

historic characters very real. Each character had evidently been intelligently studied, and genuine artistic talent was manifest in the arrangement.

To the casual observer, the educational value of such impersonation might seem slight. When one realizes, however, what the intelligent, sympathetic rendering of a living portrait means, one wonders if society might not be benefitted by more frequent attempts to reproduce ideal heroic characters.

We are frequently exhorted to be what we would seem. Is not the endeavor to seem one step towards being? The child "plays" papa or mamma, and in the impersonation grows towards his ideal. Later in life we content ourselves with worshipping our heroes from afar.

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A philosophy applicable to every condition and circumstances of life; a social organization based upon that philosophy; a universally respected ancestry; these are the heritage of every Young Friend.

The Young Friend who sells his birthright nowadays can hardly plead ignorance to its value. Neither can the faithful steward of such a heritage neglect to cultivate the gift that is in him. To square life with the principles of such a philosophy, to perpetuate as its expression such an organization, and to deserve such a reputation, every Friend must double the talents entrusted him. Membership exacts nothing, but the privileges of membership once realized should stimulate growth.

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At the Educational Meeting held at Quarterly Meeting time, the subject of Child Development was ably and earnestly discussed. Without attempting to review the discussion, the writer desires to call attention to one point in it. This was the confession made and agreed to by several parents that *all theories for child training are de-*

*molished by practical experience* This confession from the lips of intelligent and apparently most successful parents, has a depressing effect upon the would-be-successful parent whose experience is yet a matter of the future. Is it true that there are no underlying principles to be used in the guidance of children? Is it of no use to have a broad outlook, depth of experience, cultivated judgment and breadth of culture for the profession of parenthood? The trend of the above mentioned confessions would lead us to answer "yes;" for if "what succeeds with one child fails with another," if "the best judgment proves fallacy when applied," if "the best educational parent can not compass and understand and direct the sympathies and activities and disposition of the child," and if "children are not amenable to the highest kinds of environment," then, indeed, is it useless to make any systematic effort to prepare for the duties of parents. Here is crushed the hope of the immortality of our best selves through the medium of the lives of our children and children's children. This attitude seems to me most demoralizing in its influence and pessimistic in its tone. *Sound theories are practicable*, even in dealing with children. The parents who testify to the contrary must have erred in one of two points. Either they have all been trying false theories, or, as is more probable, they have failed to distinguish between the essence of the theory and the details of its application. All theories of education must make allowance for the personal equation. It is the failure to do this which has stamped so many of them as worthless. But though our theories must be flexible, beneath and throughout them the eternal verities do remain. There are truths upon which the process of character building depends, and the more diligently we seek the more such pillars shall we find. If experience demolishes a theory we may be sure either that the theory was unsound or