

again, we are more interested in missions if we do something for them. These are simple illustrations of what is meant by the phrase "developing impression by expression." The truth is impressed on us because we have been expressing it by teaching it.

Knowing then, as the teacher does, how the truth is impressed on his own mind, he ought to apply that method in his teaching. The impression the truth taught makes on the minds of the pupils depends on their expression of it.

How can this be done? Here are a few illustrations:

1. *Beginners.* The lesson is The Baby Moses in a Basket, through which the teacher has sought to draw out the feeling of gratitude for loving care. This impression may be deepened by having the children retell the story in whole or in part, by having them model the scene in the sand tray (using some grass for reeds, a piece of folded paper for the cradle, tooth-picks for persons, etc.); by having them tell of things their own mothers have done for them; by having them repeat as a prayer or sing

"Father of all in heaven above
We thank thee for thy love.
Our food, our homes, and all we wear,
Tell of thy loving care."

or Hymn 518, Book of Praise, verse 2.

2. *Primary.* The lesson is Joseph Obeying His Father. Here again the methods of retelling the story and modeling as used in the Beginners may be used. In a certain class, by actual experiment, it was shown that the pupils remembered best the story scenes they had modeled, proving that the impression had been deepened by expression. With the parents' cooperation a still better form of expression would be for the parents to assign simple tasks to the child and at the same time relate his obedience with that of Joseph.

3. *Juniors.* Up to this period the ex-

pressional work must of necessity be of the very simple character described and much of it left to the home. With the Juniors, however, the teacher is in a position to accomplish more. Besides having the story retold in the note books (to be illustrated with pictures and original drawings) all of which helps it to be remembered, we should seek to have it acted upon.

A class of boys was reviewing Abraham's rescue of Lot the Sunday after the Halifax disaster, and the teacher found a willingness to put into action the principle of the lesson, with the result that the class put gifts on the Christmas tree for certain Halifax children whose names they had secured. Thus the truth of the lesson became part of the pupils' lives.

Whenever possible the impression of the lesson ought to be deepened by expression in conduct. Otherwise the children will form the habit of knowing without doing, and feeling without helping. Jesus said, "If ye know these things, happy are ye if ye do them," and it is our business to plan that the truth of the lesson may be lived. We must cultivate not merely heavenly impulses, but heavenly habits; not only teach the children the Word of God, but train them in the work of God. To do his work we must know his Word; but it is also true that to know his Word we must do his work. "It is more blessed to give than to receive." The only way in which that "word" can be pressed home is by obeying it. The truth is impressed only by the expression of it in actual giving. We learn best what is true only when we do what is right.

Only by making provision for expression of this kind will the truth become part of the pupils' lives and we will be saved from the charge that the boy who goes to Sunday School is not any better than the one who does not.

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A Void That Must Be Filled

By MABEL CREWS RINGLAND, B.A.

When Tom and Dick came to me one Sunday after School and asked if they might bring two of their day school friends who wanted to join the class next Sunday, it was hard to decide just what to do. The class was large enough, and we were getting along beautifully; but, as the four boys were chums, it seemed too bad to turn the newcomers away to another class. So I agreed to the proposition, and the new boys arrived the following Sunday. My fears were far from being quieted at sight of the two, for they were both big, self-willed looking chaps,

apparently accustomed to leading and having their own way in most things.

It was not long after they joined the class before these tendencies began to manifest themselves to an almost alarming degree. The two new lads were gradually getting the rest of the class completely under their sway, and one of the pair automatically became the ringleader of the crowd. Obviously there was mischief brewing, judging by the whispered consultations and the general air of mystery that hung over everything, on one Sunday in particular.