

Oh! take their young hearts now!  
Lead them, my God, to Thee,  
Safely to Thee!

Lead them, my God, to Thee,  
Lead them to Thee!  
Though 'twere my dying breath,  
I'd cry to Thee,  
With yearning agony:  
Lead them, my God, to Thee,  
Lead them to Thee!

—*American Messenger.*

### Mistakes in Infant Class Teaching.

It is very easy to see where another has made a mistake; so natural to point out a remedy, yet all the time one's own "glass-house" may be in danger. So, good Mrs. B., if you should walk into the infant class in which I feel most interest, you could doubtless point out many things that need a remedy, which I perhaps had never noticed, or seeing, had lacked knowledge or skill to change. And may I tell you of a few little things that I noticed in your class to-day, which if they could be helped, would make the hour a much easier one to yourself and the little ones, and a happier one too?

You did not lead the singing, but your assistant did, and she sang truly with all her might, but with her eyes fixed on the ceiling opposite. How could she know the little ones were not singing, only struggling along to keep up with her, if possible, while the music and the words meant nothing to them? She did not sing to them; she has no sympathy with them, but sang as a parrot would, or as a singing-machine might do, if there were such a thing. Did you notice the words of the song, Mrs. B.? In the first place the children had not committed them, but in the second place how could they, when they were entirely beyond their comprehension? You and I sing sometimes in church of that day when Satan's kingdom shall be everthrown and the kingdom of Christ established, but have we any very distinct idea of what that day will be like? Yet that is the very song you gave the children to sing, as they have sung it Sunday after Sunday; no wonder they skip all

those hard words they cannot understand, and only chime in when there are easy ones to sing. Then the tune was as far beyond them as the words, full of ups and downs and hard intervals. Why, do you know, that tune with those words, would be as much as the majority of singers in the congregation could master? If we believe that singing is a part of the worship in Sunday-school as well as in church, can we not find some way of simplifying it for the little ones?

Take one such song, "I am so glad that Jesus loves me;" Emily Huntington Miller's "I love to hear the story;" or "Happy Land," even; teach them one verse, line by line, being sure they understand every word; teach them to put their hearts into it; teach your assistant to sing it from her heart too, if you can, and that singing will do them and you too, more good than all the music you have had from them for a month.

Awaken an interest in the singing; let the girls sing to the boys, the boys to the girls, as your right or left hand shall dictate. Solos, once in awhile, help to teach some, what quicker minds and ears have already learned. Print the words on the blackboard sometimes, that the eye may aid the memory and mind, then have them close their eyes and sing to test their memory. Have variety in the singing, and after the lesson, after the prayer, when the little ones are restless or sleepy, teach them some song in which the hands and arms can take part, as well as the voice. It is easy to find such songs, and they are useful in their place without necessarily dissipating more serious thoughts.

Have you any idea how long you talked to those little folks to-day?—Nearly three-quarters of an hour, without their singing or standing or changing position, except as their tired limbs rebelled and they turned and twisted in their seats. And some of those little ones were only four or five years old! How much do you suppose their little minds can hold? It is not an easy matter to impress one truth upon them so they shall carry home a clear idea of it, and surely we defeat our whole purpose and weary them, when we cram their minds so full of the blessed truths of the

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