

and hope that their dear little ones will, every Sunday, "hear of heaven and learn the way."

After making generous allowance for differences in temperament, recognizing the liability of nervous children to laugh, chatter (if they are allowed), grimace and become restless in the class, according to their own "sweet will," or prompted by exciting and magnetic companions, it is all the more difficult for the infant class teacher to possess her soul in patience when she scans her little flock and discerns that one or more *overdressed little girls* are making the real mischief, distracting the attention of their nearest companions, and really tempting several others to feelings of covetousness, and aspirations savoring more of vanity than of "the beautiful and good."

Many and many a carefully prepared lesson have I felt to be *wasted*, because the appearance of some surprising sash or elaborate costume—may be only the effect of a strikingly *piquant* Normandy cap or a pretty new chain and locket—distracted the eyes otherwise turned to the lips busy with "the sweet story of old."

Then again, how sorry I have felt to see the sad, almost tearful face, of some nice quiet child in calico, as she looked upon her own "perfectly poor though perfectly clean" attire, begin next to study the "good clothes" of the lively little butterfly at her side, and then with puzzled eyes seek mine. The problem, difficult enough to settle years later, ought never to be *thus* thrust into the faces of Sunday-school *infants*.

Why not, dear Christian mothers, studiously omit all the gay ribbons and adornings that thus seduce the eye and arouse envy, when you get your little ones ready for these spiritual lessons?

Certain it is that little children's hearts may be fashioned in worldliness and vanity almost beyond repair, while they are still regular attendants in the Sunday-school. I could specify the baneful instances where "society children," with airs, graces and trappings suitable for some matinee—if for any place—have given direction to the lesson hour; the object teaching of this kind finding a kindred taste already to greet its presentation!

As an antidote of my own devising, I have found it very effective to commend the rainy day attendants; praise the water proof and repellant suits; and to beg the little people to ask their mammas that they might come out "when it didn't storm too hard," with their home, play, or school dresses. Mothers, for the sake of allowing the prayers, praises and lessons of the short hour for which your darlings leave you for the infant class, to have their full and fresh effect—anticipated and supplemented by Divine influences—will you not recognize the propriety of this "dress reform?" All that is needed is a *simple, unnoticeable dress*, and though not "costly as thy purse can buy," or as expressive of your cultivated sense of beauty as you would choose, believe me, your children will neither disturb others nor lead them to feel that mission and out-of-the-way charity Sunday-schools are the only proper places for plainly dressed children!

If you think this point over argued, pray drop into the infant class and be convinced.—*S. S. World*.

Study your Scholars Separately.

The study of his scholars is an important part of a good teacher's work. Mr. W. H. Groser, of London, in his valuable series of papers entitled, "Our Work," considers first, "Our Material; or, What is a Child?" He says: "I presume that there is hardly any one who would dispute the assertion that a teacher of children should understand child-nature. And yet does not the whole history of education, from the earliest period of which we have any record, down almost to the present time, read like a satire upon that very principle?" Even if a teacher has ample knowledge of the nature and characteristics of childhood, he is not fitted to do his best work until he is further acquainted with the peculiar capabilities, disposition, and needs of each individual child in his class. Not all children are alike. They must be treated differently if treated wisely. Dr. Alden has said, that if he had fifty scholars before him, he would seek to be fifty different teachers, as he addressed them separately. Each scholar requires and