

they would probably be given some occupation to deepen the impression, such as drawing a picture of a lamb that had been outlined by perforations, or they might be given colored worsted to stitch it.

A Bible story told in this way is the practical working out of the coordination of educational practices in the picture, the story, the poem, the occupation, the games or dramatic representations of the dominant idea.

Bible stories would not be included by a Committee on Kindergartens if they were not subjects that could be treated after the manner of the kindergarten.

Is not the query answered? If the Bible is in use in the kindergarten, cannot our Sunday school lessons be considered appropriate material for kindergarten methods? We hold that it may be so considered.

On a certain occasion Miss Constance Mackenzie, Directress of the Public Kindergarten of Philadelphia, had given an address on the "Developing Power of the Kindergarten." At the close of the paper, discussion was invited. The question was asked, "Can kindergarten principles be applied to Sunday school teaching?" Miss Mackenzie wisely replied that the principles of arousing self-activity on the part of the scholar and free development could not be claimed solely by the kindergarten, that they belonged to all true systems of education, and that being thus of general application they should most certainly be used in Sunday school teaching.

If the querist, however, has in mind the right of a Sunday school class thus taught to be called a Froebel kindergarten, we must emphatically say, No. In the appliances of the kindergarten, materials purposely chosen from the vegetable, animal, and mineral kingdoms are selected, and they are presented in educational sequences, unfolding the power of the child in a most symmetrical way. This is not the work which the Sunday school proposes to do. Instead, it presents things which relate to the kingdom of God, and the Bible must largely be the material. In order to make the distinction clear we propose the name Bible kindergarten as applied to our Sunday school classes. Let it be understood that this proposition in no way interferes with the kindergarten of the Church. That is a grand movement to have churches take up the education of little children in their most impressive years, and is a system that requires the child's attendance for a certain portion of every day of the week, excepting Saturday. So that when a class of little children is met only on

the Sabbath day, and ostensibly for instruction in the regular Bible lesson, it is a thing distinct from the kindergarten of the Church. It is distinct, also, from the regular kindergarten.

In some instances the name "kindergarten" is applied to a class of children younger than in the so-called "primary." This is unfortunate, because the term describes not a grade but a method.

If this distinction is not clearly made, we shall presently have so-called "kindergartens" without a semblance of the genuine article, simply the "infant class" under another name.

Let the kindergarten of the Church be developed in all possible places. It is possible, yes, imperative, that there should be a Bible kindergarten in every Sunday school, for the kindergarten methods are the best by which Bible lessons may be presented to little children.

Poor Little Aster!

BY REV. E. A. RAND.

I SAID this in the spring. I was in my garden. The clouds hung low and thick their drapery. The rain dripped, and it was a good day to set out my asters. One poor little plant had fallen over, and the earth was heaped upon a fraction of its stem. "Only an aster! Let it go! Let it lie there!" That was my first thought. "No," was the afterthought. "Its neighbor may be no better aster, but it has been set right, and it will have a symmetrical growth, and in the autumn will raise its shapely tower of rich blossoms. This poor little aster down on its side is just as well endowed, but it will grow with a crook and flower with a crook and stand in the autumn a misshapen thing. Set it right and it will develop right."

Justice was done to it, my poor little aster. In the autumn it now stands before me, a glorious candelabrum of blossoms, shapely and comely, my beautiful aster.

It set me thinking.

How many children are just as well endowed as other children, have just as good resources of intellect, but they are not started right. A wrong start is given them in the family, the neighborhood, the school, and God grant that it may not have been given in a church. But the result is that all through life they will show that crook, that unlucky twist. It will harm their peace of mind and damage their usefulness.

Poor little aster! The subject should beget charity. We stand before the children in our