

that God puts these little gardens into our hands to prepare for eternity's harvest.

In some ways the Primary class is perhaps the hardest of the classes to teach, although one of the most delightful. It is often a large class and contains children, boys and girls, from mere babyhood up to eight and even older; for in the average Sunday School there are not enough scholars or teachers to permit of closer grading. With from twenty to thirty restless little ones to keep attentive the teacher must be interesting, cheerful, quick to see and check the mischief which is sure to crop out occasionally, and to change the order of proceedings when the interest begins to flag. The varied ages make it a hard matter to keep all attentive, and at the same time to do the best kind of teaching. The very small children are only to be held by story or picture, while the older are apt to remember only the story and forget the teaching it is meant to impress. And yet we must have some sort of good order: for one or two, whose minds are more bent on mischief than on the lesson, will demoralize the whole large class.

Properly used, illustrations by words or pictures are of great assistance in bringing home to little ones the truths we wish to teach them, and in fastening them in their minds. Something that brings in their own little world, the doings of a boy with a boat or ball or of a little girl with a doll or the ever-interesting tea party, is sure to arouse the interest of all; and then comes the teacher's opportunity. Children eagerly look for the "moral" (only it must be put sharply and briefly). They want to see the good properly rewarded and seem even more anxious to see the bad thoroughly punished.

A blackboard on which to write the names of places and people is a great help to the little memories. A map, or, better still, a globe will make the places seem real to them, for, having heard only in stories of such places as Jerusalem or Galilee, they begin to think of them as imaginary spots.

With such a wealth to choose from, it seems a mistake to attempt much more than the narrative portions of the Scripture with very young classes.

Children delight in Bible stories and these are so full of the very truths we want to bring home to them, and are put in a way particularly suitable for their little minds to grasp.

But because they are stories, it does not do away with the need of preparation. We must come to our class ready to tell them, for children listen so much better when your eyes are on them and not on a book. And we must study to tell them well. Little details, bits of local coloring, add much to the interest. It seems absurd to speak of the choice of words, but oh, how often people who are addressing children talk right over their heads. Unless we have been a good deal with them, we can have no idea of the limit of their vocabulary or of the vague and misty notions they have about words. We remember spending almost our whole lesson time trying to bring "sacrifice" to the comprehension of the class; and so when we use such long words as repentance, faith, etc., it is not time wasted which is spent in making them plain. It is a great mistake to attempt to teach too much. It is very likely to become a confused tangle in the little minds, which could grasp one idea and retain it, if properly taught.

We have spoken of varying the order. Singing is such a relief to the little bodies, which so soon tire of one position. Children sometimes think it quite a reward for good behavior to allow them to choose the hymn, but even more coveted is the privilege of taking up the collection.

One very good thing is plenty of direct questions. General questions are seldom answered by more than one or two of the older or more precocious, but to give each child a question and one we think he can answer is to keep the little ones attentive and interested.

But more important than the way we teach the Gospel, is the way we live it. Children are keen critics and their unpardonable sin is hypocrisy. The influence over them of one whom they love and trust is something which must make us feel the responsibility of our work. And though, with the best intentions, we make mistakes, if we are