

daughter just such a Bible as you would get for grandpa or grandma. Oftener than otherwise, a very small New Testament is first given to a child, because it is "cunning," and seems to fit him. He seldom, if ever, tries to read it. He cannot do it.

As to the fourth difficulty, the lack of pictures, if a pictorial Bible cannot be purchased, let the making of a Bible scrap-book be undertaken. In the papers which the children bring home from Sunday-school will frequently be found pictures of Bible scenes, which can be pasted into the scrap book with a note giving the book, chapter and verse which each illustrates. Beautiful prints can now be had of nearly all famous paintings of Bible subjects at a cost of one cent each, in black and white, the famous so-called "Perry Pictures," known to all kindergartners. Blue prints can be had at the same price. The "Hoffman set," consisting of thirty-three pictures, is especially worthy of mention. Let Bible maps be drawn in the scrap-book, and let the furniture of the tabernacle be cut out of gilt paper and pasted in; also the Scripture sewing cards which the children do week by week, should be pasted in.

The fifth difficulty; desultory reading could be met by arranging a biographical course; all about Abraham in both Old and New Testaments, all about David, all about Solomon, all about Jesus, all about Paul.

In reading all about Jesus a little book called "The Red Cord from Creation to Christ" will be found very helpful. The author, Dr. Rositer, says: "As through all the rope made for the Royal English Navy there runs a red cord, so in the Bible you will find a Red Cord which binds together all its stories, prophecies, ceremonies, songs, and events."

A most interesting way for the older boys and girls and their parents to read the Bible is the chronological plan, which is clearly set forth in a small book by Rev. Wilbur F. Crafts, entitled "Reading the Bible with Relish." It is so planned that the whole Bible can be read through in one year, requiring not more than ten minutes a day. A lady after having read the Bible in this way remarked, "It makes the Bible read like a new book." Certain it is, if we are going to interest the children in the Bible we shall have to be interested in it ourselves, and read it too.

My first interest in Bible reading was aroused when, in companionship with Mr. D. L. Moody in several long drives to Sunday-school conventions, he asked me such questions as: "What does the Bible say about clouds? about water? about rocks?" etc., as each of these objects was passed. I asked, "How can I learn the Bible this way?" He replied, "By using the Concordance." What a value there is in thus associating God's Word with our environment.

Undoubtedly the children would be more interested to read the Bible if they should be told something about its wonderful history as a book, particularly the story of the English Bible. A series of charts issued by the Society for the Promotion of Christian Knowledge, London, is an invaluable aid in giving this story. I would also recommend in this connection a small book entitled "Father Tompkins and his Bible," written by Prof. Willis C. Beecher.

In the preparation of this article it has been taken for granted that the home study of the Sunday-school lessons is daily followed, but more than that is desirable.

Parents and Sunday-school teachers, if our children do not love the Bible, it is plainly our fault, and a fault that should be corrected.

Washington, D.C.



PARENT AND TEACHER

By Mrs. John McLeod

In considering primary work it must ever be borne in mind that in her influence on the child the mother takes precedence of the Sunday-school teacher. For mothers and fathers are primary teachers whether they realize it or not, and whether they will or not.

God, by the law of nature, gives the home the first place. It has the child in his earliest and most impressionable years, and, unlike the Sunday-school, it has him constantly during that period. By nature and revelation the parent is placed in a position of almost divine authority.

No institution, then, secular or sacred, can take the place of the Christian home or relieve parents of their responsibilities.

One of our Canadian educationists, who has given much time and attention to child study, says: "The chances are that a child entering