

George's mother has inflexible theories as to the value of a practical education. She recognizes the strenuousness of this life and the importance of keeping down to facts un tarnished by ridiculous sentiment. So she points out to the little boy the absurdity of such fancies, and laboriously proves to him—what probably he already knows—that spools and thimbles have their proper uses apart from any military significance. Having discharged this maternal duty, she congratulates herself that she is not permitting her boy to stuff his head with nonsense.

It is not impossible, moreover, that George's father and maiden aunt take an active part in developing the practical side of his nature, and in repressing the exuberant outbursts of childishness, so that he is quickly brought to believe that there is no Santa Claus, no illusion of youth, and, to use his own probable expression, "no nothin'."

Under such genial influences, it is not surprising that George grows into that hard sort of manhood which deprives itself of much of the sweetness of life. His imagination has been carefully and systematically killed; he has been trained to judge only by what is tangible, and he has become a Gradgrind for facts. If it stopped there the case would not be hopeless, but unfortunately the influences that destroy the imagination too frequently kill the human sympathy; the man is there, shrewd, calculating, hard and practical, but the responsive human element is lacking.

Give the boy a chance to think for himself, even if his little brain does occasionally run riot. It does not follow that he will become a liar because he chooses to believe his spools and thimbles are soldiers, or that he will develop into useless manhood because he takes pleasure in the legends of Santa Claus. In a majority of instances a child's imagination needs stimulation rather than repression, and where one person may have gone too far through exuberance of fancy, a dozen have dulled their lives through lack of it. This is a cheerful and happy old world if we are content to believe it so, and it is the cheerier that we make soldiers of

our spools and good geniuses of our fancies. The boy does not grow up to be a less useful citizen because his parents have diluted their doses of Gradgrindery.—Exchange.

#### What Mothers Can Do

Is it permissible for me, I wonder, to speak about mothers to mothers? May an old maid do so without presumption?

Then let me say that if I were one of the mothers of these days I would be jealous of my influence with my children—I would be loath to give so much of it up to the teacher.

Educating children in the mass has its advantages, but it is the family, not the fifty children in a school grade, which forms the unit of national greatness, and God's own plan is the family plan.

A mother can, if she will, do more in foundation character building for the child in those first and only years when she represents to him the law of life, than any teacher can ever hope to do afterwards.

Don't be too eager to pass your little one on to the nation's nurseries, the kindergarten and the primary school. Your child will in his school journey have many teachers and they will, some more and some less, influence his life, but he has and can have but one mother.—Agnes Dean Cameron, Victoria, B.C., in Canadian Magazine.

We continue to place emphasis upon the "Lesson Retold," because we consider that perhaps the most valuable contribution parent or teacher can make to the child's religious life is to teach him just what God said to people and how God dealt with them and what they did and how it all turned out. The celebrated educationist, G. Stanley Hall, says: "To fail of insuring close intimacy with Bible tales in early childhood is, we are told, one of the gravest of all pedagogical errors. . . . Religious instruction should be chief and central." If the secular teacher so regards the use of the Bible, certainly the parent and Sabbath School teacher should never neglect an opportunity to use Bible stories to illustrate the subject to be taught.