

impressions on these Primary class children !  
The every-Sunday mission talk counts.

The teacher must carefully prepare her missionary talk. The outlines in our Departmental Graded Lesson are only a help, and they must be enlarged on. In the study of the Ruthenians which we had for the First Quarter of 1916, much reading and preparation had to be done, but at the end of the Quarter the children knew of the work and how they could help.

Not every School has mission lantern slides, but there are plenty of available pictures which, if mounted, are a great help in teaching. A mission school or hospital appeals strongly to children.

An important subject in missionary instruction should be child life. The little ones love to hear about the babies, how they are dressed and cared for. They listen eagerly to stories of immigrant children leaving their own land, settling in Canada and, after a very few years, becoming just like us. One can nearly always find curios, pictures, dolls, and sometimes even a dress, that add interest in teaching about children in India, China or Japan.

Songs help much in implanting missionary interests and in making this period bright. In choosing hymns, it is wise to keep within the child's vision. Do not sing

"From Greenland's icy mountains,"  
when you may sing

"Jesus loves the little children,"

or,

"The world children for Jesus."

Both of these may be found in Carols (30c. post paid from PRESBYTERIAN PUBLICATIONS, Church and Gerrard Streets, Toronto). The latter hymn frequently prompts queries about "papooses," "brown babies" and "esquimaux children." Primary children love to

sing Neidlinger's Whisper Song, which may be secured printed on a card :

"I want to send a whisper song,  
Across the waters blue :  
And say to all the children there,  
Jesus loves you, Jesus loves you.

"If they should not quite understand,  
They'll wonder if 'tis true :  
So I will keep on whispering still,  
Jesus loves you, Jesus loves you."

This song whispered softly with the refrain accented never fails to interest.

The weekly givings may be made the occasion of missionary instruction. In one Primary room the offering was taken up in a little basket. Holding the basket filled with missionary envelopes the superintendent asked, "Where shall we send our offering to-day ?" The answer came, "To Toronto, to Dr. Somerville." "Then where will it be sent to ?" asked the superintendent, and the class replied, "To Point-aux-Trembles, Aged Ministers, Hospitals and Schools in the West, to India, China," etc. This created a deep interest and left a lasting impression.

Full explanations were given when any new departments were added or old ones amalgamated. With basket still in hand, prayer was offered in unison, this one being a favorite :

"Jesus, bless the gifts we bring thee ;  
Give them something sweet to do :  
May they help some one to love thee ;  
Jesus, may we love thee too."

This Primary room doubled its missionary givings this year.

With a knowledge of missions gained in the early impressionable years, may we not expect in the Junior and Senior departments of our Sabbath Schools a growing interest that will bear fruit in church life for years to come ?

Guelph, Ont.

## The Juniors and Decision

BY REV. JOHN MUTCH, B.D.

The Juniors are, of course, those from nine to twelve years of age. Psychologists tell us that the outstanding characteristics of this stage of human development are abounding physical energy, "gang" spirit, sharp intellects and retentive memories, the desire to be of service, and hero worship. Furthermore, it is an exceptionally important time for the formation of habit. With these characteristics of the Junior before us, it ought to be possible to find an opening for choice and a way of leading them into his service.

Take, for instance, the instinct for hero worship. If this be a fact, it naturally shows that Christ will make a strong appeal if he be presented as the Great Hero. In this connection, the teacher will bear in mind that the greatest heroism is moral and spiritual, and he will not allow himself to present Christ as some sort of wonderful magician. Take, for example, his controlling purpose, which ran so counter to so much of the prevailing prejudices, habits, and classes of his day, and