

ber, to secure as large an enrolment as possible for the coming year. The Teacher Training conferences and the educational side of the Sunday School will receive large attention in the programme of the San Francisco Convention.

Chicago

The Making of a Sabbath School Teacher

By Principal William Scott, B.A.

IV. ADAPTING THE LESSON

Child study reveals that infancy, boyhood and girlhood, and youth are so distinct from one another, that the same child seems to be a different being at each of these stages of development. Hence a lesson well adapted as to matter, method, and language for one stage, may be altogether unsuitable at another.

It is a well recognized law, that there is no teaching and no learning where there is no attention. Attention depends upon interest, but at each stage of development in the child interests change. Thus, in infancy, the predominating interests are those which manifest themselves in play, in stories, in pets, in curiosity. Illustrations drawn from these gain and hold attention. The law for all stages of development is, that to arouse another some past experience, some acquisition, some interest or some wished-for object must be touched upon and appealed to.

In the Primary department the story is all important. No other method is applicable. To memorize unrelated texts, which children do not as yet understand and which their limited experience prevents them from understanding, is not only poor work but it is really harmful. Expounding and vocalizing is sheer waste of time, and worse. The simple story illustrating some truth is what appeals to the memory, imagination, and thought of children now, for these powers of the mind operate at this stage only in the concrete. Stories of the infancy of Jesus, the baby Moses, the boy Joseph, the boyhood of Samuel and David, appeal to this age and if the language of the teacher is suitable, will be listened to and retained. The teacher should, however, give the little ones a chance

to repeat the stories in their own way. This will bring into play the instinctive activity of the mind to reproduce what has been learned, and will do much to promote attention and good order.

With children somewhat older there should be much more done in the way of self-expression. After a truth has been clearly comprehended through apt illustration and a free use of pictures, it should be fixed in the mind by having the Golden Text memorized. The reverse of this should never be done. The truth of which the Golden Text is a concise statement should be taught through illustrations before there is any attempt made to have it memorized.

It is also a well understood law of teaching that the language of the teacher must be adapted to the present understanding of the child. Language conveys ideas to the mind of another only when the latter can interpret correctly what is heard. If the words are known and familiar, the hearer grasps the meaning, but when the child is not familiar with the words, it is certain that he is getting no correct ideas from what is being said, and he becomes restless and inattentive. The good teacher discovers where the child is, both as to language and attainments, and begins where he finds him in these respects.

The ability to adapt His matter and His language to the capacity of His hearers is one of the reasons why Jesus is called the Great Teacher. His language was that of everyday life and His illustrations were drawn from the familiar occupations of the people among whom He lived. To be effective, the Sabbath School teacher must use the simple, expressive language of the home and the fireside.

Normal School, Toronto

The Teachers' Meeting

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

The teachers' meeting in connection with the Sabbath School of St. Andrew's, Carn-duff, is an old institution. When the writer assumed charge of this congregation some three years ago, he found it in existence. It was very much alive, even after a somewhat prolonged vacancy. In the early days of the