

a definite plan for teaching it, if you take handwork have your material all ready.

While laying considerable emphasis on the spirit of comradeship in a class, yet it is fatal to take advantage of such a fine relationship to impose upon the class a poorly prepared and badly taught lesson. Some classes might stand the strain upon their loyalty for a time, but not many. There is no doubt that an ill-prepared and badly planned lesson is an invitation to disorder on the part of the pupils.

A third principle is: Direct rather than suppress. Disorder is usually energy misdirected, therefore in teaching an active, energetic class of boys and girls, plan to direct their energies and keep them busy. The teacher who expects such girls and boys to sit mute through the lesson while he talks to them may look for trouble. It is not within reason to expect them to suppress all their vital energy for any considerable period. Some of them simply haven't the power to do so.

Such a class must be given an active share in the lesson, and the lesson must be planned with this in view. They can assist now and again in telling the story without breaking its continuity, they are usually willing to answer questions orally, they can do written work of various kinds, they can draw maps or objects of interest connected with the lesson. All these they can do, and love to do. None of these things should be done merely for the sake of keeping the children busy, but as they are all included in the most approved methods of teaching, some of them can be used in almost every lesson with profit, and at the same time do much to help solve the discipline problem.

As supplementary class activities, memorization work, review drill of past lessons, blackboard drill on books of the Bible and other suitable material, all can be used to provide a variety of really valuable lesson material.

Even with a fine class spirit and a well prepared lesson in which pupils are kept reasonably busy, even then, tact and firmness are constantly needed to meet situations that will arise. A frank, pleasant, confident manner goes a long way towards avoiding and overcoming difficulties.

In conclusion, I would like every teacher of children to keep in mind the fundamental aim underlying all effort to govern a class. Govern in such a way that the children develop the impulse from within to obey what is right because it is right. As one writer has so well put it: Discipline should lead children to grow from the stage when "I must" provides the impulse to obey, to the stage when "I ought" impels the will to obey.

This is a noble aim and worthy our best efforts.

Brandon, Man.



Open Letters to a Sunday School Superintendent

LETTER NO. VI.

Dear Fellow Worker:

Now that I have relieved my mind on the personal responsibility that bears upon us in our position to keep abreast of the times in all departments of our Sunday School work, I can with better grace talk over another important part of our task. I refer to the problem of keeping the teachers alive to the progressive movements of the day.

There is, of course, no one way of doing this, but it seems to me there are several possible means open that may be promoted in any School, all of which may be very helpful.

Might I suggest that the regular teachers' meeting, whether it be held weekly or monthly, can be made a power for good in stimulating better work and keeping the "morale" of your little force high. We are beginning to realize how big a factor morale is, since hearing so much of its effect at the Front.

It seems to me that a portion of every teachers' meeting might very profitably be given over to a paper or two on some outstanding Sunday School problem, to be followed, of course, by open discussion. We have discussed in this way such questions as: Story-telling in the Primary Department; Teaching a Class of Boys in the Junior Department; Week-night Activities for Teen-age Girls; The Worship Service in our School, and many others. Those who have prepared the papers have been wonderfully helped, and the discussions have always been profitable.

I might suggest, in connection with the above, how invaluable a small library of good books on Sunday School work would be to those who have to prepare papers. We have a small one of about twenty volumes in our regular School library, and it is used more in connection with these papers than at any other time.

Other means of inspiration are the county and provincial conventions and institutes. I always like to send one or two representatives, and, what's more, I think the School should pay their way if necessary. Personally, I do not want two of the most experienced teachers or officers there. One, at least, should be one of the younger or newer ones on the staff. These are the ones that need instruction and stimulation, and