

that what the Bible says is understood and felt.

The exposition takes the familiar form of "The Lesson Retold" and the writer of this portion of the Helps studies the text and commentaries and books upon the Bible and upon the Holy Land as carefully as do the writers for the older scholars. The retold lesson is not simply a parrot like repetition, but it is a recasting or translation of the different facts and truths of the lesson into the language of the child, so as to make them more vivid and more effective.

The Questions and Answers are a most important part. They are for drill, so that the facts may be fastened upon the child's mind and the points made plain.

The little story which usually follows the Questions and Answers is to illustrate some point. It both entertains and instructs.

The picture is intended to teach through the eye, so that even the "wee ones" who who cannot read may be able to make out something "their very own selves."

The one chief practical point is given in big type and should be strongly impressed upon the child.

For Memory there is the Golden Text and the Catechism, and for Song—and it also should be learned by heart, if possible—the Lesson Hymn.

The teacher will see how very valuable a proper preparation of the lesson under an intelligent parent will be. The scholars come with the materials in their minds, and the teacher's task will be largely a task of vivifying and impressing; a more pleasant and profitable task than that of trying to get the attention of a class of little ones who have come without any notion of or interest in their lesson.

The parents also will see how much there is for them to do. The Lesson Retold should be read over and over again to the child until he makes it his own. He should be exercised in the questions and answers—and most children delight to give answers when they know them. Probably they will ask a good many questions, some of which the parent may answer from the Scripture passage, and

many of which will doubtless be beyond answering, for do not our little ones ask strange questions? The child sees deep into the mysteries of God.

There will be no difficulty about the picture or the illustrative story. Probably most of the little children will like to have this read first. Nor should there be any difficulty with the practical point in large type. It might be a good idea to have it printed on a sheet of paper each week in large letters. Print it or let the child print it if he can, and have it put up beside his cot. In the last lesson, for example, of the Quarter just ended, the "I have learned to-day" is "I should come when Jesus calls."

What is more impressive than to have this before the eyes of the child every day for a whole week? No fear of his not knowing what the lesson is about when Sabbath comes.

It is most important that the memory portion should be taught the child. Children's memories are quick, and what a store of knowledge can be laid up even before they leave the Infant Class! As for the lesson hymn, they will learn it quickly, and almost all children love to sing.

Is this thought to be too heavy a programme for the home? It ought not to be so. Fathers and mothers can have no better employment than teaching their children the things of God, and the younger the child the more precious the opportunity, and the more urgent the need of doing all that can be done. The tenderest years are the golden age for religious impression.

As to the use to be made of the PRIMARY QUARTERLY and LEAFLET by the teacher, it should be imperative that they are not to be brought to the class by the scholars. This is a rule, not only for the Primary classes, but for the whole school. The text book for the Sabbath School—and this cannot be too often repeated or taken too much to heart—is not the Lesson Help, but the Bible, the great Book itself. Even when the children cannot read, the Bible, not the Lesson Help, should be in the teacher's hand.

But the Primary teacher should have

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