

Readings for little children (with supplementaries), which bring the best reading into the vocabulary and comprehension of a child. Kingsley's *Water Babies* and *Madam How and Lady Why* are among these; also *Robinson Crusoe*, *Pilgrim's Progress*, *The King of the Golden River*, Anderson's *Fairy Tales*, and, I think, *Swiss Family Robinson*. Two invaluable books on which many children have learned to read are *Susie's Six Teachers* and *The Seven Little Sisters*. There is a charming sequel to the latter, called *Each and All*, and they both describe the little children of the different races of the earth, and not only picture their homes and customs, but create a feeling of family love for children of distant lands and different color.

For pure delight *Alice in Wonderland* holds a first place, and when imagination is deficient helps to develop it. Hawthorne's *Wonder-Book* and Howard Pyle's *Wonder-Clock* are also aids. George MacDonald's *At the Back of the North Wind* and *The Golden Key* are of this order, and are little classics. Miss Morley's *A Song of Life* is a beautiful nature book, showing how life is reproduced continually on its lower planes. There are many nature books published by the makers of schoolbooks which illustrate in color and black and white the world of animal and vegetable life. Mrs. Gatty's *Parables from Nature* cannot be too highly valued, for they are nature with a beautiful lesson folded up within them. The story of the water grub that became a dragon fly ("Not lost, but gone before") makes the water world and the world of air teach the lesson of life out of death—the natural and beautiful passing from one world to another—in a way that children of a larger growth are glad to receive. For boys Kingsley's *The Heroes*, like Hawthorne's *Wonder-Book*, are inspiring to courage and hero-worship. They also plant in the child the love of the old Greek ideals, which may be of great value to him in later life. Lamb's *Tales from Shakespeare* will in the same way create a love for the great poet of humanity.

Among the human, heart-warming books are Mrs. Wiggins's *The Birds' Christmas Carol*, *Jackanapes* (Mrs. Ewing), *The Story of a Short Life*, and Kipling's *Jungle Books* should not be left out. But for a year-long book while the children are young there is nothing like *The Carpenter of Nazareth*. It is so full of the color, the bird-songs, the flowers, the blue skies, the harvests, and, more than all, the life of the people in the Holy Land, that the story of Jesus is a reality, and a beautiful reality, on every page.

MARY A. LATHBURY.

A Plea for Translation.

BY ALICE M. GUERNSEY.

"I GOT off a good thing coming out last night! Held my trip ticket so the conductor punched between two of the numbers. He never knew it. So much in for me! See?"

Yes, I did see. And I knew that the young man who was so glibly boasting of petty dishonesty had been a Sunday school scholar all his life.

As if in accompaniment to the careless speech, there came the clicking of croquet balls in an adjoining field. Turning my steps thither, I was soon talking with a company of children. Imagine my dismay when I learned that all of the young players had attended Sunday school that morning—and in my own church! Why should they not play croquet on Sunday? Home influences to deter them from it were lacking, and they had received no Sunday school teaching that, to their minds, had any bearing on the question—or even suggested that there was any question. In other words, the Sunday school lessons had not been translated into the vernacular of everyday life.

The lesson for us who are teachers is obvious. We cannot afford to spend the few precious minutes in the Sunday school on Bible geography, or history, nay, even—I say it with all reverence—on critical study of the words of the Master, at the expense of making it plain to the children that those words have a practical bearing on the lives they are living at home and school, on the playground, in the shop, store, or factory—that the Bible, in brief, is for everyday use as a chart and guide.

Take, for illustration, the temperance teaching in Sunday school. "Wine is a mocker"—yes, but to the children who learn this text in your class is it wine that comes as a temptation and a danger? Is it not, rather, the beer that their fathers drink, or the sweet cider—falsely so called—offered as a social treat, or the candies filled with alcoholic poison?

"Look not upon the wine when it is red." Translated into the language of their environment, this means for most of our Sunday school scholars, "Have nothing to do with the frothing beer, the sparkling cider, the treacherous brandy drops. 'At the last' they will kindle the alcoholic fever in your veins and bring death to your soul."

The dangers are many that beset the little feet so soon to step forth into real life. The time is short in which we may help them. May it never be true that we failed to use the opportunities given us to show the safe way!

Five

[It is suggested the opening exercise teaching by some]

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