

supply this deficiency by arranging for some little experience in this line. The locality in which you live will help to decide what form it shall take.

It may be planned that a small offering, Sunday by Sunday, shall be received for some special purpose. If the children can earn the money in some way it will mean more to them. Cooperation with the home will be necessary to arrange for this. Perhaps an appreciated toy may be given up for a less favored child.

If there are no needy people within the knowledge of the children, it might be possible to have them meet some day during the week to make a very simple gift for mother. Mothers know how to appreciate their children's work, if it is only a folded paper or crude drawing.

It is not necessary to entirely drop the Christmas songs as soon as Christmas is over. Others will, of course, gradually take their place as the year goes on. But, as you have endeavored to make the Christ-child a living reality, so continue to make his presence felt during the year. As one of the hymns says :

"Sing, little children, sing
Not only on Christmas day,
But every day of the year ;
Still is the Christ-child here.
He is here, and we always may
Be glad, as on Christmas day."



Teaching Missions to the Beginners and Primaries : An Experience

By Rev. W. J. Knox, M.A.

In First Presbyterian Church, London, Ont., the children of the Primary and Beginners Departments assemble on Sunday morning with their parents in the pews of the church auditorium at eleven o'clock, and remain during the first half hour of church worship. After a story-sermon, a short prayer and a children's hymn, the children proceeded to the schoolroom for their session. Once a month the story-sermon deals with some missionary topic.

On the first Sunday of each month the whole session is devoted to the study of missions in a manner suitable to the little folk. The graded studies, which are in use, are not dated and a missionary study may be interjected without particularly disturbing the course.

A missionary story is told by the superintendent of a Department, or one of her assistants. Two or three days are given to the same mission field, and an exhibit made of objects of interest from the field, which can be procured from friends for the purpose.

Provision is made for the expressional side of the education by devoting the offering of the day to missions, by taking flowers to the Military Hospital at Easter and toys and other gifts to poor children at Christmas.

Thus all the children, in their early years, have their missionary interest developed by instruction and giving, as an *integral part* of their regular School work in a manner suited to their taste and capacity.

London, Ont.



Primary Interests

By Professor O. J. Stevenson, D.Pæd.

During the Beginners age the child lives in the realm of "make believe," and tries to learn something of the world around him by imitating the actions of others. About the age of six or seven, however, a change comes over him, and make believe games begin to lose their interest for him. From this time forward, instead of taking his pleasure out of imitating others, he wishes to live for himself and to investigate things at first hand. At the same time, too, he begins to feel a growing confidence in his own powers, and likes not only to try them out in all possible ways, but to show them off before others.

His desire to find out for himself what things are like and how they act, is in reality an evidence of the new instincts that are springing into birth at this period. One of the strongest of these instincts is seen in his interest in the world out of doors. Those people who believe that the child lives over again in brief form the experience of the race, see in these instincts a revival of the outdoor life of the savage. The woods and fields, the rocks and streams, the trees and flowers and birds, everything which he can test out by taste or smell or sound or touch, must be examined.

This is the age for collecting,—whether it be bugs, or stamps, or useless odds and ends ; for how can a boy learn what a stone or a shell or an insect is like unless he has brought it home and kept it among his treasures where he may examine it and gloat over it from time to time ? It is an age, too, for pets, whether it be pigeons or rabbits, or a pony or a collie, or a wild creature, such as a squirrel or a raccoon. To live with a dog or a horse or any other animal and to know it intimately, is in itself a part of a boy's liberal education.

The games of the boy and girl at this period are those which belong to the outdoor life of the savage age. In the life of the savage hunter, speed in pursuit and escape, skill in throwing and striking and hitting the mark, and the delights of rapid movement, through the water, over the snow, and down the steep slope, must have formed an important part.