

## THIRD—PRACTICABILITY.

To say a thing is "practical" is equivalent to saying "You can do it," and that is what we would like to say to every Sunday-school in the world, "You can do it." That is, you can have a Home Department.

But "can do it" said "will do it," are not, alas! twin brothers. Can always can, but, unfortunately, will often won't, and there's the end of it!

How is it with you, reader? Will you or won't you?—Selected.

The Methodist Publishing House, Toronto, will mail to any address samples of all necessary Home Department supplies, and full particulars how to start a Home Department, and keep it going.

## Our Connexional Monthly.

One of the best writers in Canadian Methodism, a Conference President, writes of the April number of The Methodist Magazine and Review that it contains several articles, any one of which is worth the price of the whole number, and has reached high-water mark. The article by the late lamented Rev. J. E. Lanceley on Dr. and Mrs. Parker, with their portraits, is of very special importance, as also are several others. The illustrated article on the "Beginning and Probable Age of the Niagara Gorge," is of fascinating interest. Our new Canadian story, "From the Hills of Algoma," begins also in this number. The Easter poems, stories and pictures are specially attractive.

Schools opening in the spring will find it greatly to their advantage to accept our special offer of \$1.00 for the whole year. Some schools have taken from ten to forty numbers, as being fresher, cheaper, more attractive than libraries. Back numbers from January can be furnished.

## Planning the Lesson.

BY WILLIAM T. ELLIS.

Before a teacher uses any helps in his preparation of each week's lesson he should make for himself an outline of treatment. After a careful reading of the Scripture text he will perceive for

himself its principal teachings; others may develop as he studies further, but the outstanding and essential points, as a rule, will be plain at once.

The first question to be considered is, "Which of these truths is most suited to my class?" Ability to determine this is one test of a good teacher. All truths are not applicable to all people. The Bible contains milk for babes and meat for men. He does not handle aright the word of truth who feeds men on milk or babes on meat. In this matter the teacher can get little assistance from commentators. His own judgment must tell him what phase of the lesson is most adapted to the needs of his scholars.

Having determined this important question, the teacher should proceed to make for himself a lesson plan. Around the one or two truths selected for treatment he should group his lesson study. Upon these points, and these alone, he should prepare his questions and illustrations. It follows naturally that he must overlook other important aspects of the lesson. But it is futile to attempt to make all possible applications of a lesson in the average class, for the result would be that the scholars would probably remember none. It is better to drive home one or two essential truths that will stick than to discharge an ineffective shower of applications which do not penetrate either the understanding or the interest.

The teacher who thus plans his lesson must abandon the time-honoured custom of taking up the lesson text verse by verse and of making comments on each. This style of teaching is generally productive of the least results. All verses in the Bible are not of equal importance. Some are but steps up to a great truth; others are only the background and setting of a scene. The best teachers do not use the verse-by-verse method, for many reasons. One of these, and not the most important either, is that the study period usually closes before the teacher is two-thirds of the way through the lesson and before he has reached the climax and the application.

A lesson plan is only the beginning, and the rough framework of real study. After it has been secured the teacher should, of course, make use of the best helps obtainable. It will be found that the commentaries are most suggestive and profitable when they are studied with a definite plan in mind. Work well planned is always done with half the labour that would otherwise be required, and with double the results.