

the thought that sin always separates from God.

The story from the incident of the baby Moses,—for the Beginner would be God's care; the Primary child, the trust of the mother, while to the Junior, the willing obedience of Miriam and her trust, would probably be the lesson.

So, we might go all through the Old Testament stories,—Moses and the Children of Israel, David, Daniel, Noah, Joseph, Samuel, Elijah,—all show that God does love us, that

God does care for us, and that God wants us to trust, obey and love him.

Then we come to the most beautiful of all—the stories of Jesus. Can we not put into the hearts of the girls and boys such a picture of Jesus, loving, and helping and being kind to every one, always doing his Heavenly Father's will—that we will stimulate them to be real little followers, doing their heavenly Father's will?

Toronto

## Using the Primary Quarterly

By Miss B. C. JOHNSTON

The PRIMARY QUARTERLY may prove a real factor in the teaching of little children, or it may be but a convenient substitute for a carefully prepared lesson. The chief danger in its use is, that it, like other Helps, may be allowed to supplant the Bible in the classroom. The child should ever have kept before his mind, that the stories from Sabbath to Sabbath are from God's Book, and the Bible will therefore need to be constantly open in the hands of the teacher, particularly during the teaching of the lesson.

There is, however, a definite use for the PRIMARY QUARTERLY in the class session. The teacher will, of course, desire that the children have nothing in their hands which might attract their attention during the telling of the story, and as few of the children can read, she will find the pictures perhaps her greatest aid. As the children enter the class room, each might place on a table or in the teacher's hand, his own Quarterly, on which his name was written when he was given the book, and here they remain until the conclusion of the lesson.

At this time, they might then be distributed, preferably already opened at the picture illustrating the story of the day and the attention of the children called to certain details of the picture, thus impressing the truth of the lesson more deeply. If, as is frequently the case, there is some handwork given at the back of the Quarterly, which deals with the lesson for the day, this might then be referred to and the handwork done there and then. If time does not permit of

this, instructions might be given so that the children could do the work at home. This means that the truth of the lesson is impressed through three channels—the ear, the eye, the hand.

Under no consideration would the teacher expect the children to have learned from the Quarterly the story or memory verse of the lesson for the day. The use of the Quarterly should succeed the teaching and almost never precede it. There may seem to be one exception to this, and that is during review lessons, when the pictures might be shown during the lesson and from these the children recall the stories they have heard from Sabbath to Sabbath.

Perhaps the greatest and most far reaching result of the use of the PRIMARY QUARTERLY is in the home. The child should be encouraged to take home his Quarterly and ask mother to read to him the story he has heard. Little children love to have the same stories repeated and most mothers are sufficiently interested in their children to be glad to add to the work the teacher has done. More especially will they do so, if the children demand the stories. Thus the truths of the Bible may be carried through the children to the homes.

The music given in the Quarterly may also prove a link between Sunday School and home. The aim of these selections is to express through song the truths being taught in the lessons of the Quarter. If the teacher uses these, then the mothers may again sup-

### WHAT A SUNDAY SCHOOL CAN DO

Personally I know what a Sunday School can do. All the best training I ever had was in a Sunday School. It is what has chiefly enabled me to do my work. The best university is the Sunday School, and it is by far the most excellent way of conveying religious instruction.—David Lloyd-George