

There are sixty children in the room who vary in age from four to eight. During the singing of the first verse of the opening hymn the teacher notices that a thinly-clad child is seated with his back to a northeast window, against which the wind is driving the sleet and snow. Before we begin the second verse that child must be moved to a sheltered corner near the heater.

We notice that care has been taken to seat all the children with their backs to the light. This teacher evidently considers that the children must be subject to more or less eye-strain during the week, and proposes to spare their eyes on Sunday.

During the singing of the second verse the teacher notices a mite of a girl pulling at her neighbor's stocking. This is disorderly, but there is good reason for it. The little neighbor is in torment, for her stocking is fastened by means of a bit of twine wound around the leg just above the knee. The day is cold, and the tight string impedes the circulation so that her chubby leg is becoming quite numb. Her kind-hearted mate, seeing her plight, hastens to the rescue while singing "Help us to do the things we should." The teacher, without stopping to reprove anybody, cuts the twine, singing all the while.

This teacher is an expert in drawing, and makes her few rapid lines on the blackboard "tell." The children are all attention while the lesson opens with a graceful illustration, which they are expected to discuss. Their discussion is to lead them to the vital point of the lesson. John, who is seated on the back row, is the only inattentive member of the class, and he will not look at the board or let anybody else look at it so far as his arms can reach. The teacher asks John a question. This, before the discussion of the picture begins, so that he has not heard the other children describe it. He cannot see the picture. The teacher discovers this in a flash; but she discovers more! John's sight is so very defective that he cannot even see the blackboard!

That child who has walked a mile to Sunday school through the snow, wearing her carefully-saved, partly-outgrown "best boots," is not easily quieted when she noisily kicks the leg of her chair, fretting audibly, and saying she "wants to go home."

Willie's disorderly conduct, which has already caused frequent interruptions, is not so easily explained. He is usually so good and quiet that there must be some trouble here which does not show on the surface. At last Willie becomes so unbearable that his case must be investigated even while the class waits. A little "aside" with

Willie reveals that he "got up so late sister wouldn't give him any breakfast." Willie is sent home to be fed, and the teacher makes a mental note to "have a little talk" with "sister" on the subject of hygiene.

Late-comers were, to-day, a serious interruption to the lesson story, for the class stopped listening to stare at them, while the tardy members stood helplessly staring at the class until somebody found chairs for them. Possibly the next generation of expert primary teachers will know how to prevent tardiness in children who are too young to "tell time," and who must depend on others to "start them off" in season.

The closing prayer might have been interrupted by older brothers and sisters who were in the habit of flocking into the primary room to take the little ones home; but the teacher, who had learned wisdom from experience, locked the door and fastened on the outside of it a placard bearing this inscription:

"Wait outside for the primary children."

There are interruptions for which neither teacher nor children are responsible. If the primary class must take what is left in the way of a class room after the main school has been provided for, it may be that we are subject to interruptions from without. In that case our only defense is to make our lessons so intensely interesting that our children will be blind and deaf to all outside matters. If we succeed in doing this, not a child in the class will have the inclination to interrupt. Yet our defense from interruption is incomplete until we have cultivated a placid manner, poise, foresight, presence of mind, and readiness of resource in times of emergency.

"When He had Taken Him in His Arms."

BY JULIA H. JOHNSTON.

THE Gospel of the gentle touch is as potent as of old. The children's Saviour has left us an example that we should do as he did, both in deed and in spirit. Not only when "they brought unto him young children" did he "take them in his arms and put his hands upon them and bless them," but when he would teach the disciples who should be greatest in the kingdom of heaven he "took a child and set him in the midst"—who can doubt that there were children near?—and "when he had taken him in his arms," he set forth the lesson never to be forgotten.

Perhaps that little one understood nothing whatever of the admonition given to his elders.