

PRIMARY TEACHERS' DEPARTMENT.

Hints and Helps.

SOME primary classes choose a name. We have heard of one calling itself "Little Sunshine Weavers." This was painted upon the wall of their room.

I often give my scholars reading matter, papers, etc., to take to their parents. I find that this is greatly appreciated. Why cannot others do likewise?

The primary department should be kept open all summer, whether the main school is or not. If the teacher goes away from home during the summer months, she should secure as able a substitute as possible for her class. She should also send them one letter at least to be read aloud.

As to the children's vacations, the ideal teacher will learn where each has gone and will write him a letter. Doubtless no letter received during his visit will give him more pleasure. She should also ask each child to write a letter to her, also one to the class, the latter to be read aloud to the class.

The Whisper Song is so called because it is designed to be whispered in concert by primary classes, which meet in the same room as day classes, whom they might disturb by any concert exercise.

When the children become noisy it will quiet them to have them repeat this Whisper Song at any point in the lesson. This feature could also be carried out where the class has a separate room. One teacher had six children come to the platform and one after another repeat the Golden Texts for the month, then sing the Whisper Song as a solo. Later the Whisper Songs were sung as a chorus and the texts repeated in concert.

Do we ever think how the children carry to their homes—even the most religious of homes—the teachings they receive in the Sunday school?

One little boy after learning the Ten Commandments at Sunday school went home and began to catechise the members of the family to see if they were as well posted as himself. They were all members of the Church, and

he was shocked to find that no one could repeat them, but he believed that his pious grandmother would surely redeem the reputation of the family; so he hastened to her home, on another street. Still greater was his surprise to learn that she, too, was deficient in this particular branch of Scripture knowledge.

ALICE M. DOUGLAS.

"When I Was a Child."

BY MRS. GEORGE ARCHIBALD.

MISS LUCY G. STOCK's article in the April JOURNAL should set many teachers thinking. It points out the true reason why so much time and intended instruction are wholly wasted. Probably could we know at the end of any Sunday school session what proportion of the teaching had gone wholly astray, we would be shocked and astonished. When I have listened to the stories of returned missionaries, and marveled at the percentage of conversions in their schools, it has occurred to me that the advantage which a heathen country child has over a Christian country child lies in the painstaking explanations of every word and every truth. Nothing is taken for granted by the missionary.

The fact is, mental qualifications being equal, spiritual perception is no easier to the Canadian than to the Hindu child. Its advantage is simply in its surroundings. Properly taught, the one can be made to understand as intelligently as the other.

Too often, however, the child's Sunday school teacher assumes that his little charge can be talked to, for the weekly half hour, of repentance, conversion, consecration, charity, and other things important to Christian experience, as if hundreds of words significant to the adult thinker could convey to the child mind the things they stand for. On the contrary, many of these terms are perfectly meaningless to the little one, and should not be used at all at ages when words of corresponding difficulty are not yet familiar in school life.

Not only this, but hymns and Scripture verses should be explained word by word, sentence by sentence, wherever a thought or