

pressed upon him if we afford him the concrete illustration of the abstract teaching by being loving and good ourselves. He will unconsciously come to know God in this way.

Secondly, we can teach the child to know God by telling him stories about God. Let us be very careful of our selection; so many Old Testament stories picture God as a stern and just God rather than the loving Father whom we want our children to know. The God who took care of the baby Moses and of Jacob, the God who talked to little Samuel, the God who gave us his only son to make us all good and happy is the God our children need and will love.

In the third place, the child can learn to know God by self-activity, by working together with God as did the child in our illustration. The child loves to work together with us and in that way gets to know us better. Just so, if he works together with God, he will learn to know God better. We must help him to be a co-worker with God, to feel that God is like a father or mother ready to assist him in his "hard jobs." We can teach him how to talk to God about his difficulties. To do so, however, we must first understand our child's world and his needs, before we can suggest to him what things to talk to God about. After a little suggestion on our part, the child will learn to

take his joys and sorrows to God himself.

The child can work together with God, too, in the world of nature, by planting seeds and tending them, watering them as God waters them; by caring for animals, feeding the birds just as God provides food for them. We can do a little of this with our children by giving them seeds and plants to take home, or by having plants in the school-room, but most of it will demand home co-operation.

In the fourth place, we can teach the Primary child to know God by having him watch God. We can direct his attention to God in the sun and the rain which help things to grow; to God in the seeds which come to life, to God in the snow which protects the plants and grasses, to God in the stars which seem to hang in the sky. Through these visible signs, the child will begin to understand the invisible God. Our Primary child has the gift of curiosity which will lead him to investigate these wonders and thus draw nearer the Creator; he is learning to reason and to understand cause and effect; at the same time, he is imaginative and able to picture to himself a God whom he cannot see; and finally, he is a child of faith and it is easy for him to believe all that we teach him of God.

Toronto

What Juniors Can Do

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It is usually a simple matter to find plenty of activities of a selfish nature in which Juniors delight to take part, but it is our duty to suggest and provide work which will lead them to think of others, and which will entail some sacrifice of either time, money or effort. We cannot expect our teaching to produce any results in the lives of our scholars unless it is translated into something practical and concrete, for "All truth dies out in the mind unless it is lived out in practice." The Junior is much more a doer than a thinker, and it is natural, therefore, that he should desire to express what he has learned in deeds of usefulness and service.

We must see to it, then, in providing him with some work to do for others, that we choose something which represents real service, or fills an actual need. If the deed is to be a blessing to the doer as well as the receiver, he must feel that he is doing something worth while, and so we must use care in the selection of activities. Different communities have varying needs, and as it is pleasing and helpful for Juniors to see the results of their work, we would do well to choose some task near at hand, especially at

the start. The ideas mentioned here are merely suggestive, as each teacher knows best what his or her scholars are capable of doing, and what line of service is most needed.

Experience has shown that Juniors work better in organized groups, particularly when they have reached the time when they love to belong to something, to have secret passwords and mottoes, and wear a class pin or emblem of some sort. Such organizations should be very imple, having but three officers,—president, secretary and treasurer, who may assist the teacher in the routine of the Sunday session, and should be formed of small groups, boys and girls separately. The main object, however, is to have a fascinating purpose or aim, and keep it ever before you until the job is finished. Better have no organization at all than one that has lost spirit and interest. If the work chosen does not seem to challenge the young workers, something more appropriate should at once be undertaken, for there are plenty of things which will hold their interest if the teacher does his or her part in maintaining it.

While the work should always be a challenge to the boys or girls it should not be