

"Here a Little and There a Little," etc., the little ones are led on by easy steps till they know most of the narrative portion of the Scripture.

"Stories and Pictures from the Life of Jesus, by that favorite children's writer, "Pansy," (D. Lothrop Company, Boston, 122 pages, 75c.) is well printed and fairly illustrated. "A Child's Story of the Christ" (211 pages) and "A Child's Story of the Bible" (278 pages) are compact little volumes in the "Altemus Young Peoples' Library," and sell at 50c. each. The illustrations, again, are fair and abundant. "The Good Shepherd, a Life of Christ for Children" (122 pages, 30c.), and "The Children of the Bible" (123 pages, 35c.), The Fleming H. Revell Company, are quite handsomely printed. The latter of the two especially is well illustrated and gives the children of the Bible from Isaac and Ishmael in those far-off times when Abraham and his household lived in tents, to Timothy, who seems almost to belong to our own day. The Macmillan Company's two elegant red-bound books (404 pages in all, price 60c. per volume), "Old Testament and New Testament Story, retold for young people," by W. F. Adeney, M.A., New College, London, are entirely modern and very excellent books.

The most comprehensive of them all probably is "The Story of the Bible from Genesis to Revelation Told in Simple Language," by Charles Foster (Hodder & Stoughton, London, Eng., Fleming H. Revell Company, Toronto, 613 pages, with index and illustrations, \$1.25). It is a careful and skilfully woven narrative, bringing out the stories, precepts, and doctrines of the Bible in plain language such as any child can understand.

Like some of the others mentioned above, it is not a new book, but it is better; it is a book that has proved its right to live because it fulfils its purpose. Within the present writer's knowledge it has served in more homes than one to satisfy the child hunger for stories and to lead the children into a familiarity with the main facts of Scripture, which has made the Bible itself a delight to them as they have grown older. Every primary class teacher—and, for that matter, the teachers of more advanced classes as well—will profit from the re-reading of the whole Bible story, as thus related, and this, or some other such book, should be in every mother's hand as a

help—there can hardly be a better help in guiding the little ones in their first steps to a knowledge of what God has to tell them in His Word.

THE TEACHER'S REWARD

By Rev. Principal MacVicar, D.D., LL.D.

(Fifth and Concluding Article on "The Sunday-School Teacher in Various Aspects.")

The teacher's reward is not in monetary gain or the empty plaudits of fickle multitudes, but in what is infinitely better and more enduring.

1. In the effects of his work upon his pupils. To a right-minded Christian man what can give greater satisfaction than to witness the gradual unfolding of the moral and spiritual nature of a child as the result of his labors? He observes with secret joy the growth of intelligence as the outcome of truth skilfully and lovingly taught, and as "the fruit of the Spirit" whose gracious power is experienced in answer to the prayer of faith. The memory becomes retentive, the judgment calm and accurate, the feelings pure and subject to the control of the will, the imagination is rendered chaste and true and delights in picturing what is elevating and noble, the conscience is sensitive, prompt and imperative in its decision—in a word, the whole spiritual nature of the child is silently revolutionized, and he learns to delight in the things of God. His character is being moulded after the perfect pattern of the Son of Man. To see all this, to see the symmetrical development of his Christian virtues, is a very substantial factor in the teacher's reward.

2. He receives his reward largely in the effects of his work upon himself. We are told on the highest authority that it is more blessed to give than to receive. And may we not say with equal truthfulness that it is more blessed to teach than to be taught? There is blessedness in both, but the larger share falls to the teacher. This, perhaps, is not the prevailing belief. Many imagine that they confer great favors upon others, and simply put themselves to unspeakable inconvenience, by consenting to teach. They thus prove that they lack a true insight as to the nature of their high vocation. Teachers of the right stamp derive more enjoyment and profit from their work than is usually experienced by their pupils. Indeed, it is painful for young or