Duncan, B.D.

An adequate preparation of a Lesson includes four things. The teacher must connect, collect, select, and direct. In each of these processes the Lesson Helps are meant to aid him. Take, for example, Lesson I. of the present Quarter, Joshua, Israel's New Leader.

First, *Connect*. The teacher should read with care, Time and Place, and Connecting Links, in the *TEACHERS MONTHLY*, and along with these, Between the Lessons, and A Backward Glance, in the *HOME STUDY* and *INTERMEDIATE QUARTERLIES*, respectively. The Lesson presents a new Book, a new leader

and a new land. A glance forward at the contents of the Book, a glance backward at the previous history of Joshua, Moses' successor, and a glance round about, at the situation of Israel, on the border of Canaan, will locate the Lesson before the mind of the teacher.

Second, *Collect*. By this is meant, that the teacher should gather from every part of the Helps all the information they give. The Map and the material along with it in the *TEACHERS MONTHLY* and *QUARTERLIES* should be consulted for fuller information as to the "Where" of the Lesson. The question "Who?" will start a hunt for the persons mentioned and the part each played, namely, in this case, Jehovah and Joshua, the officers and the people. "What?" will set the searcher inquiring about the events recorded, the confirmation of Joshua's appointment, the encouragement given to him, and the beginning of his work. Having gathered his information, the teacher may test his mastery of it by asking himself the Questions set in the *TEACHERS MONTHLY* and the *QUARTERLIES*, especially the one used by his class.

Third, *Select*. It is impossible, in the short half hour allotted to the teaching of the lesson, even to touch every point contained in it. Selection, therefore, is essential. The points chosen and the method of bringing them out will differ, also, in the various classes of the school. Here, the teacher should study the materials given in the *TEACHERS MONTHLY* under the headings, For Teachers of the Older Scholars, For Teachers of the Boys and Girls, and For Teachers of the Little Ones. One or other of these will suggest to him the points in the Lesson which will be most useful for his particular class.

Fourth, *Direct*. No part of the teacher's task is more important or requires more skill and tact, than the bringing home to the scholar's heart and life, the lesson or lessons in the passage studied. At this point come in the Application in the *TEACHERS MONTHLY*, and A Lesson for Life, and Something to Think About, in the *HOME STUDY* and *INTERMEDIATE QUARTERLIES* respectively. From these may be selected the special truth or practical lesson the teacher wishes to enforce. In the present Lesson, this may be, service as the road to promotion; or God's Word as our