

where, all the time. "Who gives it to us?" "Why?" No abstruse reason, of course, should be given, but just that it is comfortable and pleasant and God loves us and likes to give us good things. The air around us, everywhere, is like a picture of God's love and care that is also round about us, everywhere. God's care was round Daniel. It was round Elijah. It is round us now—always. This we cannot see either. We just *know* it is there.

The teacher then told them she knew a little story about it and recited the verse. "Miss Blank can tell it on the piano—just listen!" It was played a second time and the teacher sang the words with the music. The children

were asked if they wished to help tell about it. Of course they wanted to, and told it feelingly, too.

What was irreverent about this play? Was it not more reverent, more like worship than the other? It was on the child plane of experience.

The Memory Verse if learned by rote because it is the verse for the series of lessons, is a dead thing. If it comes naturally, in other words, in the play spirit, because it is the outcome or joyous expression of the story, it becomes a living truth to the child, the impression of which will remain with him even if the words are forgotten.

Taking the Primary Offering

Various systems are in use for receiving the offerings. The best system is the one which best fits the needs and conditions of the individual School. In some Schools the envelope system is used and this is good, for the children bring their offerings more regularly and there is less danger of their losing it than when the money is carried loosely in the hand.

In some Departments the class teachers care for the money, an envelope being furnished each class. In other Schools the children deposit their offerings in a bank or a basket placed near the door or on the teacher's or superintendent's table, upon entering the room, in this way overcoming the danger of dropping it and the temptation to play with it during the opening service.

Each session programme should provide for the presentation of the offering, the manner of presentation depending upon the system used. If the money is deposited upon entering the room, when the time comes for presenting the offering some child may bring the bank or basket to the front and hold it during the offering service. If it is collected in classes, a pupil from each class may bring the envelope forward. If the envelope system is used and each child brings his offering in his own envelope, or if the money is simply brought in the hand, when conditions permit the children may all march to the front and deposit their gifts.

It is better not to sing while the offering is being made. A song may follow the depositing of the gifts. Children cannot march and sing well at the same time and it is much better to focus the attention upon the offering than to have it divided between marching, singing and giving. The pianist may play a march as the children come forward and follow it with some quiet music as they return to their seats preparing them for a prayer or a song.

The offering service, whatever the system or the method used, should always be one of wor-

ship and not a time for restlessness and disorder.

It is needless to say that before the offering is made there should be some preparation for it that the children may be in the right spirit for it and feel that it is an act of worship. This preparation may be the repeating together of some Bible verses about giving or it may be a talk by the teacher or superintendent, or some other carefully chosen person, upon the object for which the money is to be given.

A song may follow the offering and then a prayer to the Father asking him to accept and bless the gift and the givers.

A little thought and careful planning upon the part of the Primary teacher or superintendent will enable her to impress upon the children the importance of this part of the session programme and help them to form the habit of regular, systematic giving.

How many hundreds of little children have marched about the Primary room and deposited their offerings in the bank while they sang:

"Hear the pennies dropping,
Listen as they fall;
Every one for Jesus,
He will get them all."

And how many hundreds of "penny givers" we have trained!

Let us banish this penny song from use and cease to train our children to be "penny givers." It is certain that many children have received the idea that larger sums are not desired and that only pennies are acceptable.

Let us always avoid the use of the words "penny" and "collection" and speak of the offering and the money that we give to God.

If possible, the Primary Department should be entirely supported by the church or Sunday