

carrying for supplies, looking after wraps, etc. The number of assistants depends upon local conditions. Sometimes the teacher does better work all alone.

The Singing.—The songs should be simple in words and music, bright and rhythmical, for this is the only music children appreciate at this age. Great variety is not necessary. Complete hymns need not be taught. Motions may be used to advantage with some songs, but better no motions at all than those which are purely formal and lifeless.

The Prayers.—These should be incidental rather than formal. The whole service should be one of prayer. For instance, if the talk of the day is on God's goodness, it is in order to say, "Let us thank God for His goodness to us." If it is a talk on parents, "Let us ask God to bless our parents"; etc. The atmosphere of the school should be that of devotion. It is the spirit rather than the words that appeals. To develop an attitude in children is more important than to give definite instruction.

The Story-Period.—The teacher who would succeed must see pictures and describe them. It is not necessary to get a new story for each week. What children yearn for is the old in a slightly-changed setting. The stories arranged for the Beginners' grades in the International Beginners' Course are excellent. If that course be followed, the teacher can hardly fail to realize her aims, which are to leave behind a lasting impression of God's goodness and watch-care; to instil reverence for the Creator and sympathy for all His children.

The Circle-Meeting.—At some time during the hour, preferably near the opening, the children should have a circle-talk. This will give them an opportunity to tell all they have been waiting to say; it will enable the teacher to prepare the way for the story-lesson. During this period she can teach new hymns and texts, and have the children reproduce the stories they have already heard. This is also the time for birthday exercises, offerings and cradle roll entries.