

talitv about the door, and say, "O, it is a don't-care church! It is a proud church." Little folks may feel that they are not welcomed like the big scholars, and poor lambs may have that feeling that fine clothes are wanted at the church door. O we will have an open door for all, a big, hospitable welcome going out all the time.

"Anybody there?"

Sometimes we must not only have an open door, but take that door to the little folks and show them that it is open. Now is a good time to call everywhere in the neighborhood of the church and see that every lamb outside the fold has a welcome to it. Let us take the door where they can see it is open. Don't stay behind the locked door, crying out, "Anybody there?" Take the warm church atmosphere where the lambs are out in the cold. Make them feel its hearty fellowship in your outstretched hand. Let them hear its voice in full sympathetic, winning tones. Do it now ere the heavy winter storms set in. Get in all the lambs ere the thick snows fall on field and forest.

"Anybody there?"

What a difference it will make in a life if we see that somebody is there and welcomed heartily! We know the old story about the German woman who, hearing a poor, hungry boy singing out in the street, a boy at school and fighting poverty, went out and welcomed and helped him, and so helped give Martin Luther to the world.

Our kind interest in a child may not simply bring a lamb into the fold, but result in the sending out upon the wild, cold mountains of sin, one who shall be the rescuer of thousands of souls astray.

The Primary Class During the Opening and Closing Exercises of the School.

BY MRS. W. F. CRAFTS.

WHEN a superintendent requires the primary class to be present in the main school during both the opening and the closing exercises, he greatly cripples the usefulness of the primary teacher, and prevents the children from getting all the good they might. The opening exercises of the school are not profitable to the children of the primary class, because they are usually placed on low seats behind larger scholars on high chairs, so that it is almost impossible for them to see or hear anything. To make the matter worse, there is very little said or done which they could understand even if they could see over the heads of

those in front of them. Possibly they might join in the singing. The prayer might be of such a character that they could hear and understand it but; it rarely is. They cannot possibly be expected to attend to the reading of the lesson, for even if they should hear it they would hardly understand it. So, instead of giving the reverent attention to the reading of God's word, which it should be the aim to cultivate in Sunday school scholars, they twist and turn and get into mischief-making. Time thus spent is worse than wasted, because the children are really being trained in wrong directions. When finally the primary class is permitted to be by itself, the teacher finds her class in a semidormalized condition, a quieting process must be gone through before the regular class exercises can be taken up. How much better off the children would be to assemble in their room for their own opening exercises which could be exactly adapted to them. A compromise might be made on one song sung with the whole school in order to emphasize the unity of the school.

Should the primary class be required to be present during the closing exercises? Not unless they can be made profitable for the children, and unless they can be seated so that it will be possible for them to see and hear. If brought to the front, they might be given a share in the closing exercises that would prove both entertaining and instructive to the other parts of the school; for instance, let a brief review be given by the primary teacher. If, however, these conditions cannot be met, it might be a good plan to have the primary class join with the whole school in the closing song. This would again emphasize the unity of the school, and would enable the children to see the older brothers and sisters or friends who would take them home, not that they should be allowed to leave their seats before dismissal, and so destroy the order of the school.

A superintendent might wonder what use his primary teacher could make of all the time between the opening and the closing songs, and might ask, Why would not the usual lesson time be sufficient? Usually there are a larger number of children to one teacher in a primary class than in any other class in the school, and besides, they are not so easily directed, because they lack understanding, and much time must be spent in adjusting their positions, taking their attendance, etc. Neither are they able to bear continuous teaching for the half-hour of lesson time. They must be relieved by bits of song and general ex-