

the same lesson to a primary class. In every case we should choose that which, in our judgment, the most easily and impressively illustrates that truth to that class. Study the methods of Jesus, and see how wonderfully he adapted his illustrations to the conditions of his hearers.

In closing let me offer a few cautions and suggestions:

1. The truth, not the object, is the subject of the hour. Learn about the truth, not about the illustration used.
2. As far as possible, use your own object illustrations.
3. Turn the attention of the children as soon as possible from the object to the truth.
4. Be sure your object really illustrates what you wish it to, and take care to avoid disappointment in material.
5. Practice beforehand any work requiring manipulation.

### Primary Teachers' Unions.

#### A DIFFICULTY REMOVED.

In many places there is no teacher who feels she is enough of "a leader" to take charge of a union. This difficulty is overcome by electing a board of directors or vice presidents chosen from the several denominations. These officers alternate in assisting or relieving the president in conducting the regular meetings of the class. Several unions have four vice presidents, each one having charge of a meeting once a month.

#### A USEFUL OFFICER.

It is very helpful to have a librarian who will take charge of samples of all helps to be shown teachers. Thus at one session teachers' lesson helps may be shown; at another, children's lesson papers and cards, concert exercises, song books, library books, certificates, etc., each in turn, or all together if preferred.

#### THE LOOKOUT COMMITTEE.

Many plans laid out for the year are unfinished and many tasks incomplete. What shall we do? Better almost anything than the waste of time in laments and regrets, unless it shall lead us into better living for the coming year. Regretting is a good exercise *only* when it begets a thorough repentance, followed by a resolution to live a higher and nobler life.

#### THE PROGRAMME COMMITTEE.

In some unions this committee arranges a list of topics to be taken up during general exercises

The following list was used at St. Louis. The subject may be presented by one selected long enough in advance to make good preparation, and discussed by members present, if time permit. If preferred, selections from Sunday school periodicals may be read with profit.

The primary class room and its equipment; what tools are essential?

Should the primary class meet with the main school? If so, when?

Are divided classes desirable? and how should subteachers be selected and trained?

How to promote punctual and regular attendance.

Opening exercises.

Closing exercises.

Should the child study the lesson before or after it is taught in the class?

Should the Golden Text be memorized at home?

Singing in the primary class: the what and the how.

Devotional exercises, and how to teach children to pray.

How to teach benevolence in the primary class.

The use of the blackboard.

The use of emblems and symbols.

Supplementary lessons.

Should denominational differences be taught in the primary class?

The teacher's preparation.

The birthday box and its advantages.

Discipline in the primary class.

What should be the conditions of promotion?

How to reach the mothers of the little ones.

An ideal primary class.

### Teaching Mistakes.

#### I. MISTAKES OF EXAMPLE.

1. To attempt to teach a class the way of life without personal, *experimental knowledge* of it for oneself. It is the blind leading the blind.

2. To live a *worldly life*, that leads the scholar, as he sees its inconsistencies, to conclude that all religious profession is a mere outward show.

3. To indulge in *questionable pleasures*, such as card playing, dancing, theatre going, and thus to imperil the spiritual life of one's scholars, who are quick to follow the steps of their teacher.