

presented, such teaching will satisfy the little questioner.

As he becomes conscious that he is a child of God, the object of God's loving care and protection, his heart is filled with love and devotion. His need, now, is to learn how to relate his conduct to his heavenly Father. Childish awe and wonder fill his mind as he sees in all about him, the evidences of God's creative power. Teach him to express this feeling in habits of reverence. The gratitude he is sure to feel needs to find expression in prayer and praise, while love will be the great incentive to obedience.

A little child craves companionship, sympathy and love. This need will be met if we acquaint him with Jesus Christ, the children's friend and Saviour.

The child's restless activity indicates still another need—that he be trained to work with and for God in helping others. The instinct of imagination and imitation are aids to this end. Through imagination the child is able to put himself in another's place and the love that stirs his heart finds expression in imitating the example of Jesus, the ideal helper, who went about doing good.

It seems clear, then, that the Beginners' religious needs are, to know God as his loving father, protector, creator and the provider of all his needs and Jesus Christ as his personal friend and Saviour. He needs to be trained in reverence, gratitude and obedience and to be taught to express his love and devotion in service for others.

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## Opening Exercises in the Primary Department

By MISS GERTRUDE BAPT

The Primary teachers have been pioneers in insisting on Graded Lessons, and one finds in many Schools that the Primary is the only Department that makes any serious attempt

at grading. As a result of this grading, instead of having one teacher with an assistant, looking after all the children under nine years of age, we find better work being accomplished by a number of teachers, each one looking after her own small group. But we still have the opening service, when the Primary superintendent brings all the classes together. This short time should be made as profitable as possible.

The Primary child is at that important stage of his development of habit formation. The church School is part of God's house. Let the children form the habit of coming into God's house with love, praise and reverence, regularly and punctually. While we should encourage the greatest spontaneity and freedom, we should always insist upon law and order. If the boy is unruly in the Primary, we cannot expect him to be orderly in the Junior Department.

When the children meet, have the chairs arranged to best suit the room. If there is plenty of space, the regulation kindergarten circle makes a good formation, or the chairs may be arranged in three or four semi-circles,

the smaller children sitting in front. In our opening exercises let there always be a certain amount of uniformity as it tends towards order and stability, as well as saves time, but

there must also be variety as we do not want the exercises to develop into dull routine.

When persons meet there is always a form of greeting, so let us open our service with a greeting song. Before the opening prayer let us have perfect quietness,—the simplest and most effective way is by having the pianist play a few bars of quiet music while the children fold their hands for prayer. The child

needs a sense of reverence at this early period of life more than dogmatic teachings. After prayer let the children sing some familiar hymn and recite together the Twenty-third Psalm or another one of their memory passages.

A very important part of the service to the child is the "collection." It is expedient to have this taken early in the proceedings as pennies have a way of getting lost or of rolling under chairs. Let us make this exercise somewhat in the form of a ceremonial, and after the offering has been made, dedicate it in prayer to God. We should tell the children what is done with their money, and so lay the foundation for intelligent giving in later life. While a great portion should go to mis-

We are the sowers. Our children will be those who will reap. To labor that future generations may be better and nobler than we are—that is a task without egotism and without pride. Let us unite in this work, then, that the kingdom of the Spirit may come.  
—Maria Montessori