

guideboard set up. Then encourage the children to go where their supplies are. Remember how great may be the influence of one book. How often it may make a corner in the roadway of one's destiny! It may not seem to be a big world that a child tenants, but to the child it is as big a world as yours is to you. Into that big child-world see that the very best books enter to feed and satisfy immortal cravings, to give companionship and lead into the future aright.

E. A. R.

A Serious Thought.

You are going by a big savings bank some day. You notice the file of depositors streaming in. You catch a clink of money dropping on a counter. Perhaps you look at the windows and notice that there is an iron fence outside. You say to yourself, "What a serious thing it is to take care of all those heaps of money within! And—there may be more danger from a thief inside the iron fence than a thief without!" It is an exceedingly serious thing, you say, this handling of other people's money. Then you have another thought, that you have among your scholars those who will grow up to manage the investment of the money heaps in banks. Alas! if among your boys should be one who some day will become either a thief without the iron fence or a thief inside it. That makes one shiver. And as women nowadays are rapidly widening their activities, every year handling larger and larger sums of money, how chilling the thought that possibly the fingers of one of your girls might make a mistake in after years and slip a bank bill into the wrong place! No one likes to think of these possibilities, but we should think of this fact, that to-day honesty is a great necessity in this nation. That is putting it mildly. Business integrity, like a crystal clear, shining, without flaws, every money market very much needs. And how shall we get business integrity to-morrow unless we train boys and girls in habits of honesty to-day? Begin with the youngest in the class, and don't stop when you get to the oldest, but start with the youngest again, and talk, "Honesty, honesty, honesty!"

Inattention in the Class.

BY A PRIMARY TEACHER.

This difficulty being overcome will largely do away with that of disorder. The children pay no attention to the lesson, because the teacher presents nothing of sufficient interest to which they can attend.

The teacher should always first secure the at-

tention of the eyes. Always use a blackboard (a large slate, a piece of manilla paper tacked to the wall will serve for a blackboard, if you have none better). No matter whether you can draw or not, do not tell one point in the lesson without making an illustrative straight mark on the board. Or let one of the children, that restless boy, for instance, do the drawing.

Teach by means of pictures. These may be cut from old papers and pinned to the wall or blackboard. Use the large lesson pictures, no matter if they are a year or two old. And, by the way, our city schools might furnish their last year pictures of this style to the country schools.

Illustrate by objects, flowers, wheat, fruit, books, curiosities, burning candles, chains, or anything that will point out a truth in the lesson and keep the eyes of the children.

Inattention results from the half-hearted, uninterested way in which the lesson is taught. The teacher often has not given it sufficient study. She is not interested in the lesson herself, and how can she interest others? She should carefully and prayerfully study the lesson during the week and tell to some child in her home, or to one she has borrowed from her neighbor's home, just what she intends to tell her class on the following Sabbath.

Inattention also results from the inability of the teacher to fill the hour allotted to the teaching of the lesson. No teacher should go into a class without a program. She should know in advance what is to occupy every moment of that time.

Inattention is further caused by the lack of novelty presented in the teaching of the lesson. Nothing unscriptural should be introduced, but the Bible itself is full of variety. Paul became all things to all men; so should the teacher become all things to her class. The program should be changed every week. Tell the scholars that you shall have something new next Sunday. This will excite their curiosity, also their interest. Do less singing one Sunday and let the children recite hymns and religious poems. Keep a full stock of such on hand with which to supply them. Give up half of the time another hour for a little prayer meeting. Again, let some child read aloud a Bible story. Then have a question box. The questions connected with the lessons to be taught should be written at home and brought. At another time pass slips of paper around on which the children can write some kind deed they have lately done for anyone (and consequently for Jesus). No names are to be signed, but the slips are to be collected and read aloud by the teacher.

Yet again, consider your class a miniature Sun-