

The teacher should also have a supply of colored crayon, and a holder for each separate color. This is a piece of hollow wood about the size of a piece of crayon and of such a size as to just fit over it. At the tapering top are four long slits, so that the crayon can be put in and taken out at will. A box of colored crayons, which cost from five to ten cents a box, would not come amiss.

A stencil for the making of mottoes; paper letters, which can be obtained of the Ticket and Tablet Company, of Chicago; kindergarten material, which can be obtained from any place dealing in such wares; a box of wax candles, which are inexpensive, should not be forgotten; while a bottle of mucilage, a knife, and a pair of scissors should also find a place in the outfit box, for there is nothing like having everything handy.

*Utilizing the printing press.* The printing press can be made a very satisfactory assistant teacher. Printers' prices are not high, and it pays in several ways to have printed many of the exercises to be learned at home.

A gentleman teacher in a rural school had the names of the scholars of his class printed upon a card. "I give these to the children," he said, "so they can have them to look at when they are grown up and can remember who their classmates were." He also gave as a prize a rubber stamp, containing the name of each child who earned it, the competition being such that all scholars could earn the reward.

I have often had the picture text and birthday cards printed; these are not so elaborate as those of Prang's make, for example, but their pictures are as attractive, and they serve the purpose just as well.

I have also had printed slips containing the Ten Commandments in rhyme, the books of the Bible in rhyme, a morning prayer, and others. I have likewise had text chains printed—not with the Golden Texts, however. It may be cheaper to purchase these, unless one has a very large class.

It is often desirable for a department to print its own order of exercise, as well as cards for ascertaining each scholar's age, etc. See the description of one used by a Brunswick, Me., school:

*A class registry.* Mrs. Gardner Cram, Superintendent of the Primary Department of the Congregational Sunday School at Brunswick, Me., has inaugurated a system of class registry which she has used successfully for several years.

Large cards about twelve by twenty-four inches have been marked off into squares, one square for each child each Sabbath. When the

scholar enters the room he goes to the card and pins a red star to his square, the teachers showing the tiniest ones where to place theirs. If a child is absent, his square shows no star for that Sunday, and his line of stars is broken, presenting an unpleasant spectacle to him during the subsequent sessions. Over the star is put a gilt heart by the teacher to show who has learned the Golden Text. Of course it is the ambition of all to have in his square both a star and a heart. The cards are in light walnut frames, so that they can be easily handled.

This year the star system is confined to the kindergarten class, and books are used for the older children, who have a separate card for their Golden Text record.

## Do Not Prejudice the Child.

BY LOUISA WILSON KNOX.

THE impressions of childhood are the most lasting of one's life. That this fact has been recognized and taken advantage of is shown by the increased attention given to the teaching of children in all branches of education. The plastic mind of the child is given to the mother—and, in a less degree, to the teacher—to write on it what she will. All of us must recognize that in our own experience the prejudices, good and bad, received in childhood cling to us tenaciously, and are a part of our character.

It is in realization of this fundamental truth that we, as primary teachers, should guard against instilling into the minds of little children prejudices which are too often lasting.

The tragedy of the Jewish people has lasted nearly nineteen hundred years. This is not the place to speak of the horrible atrocities that in years gone by, and even now in countries less enlightened than our own, have been and are being committed in the name of Christianity. I wish only to plead that we, as Christian teachers, in the telling of the Christian story should exercise a Christian charity, following our Master, toward his people. It is no uncommon thing for a Jewish child to come home from school with the question, "Mamma, a little girl told me to-day that I crucified Christ; what does that mean, and how did I do it?"

There is no cruelty like the half-unconscious cruelty of little children, who, reflecting the teaching of their parents and their parents' parents for many generations, hurl the epithet "Christ-killers" in scorn and hatred at Jewish children. Isn't it time that this spirit should be succeeded by the spirit of our Master? The responsibility lies with us.

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