

As for ourselves, let us not overlook the rums. "That thou givest them, they gather."

Junior Department.

BY MRS. WILLIAM J. SEMELROTH.

"WHAT shall be done with the little graduates just out of the primary class?" is the serious problem now facing many of our primary Sunday school superintendents, whose hearts are still with the children who have just left them.

Put them in the main room with the "grown ups," and what will happen?

Listen to this teacher's experience. Mrs. Jean E. Hobart writes:

"The special need of doing something definite for the juniors was forced upon us by the alarming loss of children from the school during the first year after the transfer from the primary department. Careful visiting among the children who had dropped out revealed three principal causes of discontent. 1. They were lonesome. 2. The lessons were too long. 3. They could not understand the talking or the singing. A visit to the Round Table of the public school teachers of this grade of children revealed short lessons, great variety, much hand work."

Then see what this definite knowledge of conditions led to:

"All this resulted in our adopting a plan based upon the following: A separate room; the remnants of five classes, with their teachers; a primary teacher for superintendent; a table for each class; a definite course of supplemental lessons, on which they were to be graded; definite recognition of definite work done; remembrance on the part of superintendent and teachers that 'we are very much grown up, so that motion songs, quieting exercises, etc., are beneath our dignity.' These were the outward elements which have contributed to the forming of what is, on the whole, a very successful junior department."

Perhaps your school is not so fortunate, and there cannot be a separate room for these four or five classes, but is it not possible to keep all the children of this grade, with their teachers, in a certain part of the room—"a curtain, or even an aisle, being the separating point," and call them juniors?

By adopting some such plan would it not be possible, in a measure, for the children who have been together in the primary grade to keep something of the same *esprit de corps* feeling in the main room? Special meetings of these several classes with their teachers during the week; special preparation of a song, or of a part in the

service which they are called upon as a body to give, would help to mitigate the "lonesomeness" and "chilly sensations" of the main room.

An arrangement of this kind would make it possible to grade these classes by requiring of them definite supplemental work before they are considered a part of the main room.—*Int. Evangel.*

Primary Entertainments.

BY HILDA NORTH.

SOCIAL gatherings for the primary class not only attract new scholars and stimulate the affection of all for the school, but also are of positive spiritual value. Yet I know many teachers who think it a waste of time to "bother with" frequent Saturday afternoon entertainments. And perhaps it is when numerous visitors are invited and the occasion made one of formality and show.

But when we gather a circle of little ones unrestrained by an audience, and provide for them an hour of innocent merriment, free from quarrels and jealousy; of play in which the poor ones forget their faded clothes and the pampered ones their finery, and all unite in a spirit of happiness and love; and when we do this within the walls of the Sunday school, and on the same ground where the most solemn view of religion is presented to them, surely we help them to realize that Christianity is not a doctrine of gloom, but a religion of love, of "peace on earth, good will toward men."

Some teachers think it hard to manage such entertainments. We don't find it so. We seat our children in concentric circles. We sing, march, and play games which are adaptations from the kindergarten. We tell them stories, often with blackboard illustrations, and conclude with simple refreshments, generally gingerbread and lemonade, with a little fruit or candy.

Do the children enjoy these entertainments? When one is over they display great anxiety about the next. Is it hard to manage the pupils the following Sunday? Quite the reverse. They come with the happy light still in their faces, ready to do their utmost for the school and the teachers, and with hearts prepared to believe that God is a father who loves his children and sends happiness to those who obey and serve him.

Is it a little thing to lead our scholars to associate their pleasures with religion and right living?—*Int. Evangel.*

Washington, D. C.

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