

# PRIMARY TEACHERS' DEPARTMENT.

## Some Mother's Child.

At home or away, in the alley or street,  
Wherever I chance in this wide world to meet  
A girl that is thoughtless or a boy that is wild,  
My heart echoes softly, 'tis some mother's child.

And when I see those, o'er whom long years have  
rolled  
Whose hearts have grown hardened, whose spirits  
are cold;  
Be it woman all fallen, or man all defiled,  
A voice whispers softly, 'Ah, some mother's child.'

No matter how far from the right she has strayed;  
No matter what inroads dishonor has made;  
No matter what elements cankered the pearl—  
Tho' tarnished and sullied, she is some mother's  
girl.

No matter how wayward his footsteps have been;  
No matter how deep he is sunken in sin;  
No matter how low is his standard of joy;  
Tho' guilty and loathsome, he is some mothers'  
boy.

That head hath been pillowed on some tender  
breast;

That form hath been wept o'er, those lips have  
been pressed;

That soul hath been prayed for, in tones sweet and  
mild;

For her sake deal gently with—some mother's  
child.

## The Expelled Scholar.

WHAT is to become of the boy whom we expel?  
How can we account for that soul which we have  
driven out? It is our business to gather in and to  
hold for Christ his outcast ones, and we dare not  
look our Lord in the face and confess that because  
we lost patience with one foolish soul we trust him  
beyond the reach of the Gospel. Besides, we should  
in many cases only increase the very evil we deplore.  
While the boy is with us, we know the extent of the  
mischief he is doing, and we may in a measure  
counteract it. Expel the boy from the school and  
we do not thereby break his power over his com-  
panions. He is still their associate, distinguished  
now by a bad pre-eminence. Though we prevent  
him annoying us during school hours, we leave  
him at large, without restraint, to influence our  
boys all the rest of the week.—(Lon.) S. S. Chronicle.

## The Kindergarten in the Sunday-School.

BY MRS. W. F. CRAFTS.

In a recent number of *The Kindergarten News*,  
the query is raised by one who is evidently a

seeker after truth as to whether or not "subjects  
like those treated in the Sunday school lesson can  
be made strictly kindergarten work."

One of Froebel's biographers says: "Whoever  
doubts Froebel's deep understanding of the Bible  
and the Christian idea should see a Bible which  
he possessed from childhood, whose leaves are worn  
quite thin by constant use, and all whose margins  
are written on with remarks testifying to his  
earnestness and deep spirit of inquiry."

There are kindergartens in which Bible verses  
are daily recited, not in parrot style, without a  
thought of their meaning, but intelligently and im-  
pressively, connected with the occupations, giving  
the stories told, and the passing events celebrated.  
Such kindergartens truly represent their founder,  
Friedrich Froebel.

In the last International Kindergarten meeting  
a committee was appointed to make a selection of  
stories appropriate to be told in the kindergarten.  
The committee was instructed to include Bible  
stories. So it must certainly appear that the  
Bible is considered by those who speak authori-  
tatively an appropriate book to be used in the  
kindergarten. How will those "Bible stories" be  
told to the children? In very much the same  
charming way that other stories are told. We can-  
not conceive of a Bible story told in a kinder-  
garten according to old time methods, while chil-  
dren sit as passive listeners, more or less attentive,  
but more disorderly and inattentive than otherwise.

If their lesson should chance to be about "The  
Good Shepherd," we can imagine how they would  
be seated at little tables with blocks in front of  
them to build the sheepfold described by their  
teacher, and how all might put their blocks to-  
gether to form one large sheepfold; how each  
child might be given a small toy sheep to put into  
the fold; how all might stand on the floor and  
represent the fold; how they might engage in the  
lovely finger play, representing the lambs, the  
meadows, the water trough, the hayrack, the  
measure for meal, and the barn; and how at last  
they might be told the story of the Good Shepherd,  
and how little children are called "his lambs;" how  
some strains from "Flee as a bird to your moun-  
tain" might be played upon the piano to make an  
uplifting environment; how a picture of the Good  
Shepherd, such as Holman Hunt's, might be  
shown to the children, and how at last they might  
be taught to chant the twenty-third Psalm. Then

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