

### Helps for the Programme.

For No. II.—Introduction. Before taking up Chapters 2 and 3, by means of questions and answers and general discussion, have a five-minute review. Have the little African Adventurers tell what they have already learned of Africa, of family life there, and particularly of the family of Akulu Mejo. Have them especially recall Assam, the young Christian schoolboy, who is the chief speaker in to-day's lesson.

Vividly picture a night scene in an African village in times of peace, as described on P. 31, and note the custom of assembling neighbors by drum call. Explain, too, the religion of the Bulu tribe, and point out the influence and importance of the Mission School. (Explain Note. P. 49.)

1. In "A Life for Africa," by Ellen C. Parsons, we are told of the great work, bravery and sacrifice of Mr. Good.

2. Livingstone, the hero of Africa, should be made very real to the boys and girls, and they should be encouraged to read for themselves "Livingstone, the Pathfinder." The leader will find this book of great value in preparing her programme for this meeting.

A large outline map of Africa should be placed on the blackboard, and as the story of Livingstone's adventures is told, trace his journeys on the map and locate, as Assam did, the rivers and lakes of Africa.

(N.B.—On the back cover of "Livingstone, the Pathfinder," is found a very accurate map of his journeys. If possible, have an old map of Africa dating as far back as 1860, and show it to the boys and girls that they may see how much the world owes to Livingstone the discoverer. He worked among the people of Africa for 30 years, and travelled over 27,000 miles.

III. In continuing the story of Livingstone's life, use the map freely. Six of the older boys might be asked to each be prepared to give one of the subjects outlined under "the last eight years of Livingstone's life." They should be encouraged to take as much part in the programme as possible. Then the leader should impress the great lesson of Livingstone's life of sacrifice and heroism, and point out what it has meant, not only to Africa, but to the whole world.

IV. On their small outline maps each Band member should trace the journeys of Livingstone, copied from the large map prepared by the leader. The maps may then be pasted in their notebooks. If possible, pictures illustrating African slavery and African homes should be added to the books, as well as pictures of the missionaries, Mr. Good, Livingstone, Mary Moffat and Stanley. A page of the notebook should be devoted to the story of each of these great African Adventurers.

If the directions, "How to Make an African Village," are being followed, the calabash, canoe and drum may be added to the village at this meeting.

Leaders will realize that in these two chapters there is much more material than is needed for one programme. If, however, the two chapters must be taken up at one meeting, it will be best not to dwell upon details, but rather to give the boys and girls a bird's-eye view of Livingstones' great life, a general idea of his vast work, and its importance.

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