

Deceive us, seeming to be many things,
And are but one."

Everywhere we behold a beautiful unity in nature,—it is one of God's life laws. It is His life law for man, as well as for nature. Study out this thought for yourselves. As Primary Sunday School teachers we cannot do better than copy the divine.

See that the Sunday School hour is largely of "one pattern made," see that it repeats one note. Let unity here be one of our watchwords. It is really pathetic at times to see how faithfully some teachers endeavor to have their children grasp a thought, how faithfully they endeavor to impart a truth ; and when they have to some extent succeeded, immediately turn round and cover it up or crowd it out with other things,—other things which are perhaps, so attractive that, alas ! the Lesson thought is entirely forgotten.

Vary the opening exercises, of course. Have a thank you hymn, a praise hymn, if you wish, a rain song if the day is wet, calling the child's attention to the fact that God has a great purpose in sending the rain, the snow, the wind, the summer, the winter ; that He cares for birds and flowers, as well as for children. But after you have taught the Lesson, *don't* introduce other thoughts about how birds build their nests and feed their baby birds, about weather, about anything. Let the child go home with the Lesson thought, the lesson story and its practical teaching uppermost in his mind.

If you have given him hints of little practical ways of applying the truths in his own child life through the week, don't, at the close of your Sunday School hour, "come down" and bring the child down, by singing a little song about a mouse or a rainbow or a squirrel, or anything else that is as far as possible removed from the Lesson story and has not a single bit of Sunday teaching in it. I actually saw this done in one good School. True it was only to keep the children quiet while getting ready for dismissal ; but it was wrong, psychologically wrong, chronologically wrong—in fact there was no logic about it.

If we want to "drive home" anything to the child mind, we must bring many things to bear on the one thought we wish to con-

vey, but we must have "one note," make things of "one pattern." Let the child hear the story about it ; let him see the pictures about it ; let him sing songs about it ; let the teacher pray about it ; let the child pray about it ; let the child go home, if possible, with something to do with his hands about it, And, finally, and above all, let the child go home determined to live it.

Avening, Ont.

The Always on Hand Teacher

By Rev. G. Ernest Forbes, B.A.

That which can be depended upon is of infinitely more value than that which can not.

This is known by men in all spheres of life ; but few recognize it more quickly, or are more influenced by its truth, than the boy in the Sabbath School. The boy may not be conscious that he is being thus influenced, yet it is a potent factor in moulding all his future life.

Some time ago a boy in a Sabbath School said, "No, I'm not going back to Sabbath School any more. Our teacher's never there, and we're sent around from one class to another till we don't know where we belong." Steps were taken to see to it that the teacher was on hand on the following Sabbath ; but not half of her boys were there to meet her. They did not expect her, because it was beginning to rain about the time the Sabbath School bells were ringing, and she had always stayed home on rainy days. She was not to be depended upon, and her boys knew it.

At a critical time in that boy's life, he was taught by the example of one whom he at first greatly respected, that attendance at the Sabbath School was not all-important. He soon felt the same about all the church services, and for the past five years he has drifted first into carelessness and now into dissolute ways. We do not lay all the blame at the door of the careless teacher ; but we do say that she lost an excellent opportunity of helping that boy at a crucial and formative time in the making of his character when she might have saved him from becoming what he is to-day.

About the same time that this careless, or we should say, thoughtless, teacher lost her