

ideas on youthful minds. All things, however, are possible to the young in heart. Every lesson must be surcharged with genuine feeling. And because the feeling for the beautiful extends not only to personal appearance but to environment, the wise teacher will not only make himself as attractive in dress, manner and speech as is possible, but will endeavor to make his class-room as beautiful as it can be made. "We grow to be like the things we gaze upon."

How to End the Lesson

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

THE TEACHERS MONTHLY for August and September contained respectively articles on Preparation in Teaching and The Presentation of the Lesson. But, when the teacher has prepared the minds of the scholars to receive his teaching and has presented the Lesson according to a carefully pre-arranged plan, he has still before him the sometimes difficult task of bringing the Lesson to a suitable end. The purpose of this article is to illustrate, by a reference to Lesson III., October 19, Num. 13 : 1-3, 25-33, how to end the Lesson.

Let us suppose, that the minds of the scholars have been "prepared" by a brief conversation about the need of scouts in an army and the special duties which belong to them, and that this has been followed by bringing out the facts of the Lesson story so that these are clearly before the minds of the class. Then the teacher's problem is how to conclude in an effective manner. This may be done as follows :

1. Get the scholars to compare the conduct of the ten spies with that of Caleb and Joshua. Bring out their agreement in reporting that the land of Canaan was a very desirable land,—beautiful and fertile—and on the other hand, that the inhabitants were strong and fierce, living in fortified towns, so that taking possession of the land would be no easy task. Now turn attention to the contrast between the ten and the two. The majority advised the people not to go forward, because, in their judgment, failure and defeat were certain, while the minority urged immediate advance, so confident were

they of victory. What made the difference? It will be easy to get from the scholars the answer, that the two had faith in God, while the ten were faithless and therefore cowardly.

2. Discuss the question whether it is always safest to trust God. Get the scholars to tell about striking instances in which men, with God's help, gained the victory over foes apparently more powerful than themselves. Such cases as those of Gideon and Asa and David and Elijah will readily occur. From this discussion, the generalization may be made which is contained in the Golden Text, that those who have God on their side are always sure of gaining the victory.

3. The last step is to apply this generalization to the heart and life of the individual scholar. Get the members of the class to speak of things that are apt to hinder them from doing what they know to be right, such as the difficulty of some task, the ridicule of companions, etc. Urge upon them the wisdom of following the example of the two brave spies by putting themselves on God's side, in the confidence that, with His help, they will surely win out.

The above method of comparison, generalization and application can be used with those lessons, historical or directly didactic, which aim at some definite instruction. A different course must be followed with devotional lessons, such as those from the Psalms, etc. Such lessons as these should conclude with some form of expression, such as the scholar's opinion as to which part has impressed him most and why, or with the resolve to learn it by heart and so make it a lasting possession.

Securing Children's Attendance at Church

HOW A WINNIPEG MINISTER DOES IT

By Rev. C. A. Myers, M.A.

Associate Secretary for Sabbath Schools and Young People's Societies

The Rev. D. N. McLachlan, of Elmwood Presbyterian Church, Winnipeg, has a simple plan for securing the attendance of children at church which has worked well. Its essential features are as follows : A