

The Olivet Chapel Sunday-school, New York, in adopting this form, printed on the reverse of the card an exhibit of the giving of the class in proportion to its membership, month by month, as follows :

☞ Giving cure us of selfishness. ☞

YOUR CLASS	
CONTRIBUTED IN 1874.	
JANUARY.....	\$
FEBRUARY.....	
MARCH.....	
APRIL.....	
MAY.....	
JUNE.....	
JULY.....	
AUGUST.....	
SEPTEMBER.....	
OCTOBER.....	
NOVEMBER.....	
DECEMBER.....	
TOTAL.....	\$

☞ Increases our list, rest in Missions. ☞

☞ Lays up treasures in heaven. ☞

☞ Makes us partners with God. ☞

—S. S. World.

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The Infant Class.

BY REV. C. H. FOOTE, D. D.

THERE are two questions pressing upon every infant class teacher : How to control in the way of order and deportment ? and, How to teach ?

What to teach is not under discussion, —truth in its relations to the soul and God.

Children obedient at home, who see politeness exemplified in daily life, are easily managed ; but a boy taken from the curbstone, drawn from the alley, or coaxed from the dock, fearing nothing, except a blow, requires different treatment to keep him in order.

The teaching which would do well enough for the first class would be a sad failure for the second.

We must have order, or teaching will fail, but to have order you must have bodily comfort.

If you ever got on a bench so high that your feet could not touch the floor, you realized how difficult it was to be quiet.

You may tell a child to keep still while you are scraping the warm flesh. You may scold a boy for restlessness when a pin is pricking, but he cannot keep still, and your scolding is in vain.

If a child has an uncomfortable seat he

will not be orderly. Give a child a comfortable seat, comfortable for a child and not for an adult, just high enough for the feet to rest on the floor, and just broad enough for the body to rest against the back.

A wash room, in which the little ones could be made tidy before going to the class, would lessen the teacher's worry and promote the good of all. It would require the attention of some one to see that the washing and tidying was properly done—not always an agreeable task : it would demand money and patience, but results would abundantly compensate for these.

Room is essential. Too many seats in a given space, too many on a seat, will double a teacher's anxiety and increase his work.

Make the room attractive. Can you blame a boy for putting his feet on a rough bench ? Can you chide a child for making a noise on a hard, uneven floor ? Can you wonder that eyes will look at the trees and flowers outside the windows, when everything is dingy within ? Can you wonder that ears will be open to the song of the bird, or the bark of a dog, when there is little to charm in the room ?

If a nice comfortable seat is given a child, it will not be marred.

If pleasant pictures are on the walls, the attention will not be diverted by things outside the school.

See to it that order or system is observed in entering and leaving the room. It is not so essential what is done, only do something. If only a bow is made in coming in and a smile is given on leaving, see to it that something is done.

Never wait for order, have it at once, by being orderly yourself, having yourself so thoroughly prepared with stories, illustrations, incidents and expedients, that you will never be at fault, and never without something to do, filling up the whole time, but never any more.

Have variety—now talking, now telling a story, now singing, now standing, now sitting.

When you have told a story or shown a picture, question the class as to the facts and impressions.

Speak distinctly, talk plainly in telling what you desire, and then go on to some-