

her basket of flowers, a paper of pins, a smile, and a word of welcome for all.

The chosen and favorite flower of these Departments is that baby rose, the Cecile Bruner, but, when it cannot be conveniently had, other pretty blossoms are used. Occasionally during the session something special is asked for "from the flower children;" sometimes nothing whatever is said about

them. But the children know without being directly told that it is an honor to wear one and that they are expected to give them to the mothers on their return home. Of course, the pretty long-continued custom carries its own be-on-time hint, and that, with the child's own eagerness, is as far as teachers of little children can go in the matter of prompt attendance.—Lee McCrae, in *The Graded Sunday School Magazine*

## The Memory Work—Why? What? How?

BY MABEL CREWS RINGLAND, B.A.

*Why* bother getting Junior boys and girls to do memorizing? you ask. In answer let me invite you to look into your own life and see if the greater part of your Bible knowledge, and a great deal of other kinds as well, is not what you learned at the ages of nine, ten, eleven and twelve. I have proved this repeatedly, until it has become easy to believe the statement of educationalists that at no other period of life is the mind so plastic and retentive as in the Junior years. There seems to be little limit to the capacity of some boys' and girls' minds and to the rapidity with which they learn. That in itself is sufficient reason for keeping the youthful mind actively employed with wholesome thoughts, for it is constantly storing up material of one kind or another. Think of the treasures that we can bring to these young lives,—the best of the world's literature and God's Word—that will enrich the heart-life through all the coming years and provide many a safeguard against future temptations.

What shall we give these eager young learners? Shall we hand them an open Bible and allow them to proceed at random? Just as we have carefully selected memory work for the Beginners and Primary scholars most suited to their needs, so we choose for these rapidly developing, active Juniors what we find to be best adapted to their enlarged outlook on life as well as their future requirements.

In the first place, they are learning to use their own Bibles, which necessitates a knowledge of the names of the books of the Bible, together with a few important facts about the great book. The Junior's marvelous capacity for detail makes it an easy task for him to master this, as well as certain Oriental manners and customs and Bible geography which he has not been ready for up to this time. The fact that the majority of men and women to-day were not given this very necessary groundwork at the crucial period in their lives, accounts for the appalling ignor-

ance of Biblical facts manifested in our Young People's Societies and Adult Bible Classes.

Of course, the teacher is expected to take up the weekly memory text, as well as the great hymns of the church and the memory work along missionary and catechetical lines outlined in her Quarterly in connection with the Departmental Graded Lesson Course for Juniors. The material that the scholars need is given in their Work and Study Lessons, so that there is no excuse for their neglecting it. This is not really sufficient though, for most eager, active Juniors are always seeking new worlds to conquer. The S.S. and Y.P.S. Board has prepared a list of Bible passages for memorization which contains work for each of the four Junior years. No one could do better than establish this list as a standard for each year's work and thus aim towards a definite goal.

That is all very well, you say, but *How* is it to be done? Will the boys and girls take an interest in this work and really try to master it? Of course they will, if you make it seem worth while to them. I have never known a case of failure where the teacher went about it the right way and provided the necessary help and incentive.

The one great difficulty seems to be time. We will simply have to come to it—to give the Juniors either a longer lesson period, or a special allotment for this valuable type of work. Not only do they need it, but they love it, and we spend a great deal of time in exercises of much less worth. When we assign a certain passage to be memorized we must take time to explain and relate it to the Junior's experience. Later we must drill them in it again and again until it has become a part of them, and continue to use the various passages frequently. So we find that *drill* is the *How* of memorization for Juniors, whether it be learning to name and find the different books of the Bible, to love the great church hymns, or to know the finest passages of scripture.

Toronto