

Bible. This is not a legitimate or fair use of even the best Lesson Help.

I have always obtained the best results by using Lesson Helps, as I would use a reference library. I first study my Lesson carefully from the Bible, just as if I had no Helps. I read it over and over, to get the events in mind as they occurred. I analyze it, and get the leading thought. Then I lay out my plan, my Lesson skeleton, the frame-work upon which to build and fill in.

My next step is to compare my plan with the one suggested in the *TEACHERS MONTHLY*. I follow out the Daily Bible Readings, that I may be able to refer my pupils to scripture for information.

Next, I go carefully through the Bible text to see if there are any phrases that I can not explain. This brings me once more to the Lesson Helps, to get the exposition offered there. I am thus prepared to answer any questions, and to draw fair inferences from the Lesson.

Now, again following my regular order of procedure, I consider carefully, apart from Lesson Helps altogether, the application to make of the Lesson. When I have done the best I can, I turn to the Application and Lesson Points in the *TEACHERS MONTHLY*, rearranging, adding to, and taking from, as I feel suitable to my particular class or School.

There is one more step, and then I feel prepared to take the responsibility of the Lesson. I must prepare to give this information in a clear, distinct way. I must have my illustrations in mind and my questions thought out. After recalling all I can in my own experience or the experience of my class which will illustrate, I then turn to Teaching Hints and Test Questions, where I generally find something choice. Furthermore, the continuous instruction on the Catechism and Missions, with the explanations, gives me something at hand which enables me to drill my pupils along these two important lines.

Lesson Helps as helps are indispensable to the ordinary teacher; but teachers, to do the most effective work, must assimilate and give out in their own way the information which they have gathered.

Brantford, Ont.

Help from the Daily Readings

By Mrs. D. C. Cameron

I use the Lesson Helps as the name implies, and must say I find them of great value.

The Daily Readings are to me a great help. Each day's reading gives, as it were, a stronger grasp of the Lesson, and it helps to broaden the mind of the scholars when they can give scripture proof for what they are telling you.

After much perseverance, I have succeeded in getting my class to read at home the Daily Readings. They leave their Helps at home, and they all bring their Bibles to School. They have succeeded in interesting their parents by reading to them. This means a great deal to the teacher.

The Question on Missions is invaluable. The Catechism is learned by the most of our scholars. The superintendent urges strongly the necessity of this being done.

Allandale, Ont.

For Home Preparation

By J. R. Lowden, Esq.

At present, that is, for the past few months, we have not had our Teacher Training class during the week, but when we had, it was quite evident from the interest taken and the answers given, that the teachers had made use of the Lesson Helps. This class we hope to take up again the coming winter, as it cannot help but be a great assistance to the teacher in dividing up the Lesson and putting it into shape to bring before the class. Thoughts are brought out that the average teacher would not be able to bring out of the Lesson. Then to the busy man who has not the time to search for himself, the Helps furnish material to which he can add more and from which he can branch out, with much less arduous study. We do not, however, allow any teacher to use the Helps in the class. They are for the preparation of the Lesson only in the home and to be left there.

I frequently find the scholars' Leaflet used in the Sabbath School. I speak against this every time I find it. It, also, is for the study of the Lesson at home and to be left there. When scholars bring the Leaflet, they often