

"These papers are a great help. It is wonderful how eagerly the children look forward to the Sunday they are to get them. Every scholar who gets a paper has to learn some verses. I am anxious for my scholars to have good and wholesome reading, and I can assure you those papers are doing a work in moulding character that would not be done in any other way."

In every case it will be remembered that even the poorest school is expected to pay what it can toward the grant of papers made. Last year the schools receiving help to the amount of \$2,640, contributed thereto \$829.

Supplying just such needs as these, all over the continent, from Labrador to the borders of Alaska—and helping to plant new schools wherever a handful of children can be gathered together, and a loving heart to point them to the Saviour—is the work that the S. S. Aid and Extension Fund is doing. But it needs funds to do this work, and appeals to every school to give one good collection in the year. Even the schools that receive help, no matter how poor, are required to contribute what they can to this Fund.

## How I Manage My Primary Class.

BY MARIANNA H. TREFFEY.

I HAVE been asked to tell you this morning how I manage my Primary Class—I say primary because the little ones like it better than Infant Class. I always enjoy my class of little ones very much, and have been impressed for sometime with the importance of leading them to their Saviour *now*. To help in securing their attendance, I offer a small premium at the end of each quarter to those three or four attending most regularly. I also give a similar one for those learning the most of the Golden Texts. I find it a very good plan to write a little letter to those scholars who stay away a few Sabbaths in succession, and let them know they are missed, and invite them to be present the following Sabbath.

As to keeping order, I believe in the power of love, wisely used, as the teacher's best and most efficient help. The children are wise in their own ways, and the idea is abroad in their little minds that the Sunday-school is not a day-school, that whereas they must obey in the latter, in the former it is only if they will to do so. I very seldom have any trouble in this way, but I find, if any are inclined to disturb the rest of the class in any way, they are easiest controlled by an appeal to be orderly.

In regard to order, I first ask all those who were present the previous Sabbath to hold up their hands, and then from these draw what they remember of that day's lesson. They readily tell me one thought after another, until we have it pretty well reviewed. I then

ask for the Title and Golden Text of the lesson of that day, and we all rise and sing a verse or two, and bowing our heads engage in a short prayer to God for His presence and blessing upon us, and the salvation of each boy and girl in the class. They are then seated, and I hear them recite the Scripture texts they have memorized (and this I always encourage them in doing), believing that that which is imbedded in the hearts of the little ones is not lost, but He who said, "My Word shall not return unto me void," will surely see that it prospers in the thing whereto He sent it.

I find the little inexpensive tickets and cards please and encourage them, both in attending regularly and memorizing texts. As very few of them can read I tell them the lesson story as simply as I can, and taking one thought try to impress it on them, applying it to their daily needs. I often hear such remarks as this, "Oh, it is easy to teach the infant class, you would not have to study much to prepare those lessons." I can truthfully say, if I do my duty, I have to begin my lessons on the Sabbath and study them carefully through the week, and then I feel ill-prepared to make it most simple, and to illustrate it on the blackboard. I find this very necessary, as it helps them to remember much better. One little boy said to me the other day, "Teacher, I can remember those Golden Texts just twice as well since you began using the blackboard." After telling the lesson story, I distribute the little papers; we then sing a verse or two, and we repeat together several times the Golden Text. I then ask them several questions on what I have just told them, and by carefully questioning, get the ideas they have understood.

We then talk a little while about the next lesson, and I invite them each and all to come back on that day and hear more about it, and, if possible, bring someone else with them. We spend the rest of the time, which is generally rather short, in singing, and as soon as the bell rings we return into the main room again, when we hear a blackboard lesson given by the Superintendent of the school, and after the closing exercises are over we are dismissed.

This is the way I most generally conduct my class, but I change the plan occasionally to prevent it being monotonous. I feel it a very important work, and who of us who are primary class teachers are not sometimes overwhelmed with the thought of our responsibility? not knowing to what extent we are accountable for their future. Yes, it is an emphatically important, as well as a gloriously paying work, and we as teachers can make them know that what we desire above all things in regard to them is to have them love Jesus and begin the right kind of life *now* while they are young. Oh! then let us labor in trust and joy, for ours is a mission which cannot fail, a labor which cannot be without results. Next to the parents no one has such a golden opportunity of moulding the child's character and leaving an impression on their childish hearts, while they are yet undefaced by this sinful world, as their S. S. teacher. Through all our teaching, and above

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