

primary teacher who has not a sand board misses a most valuable aid in the teaching of the geography, history, books, and customs of the Bible to little children; in fact, we regard it as almost essential to the successful accomplishment of our supplemental work. And in answer to many inquiries on the subject, I would not have the children form the map. There is no time for that kind of work in the Sunday school session, even if it were practicable in other respects. A very convenient size for the board is four feet six inches in length, and two feet six inches in width, with a raised edge of about one inch. It may be made with very little trouble at home, or at a trifling cost by a carpenter. Paint the surface a bright blue to represent the waters of the Mediterranean, and form the map with very damp sand. The best sand is that obtained at an iron foundry, and should be new; about fifty pounds will be the quantity required. This, when molded by the hand and a small trowel into mountains and valleys, table lands, water courses, and deserts, will keep its place, even after the board is tipped at a considerable angle, so that every child in the room may see it. Make openings in the sand, showing the blue "water" beneath, for the rivers and small seas; or, use small mirrors and strips of silver paper or tin. The divisions of Palestine may be marked by cardboard fences, and the roads by white cord. A few supplemental lessons on the mountains, bodies of water, the formation of the seacoast, and the divisions of the country will familiarize the class with its physical features and pave the way for their further enjoyment of the regular lessons. If after school the sand is returned to its own box and about one quart of water poured over it, it will be in good condition for next Sunday's use. To the teacher who has conducted a review of the life of Paul, with small ships, letters, and other objects to mark the places on the map; or the journeys of Jesus, with little red crosses for the places he visited, and emblems of cardboard for his wonderful works, ending with ten white crosses for his appearances after the resurrection; or, indeed, to those who last year "went down into Egypt" with Jacob and his sons, the power of the sand map to interest, fascinate, and hold the little people needs no demonstration. The lesson on the last passover week, when the whole map was made to represent the city of Jerusalem, with banners flying from the Castle of Antonia, Herod's palace, the houses of Annas, Caiaphas, the "upper room," council hall, and temple; with walls, towers, gates, trees

in Gethsemane, and roads leading to Olivet and Bethany on one side, and to Calvary and the garden tomb on the other—all this, with the word-pictures of the lessons, will not be easily forgotten. And scarcely less interesting will be the journey through the wilderness and the conquest of Canaan, during the next two quarters of this year. Study a map of the Sinai peninsula until you have a clear idea of its topography, and locate the lesson for each Sunday by means of a cardboard emblem placed in the sand. Then on review Sunday let the children set up twelve banners in the sand as you question them upon the lessons. In Dr. Hurlbut's *Bible Geography* there is a plan of the "camp of Israel" in the wilderness, which, when reproduced in the sand, with silver flags for the Levites and differently colored banners for the other tribes, will be helpful in teaching the names of the tribes, also the divisions of Canaan later in the year. The added interest shown by the children in lessons that are associated with the name and locality on the map, as evinced in their crude copies of the teacher's work in their own sand heap at home, and the commendation of the parents, who are always proud of their children's accomplishments, are more than commensurate with the small amount of time and labor spent in forming the map and cutting out a few paper symbols. The fact that one small child went home and slowly and laboriously wrote the name "Jesus" in the dirt in front of the wretched tenement that she called "home," and thus attracted the attention of the loafers in the vicinity, is only one illustration of the good results of this simple device for object teaching. And furthermore, I would urge the use of the sand board because of the variety of ways in which it may be made to illustrate the lesson of the day. It may be built up to represent a garden, sheepfold, vineyard, palace, a field of grain, or by spreading the sand smoothly over its surface it may form the background for a design in stick-laying, with the colored sticks used in the kindergarten.

### Primary Miscellany.

BY BERTHA F. VELLA.  
A RECEIVING CLASS.

An important feature is the "receiving class," in which are temporarily placed both boys and girls of all ages, until they can be assigned to regular classes suitable to their ages.

The teacher of this class has the same duties as the other teachers, only she is not expected to