

an atmosphere peculiar to Scriptural narratives which is never lost to the tender mind of the child.

One in the habit of telling secular stories to her class may say that such are all right, provided a moral be pointed out. But children have an abundant supply of secular stories. Many of those published in Sunday school papers and books are of this class. The young need such stories, and it is well to provide them. One may do to occasionally introduce in connection with a Sabbath school lesson. But "the good is enemy to the best," and preference should always be given to the Bible narrative, which the children will repeat at home, perchance in the presence of ungodly parents; and true it ever is that God's word shall not return unto him void.

It is well for every teacher to commence the lesson by telling the class that she will read them a story—a true one, of course, because she is to read it from the Bible. It is also well to speak of the review and preview lessons as stories. Sydney Smith has well said, "If you make children happy now, you will make them happy twenty years hence by the memory of it."

### Foundation Builders.

BY MARY CHISHOLM FOSTER.

THE development of character is the greatest work of the world, and the teachers of little children begin it; they lay the foundation which makes a great superstructure possible. Who are these foundation builders? They are the mothers, the kindergartners, the Sunday school teachers, and the public school primary teachers.

The fact that the first work is the important work does not need to be proved, for, since the time of the ancient classicists to this day in the nineteenth century, the assertion of the fact has been made and proofs of the same have been numerous. Yet how slow has been the acceptance of any practical significance of it so that it means to us all that it should mean! What is a part of the work, at once a pleasant duty and a holy privilege, given to the primary teachers in our Sunday schools?

First, it is of importance that they should be in harmony with the other teachers of first principles whom we have named—the mothers, kindergartners, and public school teachers—because all are working for the same children, with the same minds to be guided and developed. It is necessary that all these foundation builders should

teach the same great principles, and that as far as possible their methods should be in harmony. It was a conviction with Froebel that a child cannot be educated through his head alone, leaving his heart at home, and in accord with this thought is the statement of Mr. G. Stanley Hall: "Heart culture is needed; the affections must be developed." The primary teacher in the Sunday school is to touch the religious nature of the child, for in later school life the intellectual activities are more directly promoted, and it is before the school undertakes his education that she has her opportunity to guide his moral and religious life. If the work is neglected at this point, the chances are that the lost opportunity may not return, and the child's moral nature may be stunted as a result. She should teach the fact of religion as a force in daily life here, and not merely as a preparation for a life hereafter, because a good life, well lived here in the spirit and faith of the Christ, is a preparation for the life to come, and it is her work to develop what is good and pure in the child. In utter dependence upon the great Teacher, and in perfect abandon of love to him, let her put herself upon the child's plane and begin to develop him.

It may be said that this is a hopeless task in the brief space of the Sunday sessions one day in seven. It is. So the time will come when each Sunday school will have its six sessions, five of them to supplement the Sunday work. The church should aid her teachers thus, and I believe she will. In the meantime they may make the best use of the minutes on Sunday, thinking more of the quality than of the quantity of their work.

The teacher should keep to her legitimate work, which a kindergartner and every other true educator will say is the living, vital germ of all teaching: laying the foundation principles of truth in the mind and developing heart culture. In this work the Holy Bible is the text-book and the divine Saviour is the character ideal. The little children should be led to a personal adoration of him.

### The Sand Map.

BY JULIET E. DIMOCK.

AN experience of more than four years' constant use of the sand map in the primary class has so thoroughly convinced me of its advantages that I am very glad to say an informal word or two in its favour to the readers of the BANNER. The