

can understand.

Anton, aged three, refused to answer to his name. He said he was Winnie (a cousin several years older than himself). Anton disliked being washed, but because Winnie liked it, he was perfectly willing to undergo the process.

Billy, aged two, claimed to be Dorothy, a grown up young lady; and because Dorothy did not run out into the road in front of motor cars, he refrained from it.

A Primary teacher taught a lesson on The Little Foxes that Spoil the Vines. She made the foxes (faults) so attractive that some of her hearers went home to practise wrong things they had not before known of.

A child will look at a picture of another child. If allured he will say (or think): "That is me," and as soon as opportunity comes, will do what he thinks the picture child does.

These facts, which might be multiplied almost indefinitely, serve to prove the statement that a child will do that which appeals to him, that which is made interesting, be it right or wrong.

Every good teacher will bear this in mind and make it her aim to have her lesson so interesting, so close to the child's capabilities,

and full as possible of right activities, that the desire of the children will be *to do*.

If the living of the truth taught in the Lessons is left entirely to the child after School period is over, of course even after the best teaching, it will naturally be more or less spasmodic, according to other attractions in his life.

In order to have it intelligent, continuous and definite it is important to get the co-operation of the parents.

The most satisfactory way of doing this is to get them to visit the class. It is to induce them to come the first time, that in some cases is difficult. Once the ice is broken, usually, it is quite easy to have them regular attenders. Let the teacher not be discouraged but persevere in her invitations and each fresh mother will often interest a second.

Personal letters written in a tactful way to the pupils, especially to those whose parents find it utterly impossible to visit the class, and all the little touches which connect home and School, are helpful in getting the children to live the lesson.

One thing more, let every teacher remember the value of prayer and yet more prayer, in bringing the little ones to Christ.

The Prayers of a Primary Child

By MISS B. C. JOHNSTON

The prayers of a child should be a means of expressing his feelings toward God. Every little child, who has been taught to recognize God's hand in all the beauty that is about him, in all that is provided for his comfort, and who has learned to know God's nearness and power to help, will be filled with gratitude and a feeling of companionship to which he will want to give expression. If he be regularly encouraged to do this in language which he understands, it will later become a part of his daily life.

While a primary child will need help in expressing his ideas, still it is not wise for the teacher at all times to do his praying for him. It may degenerate into a mere form rather than an act of worship and fellowship. This is particularly beyond his comprehension. It is wise to allow the child to take his own part in the prayers offered in the class. One teacher brought her little ones very close to God, when she asked them to mention some of the things for which they were glad and thankful and of which they would like to speak to their Heavenly Father. The children did so and then, with bowed heads, repeated, line by line, after the teacher, a prayer formed by her from the ideas

given by the children. Thus did they truly come into fellowship with the Father.

Besides the prayers of gratitude for home, friends and good gifts, there should be prayers offered for children of other lands or for little ones of the class who are ill. If these be made as specific and as simple as possible, the little ones will be brought to feel that God is very near and their helper.

It is wise to supplement extemporary prayers with formal prayers or prayer verses. The reason for this is twofold. These beautiful prayers, used frequently, though not often enough to become a mere habit of recitation, produce a feeling of reverence and awe which it is very desirable to create in the mind and heart of the child. Then, too, we all have with us the little child whose only religious instruction is gained in the Sabbath School and whose parents seldom, if ever, speak to the Father in prayer. This little one learns from us of God's love and care, and hears us say that because of these we should thank him, each time we eat, and that God loves to have us speak to him at any time, yet because of his home training and the limitations of his years, finds it difficult to express himself. Here