

The first class, those whose imaginations need curbing, are fairly rare. Such children let their fancies run riot until they confuse the real with the unreal and tell untruths.

We need to study the untruthful child to discern whether he is deliberate in his false assertions or merely over-imaginative. Having studied and made our conclusions, we naturally deal differently with the two types. The deliberate liar needs constant supervision, encouragement and correction; he must have high ideals set before him, his affection and loyalty must be appealed to. The child who falsifies merely through an abnormal gift of imagination needs less severe treatment. He must be made to pause and think before he lets himself be carried away by his fancies; he must be shown over and over again the difference between true and untrue assertions; he must be convinced of the harm that will come of untruthfulness. He has the habit of exaggeration, which, taken early, can be cured, but which, left till later life, is practically incurable.

But the over-imaginative child not only confuses the true and the untrue; he is dreamy and impractical. He is apt to begin a thing, leave it unfinished and flit to something new which he again leaves uncompleted. Such a child needs to be kept at his tasks till finished, lest he continue throughout life to make impractical plans which he can never carry out, and thus prove an inefficient, unreliable citizen.

Our second class of children are the under-imaginative, stolid little mites, whom only the most thrilling stories interest, who never answer in class, who need constant suggestion in their drawings or writing of short sentences on the lesson. It is difficult to arouse their interest in missions because they cannot imagine the unhappy condition of others; in consequence, they bring no offering, or, if they do, it means little to them whither it goes. Perhaps they do learn their lessons well, but it is by rote; they put nothing of their very own into them. Let us feed such children on stories, fanciful as well as true; let us get into touch with their parents and beg them to read to their little ones. We can lend the books, or they can be obtained at the libraries; let us suggest such toys as carpenter's tools or plasticine, things not ready-made, but which offer opportunity for the children themselves to create. Perhaps the home conditions are hopeless, and handwork in School is our only opportunity; we must then give these children special attention in the handwork period, suggesting, guiding, but not definitely mapping out, their work. These are the children who, without care, will grow up uninteresting individuals, who can devise nothing for themselves, but

must always work as mere machines under others; individuals who lack a vision, whose only thoughts are prosaic and earthy.

Our third class is the largest, those children who have an average imagination and merely need guidance. They have ideals, but they may be low ones, and it is for us to set lofty ones before them. They are given money, for instance, and they can imagine how good it will be to spend it on candy. It is for us to picture to them the joy of spending it on others. Their minds are active in inventing new games for their own pleasure, it is for us to help them invent and plan things for others, such as compiling scrap books and coloring their story papers. They love stories, and it is for us to help them to love the right kind, so to fill their little minds with the beautiful and the pure that they may have no eye or ear for the ugly and the sordid.

There is one other phase of imagination which must not be overlooked, that is, the imaginary fears of many children. If we look back to our own childhood, perhaps we can remember fear of the dark, fear of the storm, fear of being alone. These fears are usually fears of the imagination, but are none the less real and terrible to the child. They cannot be allayed by ridicule or command but demand patience and careful explanation on our part. Perhaps there are people in the home who have tried to terrorize the child into obedience by fantastic stories of bogymen or policemen. Such cases are by no means infrequent; we have only to keep our ears open on the street cars to hear even mothers making terrifying threats to their children.

A Primary child naturally has fewer imaginary fears than a Beginner, but he has them none the less. Here is one of our opportunities to help, by impressing upon our little boys and girls the loving care of the heavenly Father and urging them to trust in him. The teaching of a little prayer, to be said at bedtime, is often helpful. Happy is the little child who can fall asleep with the old prayer on his lips:

"Jesus, tender Shepherd, hear me,
Bless thy little lamb to-night.
Through the darkness be Thou near me.
Keep me safe till morning light."

Toronto



So They Will Come on Time

In the Primary and Beginners Departments in a certain Sunday School in Los Angeles, California, where there are no winter storms, but blooming flowers and plenty of roses, each child that enters the door before half past nine has a flower pinned on his or her shoulder by a teacher who sits there with