

hanging to it was seen to descend from the pulley in the shed. When we reached the ground we saw that the something was a rude cord net in which we were to ascend. This is spread out on the ground, a blanket is stretched upon it, the visitor takes his seat on the blanket, with his legs curled up to his chin, the outer meshes of the net are caught up over his head, and strung upon the iron hook, a shout is raised, and like a trussed quail he suddenly finds himself contracted into a ball, and being drawn up into the air, spinning slowly round and sometimes softly colliding against the rock. When he gets to the top—the ascent lasting



RECEIVING A VISITOR.

from one and a quarter to one and three-quarter minutes—he is laid hold of by two brawny monks, hauled into the shed, and unrolled upon the floor. Down go the hook and net, and up comes the next visitor.

The sensation is not a disagreeable one, and the rope is so sound and strong as to disarm any fear of accident; but when it has completely filled the capstan, and begins to form another reel, there is a nasty kink that brings your heart into your mouth as the jar reaches you in the net. When we reach the top we see that the rope passes over a pulley and is wound round a windlass, or wooden drum, which is made to revolve by four long capstan bars, with one or two men pushing at each.

## A Story of a Kindergarten.

(By Lillie A. Tears.)

In the fall of 1895 one of the first free kindergartens in Newark was opened on Baldwin street. This step was made possible by the earnest efforts of a few women, who, realizing the need of just such work in this especial neighborhood, solicited enough money to make a beginning. The use of a room in an old chapel was given to them, and a very limited supply of materials and furnishings for the room was bought at first. A kindergartner was secured and a list of the neighborhood families given her so that she might ascertain how many children of the kindergarten age were immediately available.

The kindergarten opened on Sept. 16th. The most of the children were brought in from the street, and a dirtier set of children surely never were seen. After looking at each little hand the question was asked. How do you think those hands would look all white and clean? Immediately every hand was raised to the mouth, the tongue

came out, and something might have happened had it not been prevented. Said one: 'I know, come on.' Away he went, the others following. The kindergartner was left alone, scarcely hoping to see them again. But soon all were back with clean faces and hands, and such smiling faces, too. On being asked as to where they had been, 'To a watering trough,' was the reply. Surely it must have been a picture for an artist.

The real work of the kindergarten began on Sept. 23, with twenty children, and the number increased rapidly until there were thirty-eight. Then came the painful task of refusing to admit others. The mothers came to believe that the kindergarten was a good place for the children, and pleaded earnestly to have their little ones taken. 'Just let my child come. I will bring a chair and table for him, if you will only take him in.' Some mothers came saying: 'We cannot make our children mind us. We haven't time to bring them up in the right way. We know what is right, but we cannot do it. In the kindergarten the children get good, get polite.' So these poor mothers, whose lives had been so warped and narrowed by the constant cares of poverty, brought to us their children, in the trust that we would make of them something better than they were. Often the kindergartner's heart fainted when she put over against the few hours of kindergarten training the whole of the outside and home influences; but she left her work with God, knowing that he alone could take care of the results.

The ladies soon made the room very attractive, and the mothers became very proud of the new room, where their children spent such happy hours. Unconsciously these mothers would drop encouraging words. 'My little one has been improved so much since she has been attending kindergarten; she is so different at home; she has good manners.' It would be difficult to tell how highly these people appreciate good manners; and yet, how little they realize that a child acquires his manners, as he does his vocabulary, from those about him. As the kindergartner wanted the parents to help her, she visited the homes almost daily, and when the grateful mothers would speak of the good the children were receiving, she would drop a hint of how much more could be done if only the father and mother would assist.

While calling at a home the kindergartner was pleased to hear a father say: 'I am so glad because you are teaching our little ones to say Our Father. It makes me think of the times when I was so different. It is a long time since I heard it.' He was urged to kneel with the children each day and repeat that prayer with them. For many days afterwards the children came to the kindergarten so pleased to tell us that 'they always said Our Father now, and papa and mamma did too.'

One of the hardest things to contend against is the habit of using bad language; and it is especially hard when some boy boastfully affirms, 'My father swears,' as if that father was the one man whose example was worth following. After much kindly talking, the kindergartner impressed upon the children a hatred of unclean words, and hoped that her little men and women would try and not use them. One little boy came to her, saying, 'I did what you said yesterday. Why, when the bad word came, I put my hand over my mouth quick and pushed it back, so it didn't come, but pretty near, though.' A boy used an unclean word while playing in the yard. Nothing was said to him; but all through the succeeding session there was an anxious, troubled look upon the lad's face. And, when just before the good-

by, while holding the child's hand, the kindergartner said, 'I am sorry, Charlie,' the reply came quickly, 'Oh, please, ma'am, I'll never say it again. I'm so sorry.' We never exact promises from the children in the kindergarten, but urge them to try and overcome bad habits. These young lives are so full of hard realities. And it is a real joy to the kindergartner to try and bring all the brightness possible into them.

Pictures are used a great deal in the kindergarten. As each picture is shown a story is told with a carefully thought out moral. For example, the picture of a boy, named Teddy, was held up before the class, and the teacher, after gaining the attention of each pupil, impressed, among other things, the fact that, 'Teddy always washes his ears,' (a lesson very much needed), and enlarged upon the advantages of having clean ears to hear with. Afterwards, when play-time came, there were unusual sounds of splashing water, and upon investigation it was found that several of the children were endeavoring to wash their ears.

Unaccustomed as they were to such ablutions, most of the water was sent trickling up the little sleeves, or was soused over the neck and shoulders, so that each little ablu-tionist had to be set in the sun to dry. For many days thereafter the children would point to the picture and say, 'There is Teddy, who always washes his ears; I washed mine this morning.' In this way, lessons of cleanliness, order and neatness are taught with wonderful effect.

The children are very fond of singing, and will often burst into song while working. Especially do they like:

'Little gifts are precious, if a loving heart  
Helps the busy fingers as they do their part.'

The spirit of giving is one of the first and important lessons. If we would make children happy we must do for them rather than merely give to them. We must give ourselves with our gifts and thus imitate and illustrate, in a degree, the love of him who gave himself to us, who is touched with our enjoyments as well as our needs.

The games are a most important means for teaching lessons of kindness, truthfulness, justice, loyalty, and many other virtues that help to develop true men and women. Especially do they teach and put in practice the 'Golden Rule.' In many of the homes the songs and games played and sung by the little ones, who are in the habit of attending kindergarten, are the only brightness there. One day while the kindergartner was calling at one of these homes, she heard a voice singing, 'Jesus bids us shine like the sunshine.' The words were a little mixed, but the sentiment was there. The song seemed to be all the brightness there was in that dark ally.

The stories told in the kindergarten are to teach the little folks to admire virtue and justice, and of how a child can be noble in the midst of sin. Nothing is nobler than high-mindedness, gentleness and goodness. We tell them stories of noble men, and most of all do we love to tell of the Christ child who came on earth to bless. And to-day the whole glad earth praises God for that child's birth.

The Mothers' Meetings were also well attended, and a Sunday class was formed and carried on successfully. It would be impossible to tell all that was accomplished, there were such encouraging results. The year closed all too soon. One of the privileges of the kindergartner was to minister to the sick, to distribute to the needy food and clothing, which were generously supplied by the earnest-hearted women who supported the work.—'Christian Intelligence.'