

haphazard way of reading any chapter they may chance to open. If children do not acquire the habit of Bible reading before they leave the Primary Department, perhaps they never will. A book of selected texts may do for the younger members, they being expected to read a text each day.

A little impromptu social might be held either before or after the regular session. The children will have so much to say to one another after the long absence of many of them that it will be hard for them to put their attention upon the exercises until they have freed their minds.

If there be a special Rally Day offering, let the children themselves suggest to what purpose the special collections shall be devoted. By the way our last Rally Day was the Sabbath when a member of my primary class was to celebrate his birthday. On that day we met in the general school room, occupying the front seats, and I introduced our birthday service as a part of the general exercises. A part of this was the burning of candles, one to represent each year the child had lived, and these to be counted by the other members of the class. He also dropped into our rose jar, which was a birthday box, as many pennies as he was years old. Upon this day a deaconess from a neighboring city had given one of the addresses, in which she spoke of a little mission school under the auspices of the deaconess movement, and so I had that offering given to this school, thinking it best to have the children give to what was of immediate interest to them.

About the Review.

A RE-VIEW is a *look back*. It is always well in entering upon the lessons of a new quarter to take a look ahead. A little time spent upon a pre-view is time well spent. Thought and interest in what is to come is thus aroused. Then as the Sundays come and go, the wise teacher, who feels that she is "building for eternity," will earnestly endeavor to make some prominent point stand out clear and strong in each lesson. She will so illustrate and impress it that it will not be easy for even the little children to forget it. But as young minds are readily diverted, she will, on the succeeding Sabbaths, call back the leading thought of the previous lesson, and at the end of the month will very briefly recall the lessons of the month—stringing them on a thread, as it were, and holding them up before the class. It is hardly necessary to say here that blackboard illustrations and simple objects

will help greatly in fastening the lessons in the minds of the children.

With such a preparation the class will be ready for "Review Sunday" and will enjoy it. The little minds need not be taxed to remember any but the most obvious truths, and with the singing of a stanza here and there, calling upon boys and girls alternately to answer the simple questions, and the occasional recall of an illustrative story which really illustrates, the Review will pass off pleasantly, and you will see and feel that your class is really making progress.

Teaching Temperance to the Little People.

BY A PRIMARY TEACHER.

A LITTLE girl once wrote to different temperance workers for their autographs and asked them to tell why they were engaged in temperance work. Mrs. L. M. N. Stevens wrote back, "Because I love the children." Could a better answer be given?

Be very cautious in this matter for the little people will say yes to everything, and they should not be urged to take the pledge thoughtlessly. The parents should be first consulted and their permission to the signing given, then the pledge should be carefully and prayerfully explained to the child before he puts his name to it. The pledge can be of any style that the teacher thinks best to offer.

This is one of Miss Willard's pledges for boys: "God helping, I promise not to buy, drink, sell, or give intoxicating liquors while I live. From all tobacco I abstain, and never take God's name in vain."

While teaching the temperance lesson be very, very careful to restrain the children from giving personal illustrations upon the subject: A little girl said, "My pa is drunk to-day." Poor little thing, she could not fully realize the import of these sad words.

For illustrative purposes, make two paths upon the board; one marked total abstinence, the other moderate drinking.

One lady has a temperance library of books which she lends to others. Here is an excellent idea for those teachers who wish to club together for a similar library, for there are many temperance books helpful for the primary teacher.

Some put temperance tracts in the books that are distributed through the library. They are thus able to scatter the good seed in the homes of the children. I often find it advisable to send such tracts home by the little ones.

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