The Child Housekeeper

The Child Housekeeper

The Child Housekeeper

Simple Lessons, with Songs, Stories, and Games

By
Elizabeth Colson
and
Anna Gansevoort Chittenden

Music by Alice R. Baldwin

Illustrations by Alice Léonore Upton

Introduction by Jacob A. Riis

"After all, there is nothing so practical in education as the ideal, nor so ideal as the practical"

New York
A. S. Barnes and Company
1903

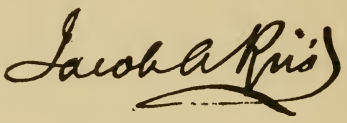
Published May, 1903

UNIVERSITY PRESS · JOHN WILSON
AND SON · CAMBRIDGE, U.S.A.

Introduction

THIS is emphatically a good and a great thing to do. Any one who can put poetry into dish-washing, and spring sunshine into the house-cleaning we men had learned to associate only with colds and with loose tacks and bad language, has given the world a real boost toward the better day. For when it comes to that, the best of that day will always be the home, as it is of this, and whoever helps make it better and brighter by putting cheer into the things which were slavery before, why, that one is a real Santa Claus of all the seasons. Making two blades of grass grow where one grew before is great; but to bring them into the house, into the kitchen,— grass, daisies, and all, — and the sunshine, and the summer winds, and the birds with them, is to make

happy house-mothers out of weary wives of the future. And when that comes to pass we shall not have to fight King Alcohol and his vassals. The war will be over. For who will be tempted away from home when that is the cheeriest and brightest spot in the landscape?



Foreword

SOME of the people with whom we have been associated in teaching housekeeping to children have asked us to write out a few of our experiences.

Our object is to teach young girls to work neatly and intelligently at home with the utensils and materials there provided, and not to train them to become servants.

We have tried to make these lessons suggestive rather than final, in order that the ideas may be developed to meet the requirements of each group of pupils.

Familiar talks and stories assist greatly in the class work, and we give a few examples of the kind that we have used with success. Although directions are given for a class of twelve, for convenience in writing, it is quite as easy to arrange for larger or smaller groups.

Foreword

Each subject is condensed to a single chapter; but it is intended that each teacher shall divide the chapter into as many lessons as she thinks best. Frequent reviews and repetitions are desirable, as only the most important features of housework are included in the text.

In conclusion we express the hope that our suggestions will prove helpful, and we shall feel well repaid for our work if by it others are induced to take up this important subject of Domestic Science for children.

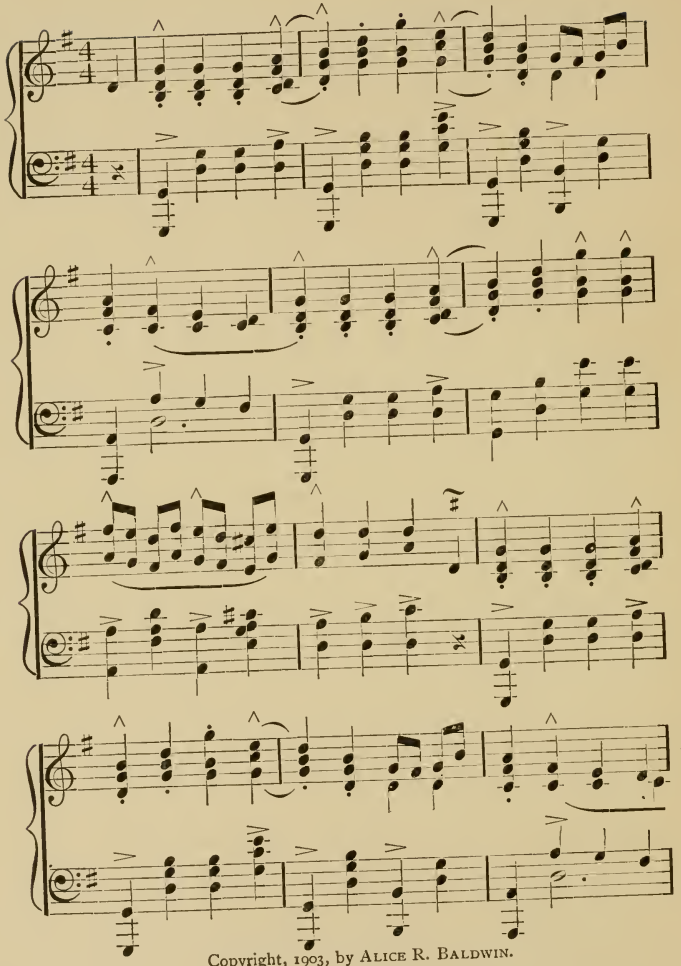
Elizabeth Colson.
Anna Gansevoort Chittenden.

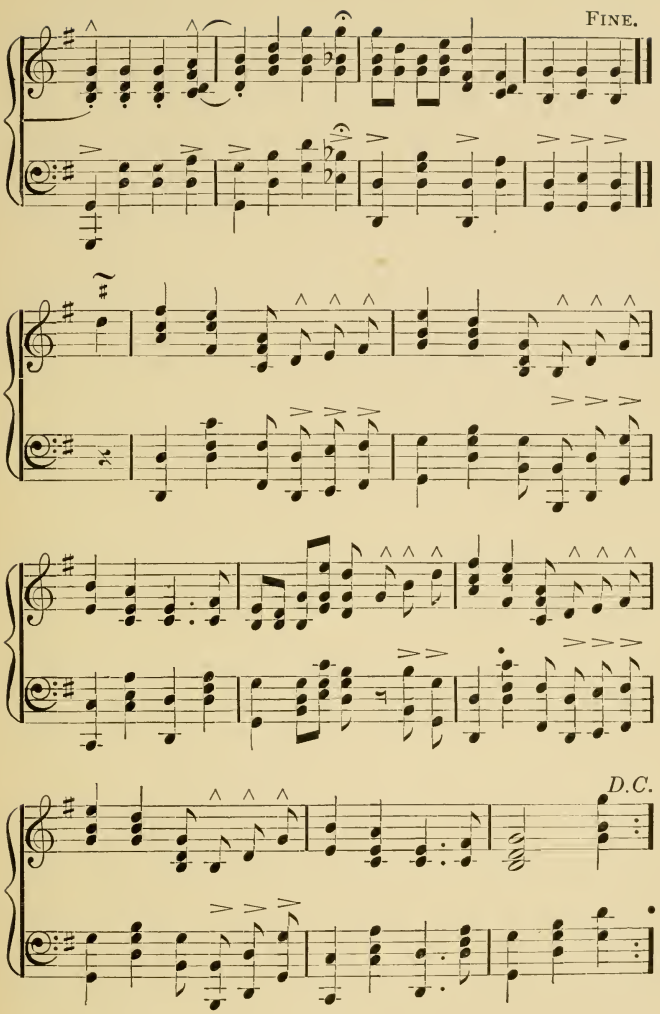
Contents

The Child Housekeeper

Housekeeper's March

ALICE R. BALDWIN.

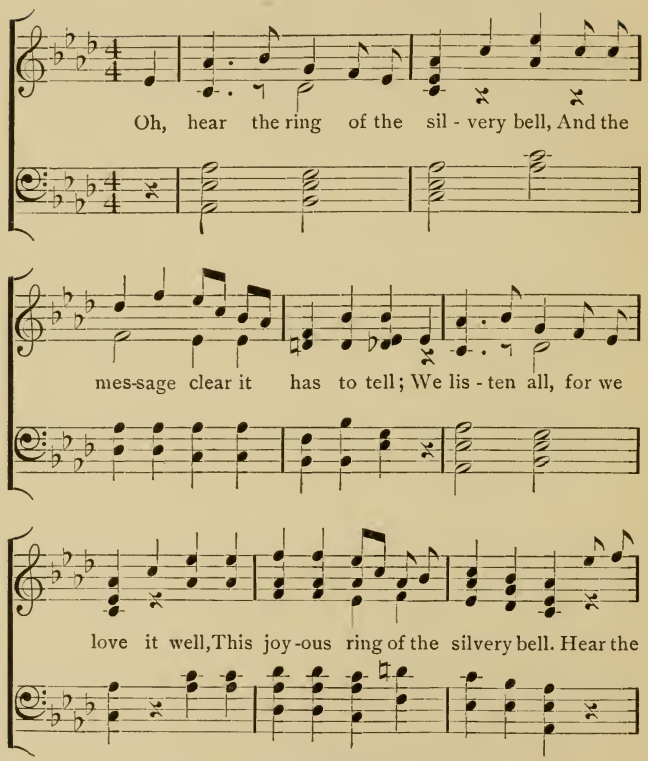


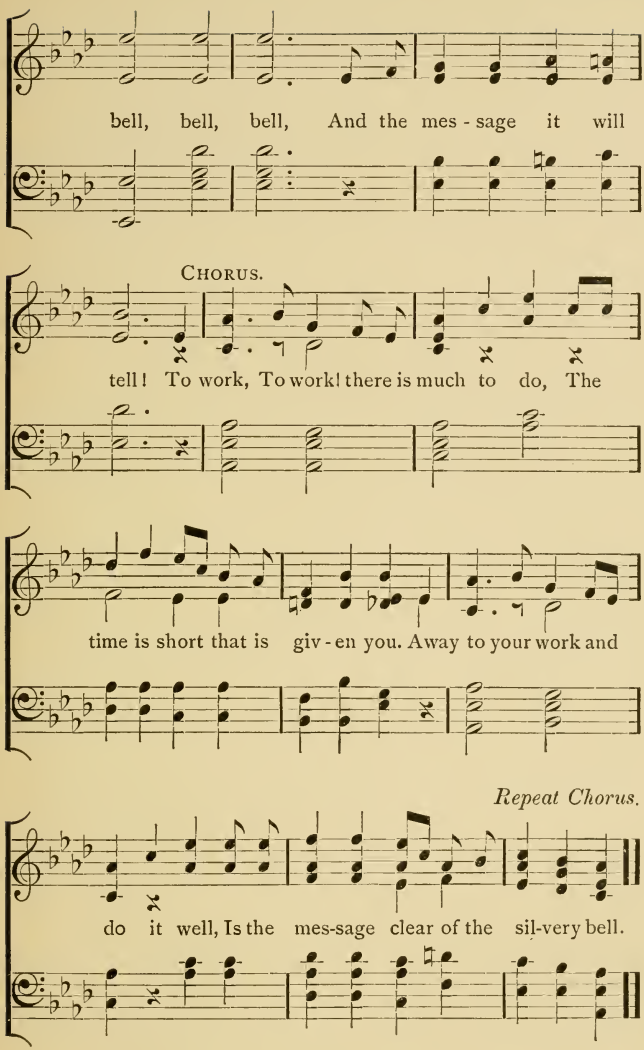

FINE.
D.C.

Opening Song

TO WORK, TO WORK!

ALICE R. BALDWIN.




bell, bell, bell, And the mes - sage it will
Chorus.
tell! To work, To work! there is much to do, The
time is short that is giv - en you. Away to your work and
Repeat Chorus.
do it well, Is the mes-sage clear of the sil-very bell.

The Child Housekeeper

OPENING EXERCISES

WHEN the bell rings, have the children form a line. Play a march on the piano while they are taking their places at the table. Each child stands behind her own chair; strike a bell three times. The first stroke is the signal to draw out the chairs; the second, for the children to seat themselves; and the third, for them to draw in the chairs.

Then sing the opening song:—

TO WORK, TO WORK!

Oh, hear the ring of the silvery bell,
And the message clear it has to tell;
We listen all, for we love it well,

This joyous ring of the silvery bell.
Hear the bell, bell, bell,
And the message it will tell !

Chorus —

To work, to work ! there is much to do,
The time is short that is given you.
Away to your work and do it well,
Is the message clear of the silvery bell.

In many cases it is thought wise to charge each child a penny a lesson. The material used by the children in making iron-holders, match-scratchers, and other things to be taken home, is usually bought with this money.

After the song, call the roll, and if tuition is charged, collect the pennies before the lesson is given.

Kindergarten chairs and tables are very convenient. A list of the articles needed for these lessons will be found at the beginning of each chapter, but in many cases substitutes can be found that will do as well.

Opening Exercises

The children are supposed to wear caps and aprons at each lesson.

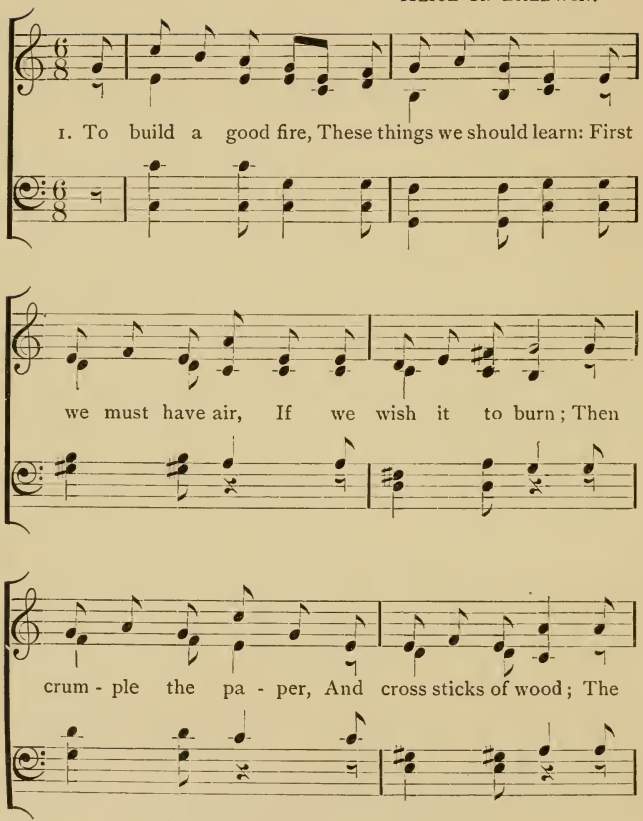
The Lesson Talk has been planned to assist in the presentation of the lessons. The ideas can be given in a different way to those who are too advanced for such simple language.

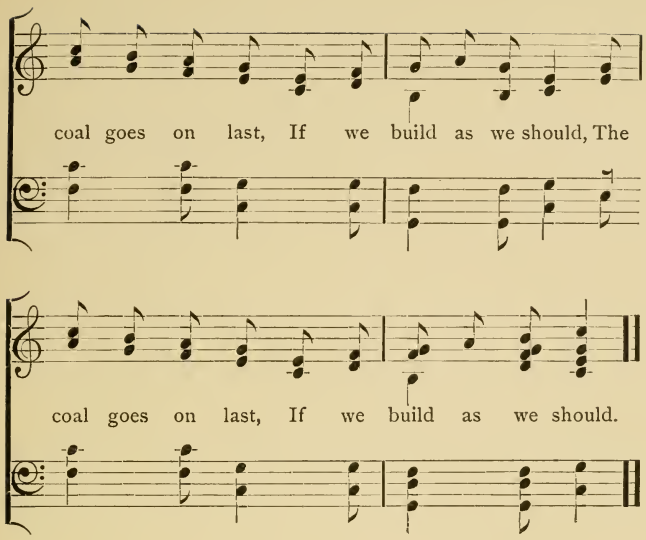
The materials used, and some of the methods employed, are primitive, but it is a good thing to teach the use of the common, every-day things. If many utensils are used in the class, it will be hard for the children to work without them elsewhere.

FIRE BUILDING

Building a Fire

ALICE R. BALDWIN.





2

When we see the bright flame
That wraps 'round the pine,
We know 't is the sunshine,
So warm and so fine,
That God in his kindness
Poured down on the tree;
And to-day in the fire
It warms you and me.

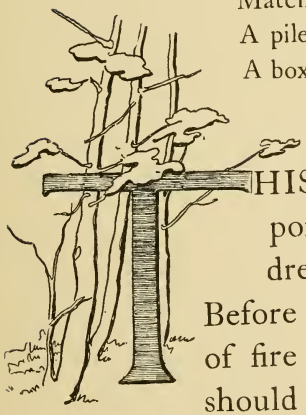
Chapter I

FIRE BUILDING

"One touch of fire, and
All the rest is mystery."

ARTICLES NEEDED FOR THIS LESSON

A bundle of kindling sticks.
Matches.
A pile of newspapers.
A box of hard coal.



GENERAL DIRECTIONS

THIS lesson offers the opportunity to tell city children something of nature. Before taking up the question of fire building, the teacher should be sure that the children have a fair idea of the origin of paper, wood, and coal, and of a few of their uses.

We have found that some city children, when asked where wood comes from, reply that it comes from the grocery store. Here is the chance for the teacher to give the pupils a broader meaning to some of the common words of every-day life. Ask the children to name the parts of a tree and explain to them its growth from a seed. An acorn will illustrate the talk. The food and drink (air, rain, and sunshine) of the tree are interesting subjects. By showing the grain of the wood, it is a simple matter to explain about the sap, which we liken to the blood in our veins.

A pretty idea to give about the flame is that it is imprisoned sunshine set free.

MY HICKORY FIRE

Oh, helpless body of hickory tree,
What do I burn, in burning thee?
Summers of sun, winters of snow,
Springs full of sap's resistless flow;
All past year's joys of garnered fruits;

Fire Building

All this year's purposed buds and shoots;
Secrets of fields of upper air;
Secrets which stars and planets share;
Light of such smiles as broad skies fling,
Sound of such tunes as wild birds sing;
Voices which told where gay birds dwelt,
Voices which told where lovers knelt;
Oh, strong white body of hickory tree,
How dare I burn all these in thee?

H. H.

RULES FOR BUILDING A FIRE

There are five things needful: paper, wood, coal, air, and a match. Use a table for the imaginary stove. Tell the children to open the dampers and draughts when a real fire is to be built, so as to have plenty of air. Tear the paper and crumple it into balls. Let the children make some of these balls and place them on the imaginary stove. Have them cross the sticks on the paper and put on the coal. Dwell on the terrible danger of using kerosene to make the fire burn quickly.

OCCUPATION FOR CHAPTER I

When the lesson is completed, let the children make match-scratchers to take home. A piece of sandpaper mounted on a square and tied at the top with a piece of ribbon makes a simple one.

LESSON TALK

Many of us have no doubt seen workmen build a house, and have noticed that they first make a foundation, then put up the walls, and lastly cover with the roof. They work in this order because without the foundation the walls could not stand, and without the walls the roof could not be supported. Therefore we see how important the foundation is. Some one may wonder what that has to do with housekeeping. Well, housekeeping is like building in this respect, for it has a foundation. What do you suppose it is? If we think


Alice L. Upton.

hard for a moment, we shall say it is the fire, for without the fire we could not cook the meals, we could not wash the dishes, we could not clean, or do laundry work. So we see how necessary it is to know just how to build the fire. Five things are needed before we can begin to work: paper, wood, coal, air, and matches. They are simple, and we know their names very well; but let us see if we can learn more about them. We have all seen the ragmen go through the streets, collect old rags from the ash-barrels, and take them away in push carts or in big bags. Perhaps we have wondered what these men were going to do with the rags. As we look at this smooth piece of white paper, it is hard to believe that it was made from old, soiled rags; but such is the truth. The ragmen sold them to a paper factory, where they were washed, crushed to pulp, and finally made into paper. How-

ever, only fine paper is made of rags. The cheaper grades, such as newspaper, are made from wood and straw. Now that we have learned of what paper is made, let us see for what it can be used in the home. One thing we remember, — it helps to build a fire; and we know it is useful in many other ways. When Jack Frost bites our toes, if we put some newspaper in our shoes it will help to keep our feet warm. When the cold weather comes and we find our coats are thin, some newspaper put over our chests and backs will help to keep us warm. This is because paper is so made that air cannot get through it. Now let us go on to the next step, — or shall we call it a stone in our foundation?

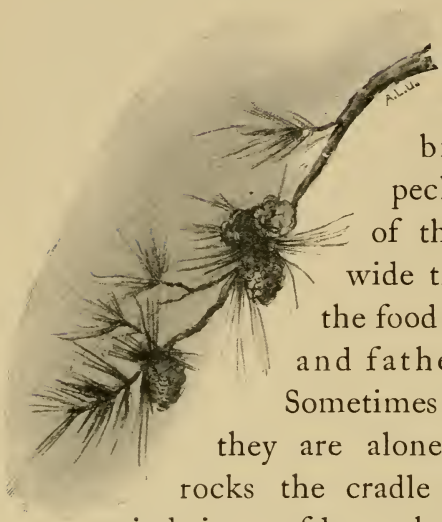
If paper is useful in a house, surely wood is more so. Look about the room and see how many things are made of wood. Think what a number of trees have been used to build the floors, the

window-frames, the chairs, the tables, in just this one room.

Let us shut our eyes for a few moments, and see if our minds will form for us a picture of the beautiful forests of trees that were cut down to make all these things. We can see the trees standing tall and straight, living with air, sunshine, and rain for food and drink, each year growing taller and stronger. We can see the tree from which this table was made. It may have been an oak tree. It is hard to believe that a great oak was once so little that an acorn like this was its cradle.

"Then here 's to the oak,
The brave old oak,
That stands in his pride alone;
And still flourish he, a hale, green tree,
When a hundred years are gone."

If we could see the top of its branches, we should find the pretty nest, and the mother bird sitting on the tiny eggs



to keep them warm. Then we see the little birds that have pecked their way out of the shell opening wide their mouths for the food that the mother and father bring them. Sometimes they cry when they are alone, and the tree rocks the cradle gently, and the wind sings softly to the tiny creatures.

There are different kinds of wood, and some are hard and some are soft. Here is a piece of soft pine. We see how easily we can dent it with the thumb-nail and cut it with the knife. For these reasons we call it a soft wood. We use it for kindling because it catches fire easily and burns more quickly than hard wood. It is also much less expensive.

Fire Building

Ages ago, before there were men or animals, God planted great forests of trees. He planned to make these trees useful to the people that would inhabit the earth in years to come. Time passed; the trees grew, ripened, and at last, tired of standing, fell down. Then the leaves from neighbouring trees dropped upon them; moss and vines grew over them, and they were buried. Other trees fell upon them, and pushed them under the ground. Great rocks rolled upon them, which sent them further into the earth. As the ages went by, the trees changed slowly, and when men dug them out of the earth, they were like hard, black stones. The word *wood* could not be properly used to describe them, so a new word was found, and that new word is *coal*. Now and then on a piece of coal we can see the impression of a leaf, or the pattern of a fern, which proves to us the origin of

coal. So you see that paper, wood, and coal are related.

Here is a riddle; can you guess the answer?

I am as black as black can be,
And yet I shine.
My home was deep within the earth,
In a dark mine.

Ages ago I was buried there,
And yet I hold
The sunshine and the heat which moved
That world of old.

Though black and cold I seem to be,
Yet I can glow;
Just put me in a blazing fire,
Then you will know.

LUCY WHEELOCK
(by permission)

Now we have come to the last thing that is needed to build a fire, — air. When we wish air in a room, we open the windows. The dampers and draughts are the windows of a stove, so

we open them wide. Of course we only play at building a fire to-day, so this table will be our stove.

Let us crumple the newspaper into balls and place them on the table; we cross the pine sticks over them, and on top of all put some pieces of coal. The fire is now ready to light. When we see the pretty yellow flame we must remember that it is the sunshine that has been imprisoned in the tree. All the heat that the sun gave to the tree in the forest, so many years ago, is given back to us to-day.

Song: "Building the Fire."

STORIES

"The Fir Tree," Hans Christian Andersen.

"The Little Pine Tree," St. Nicholas Magazine, May, 1889, page 510.

"Three Trees," St. Nicholas Magazine, October, 1891, page 904.

"How Matches are Made," St. Nicholas Magazine, March, 1878, page 315.

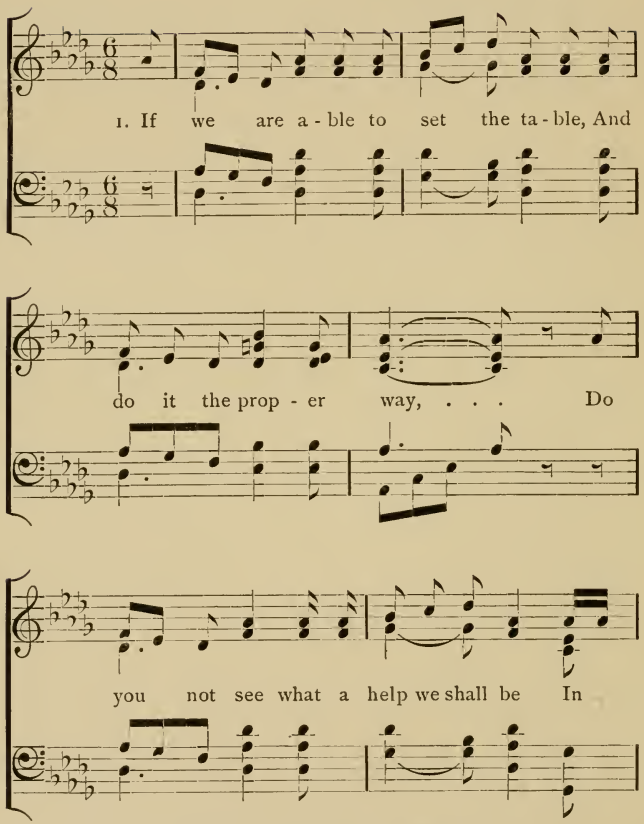
"Paper, Its Origin and History," St. Nicholas Magazine, August, 1864, page 808.

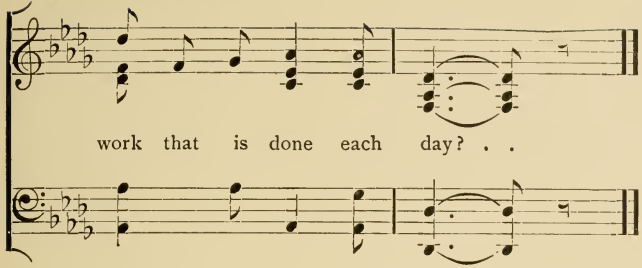
"The Talk of the Trees," in "The Story Mother Nature Told," Jane Andrews.

SETTING THE TABLE

Setting the Table

ALICE R. BALDWIN.





2

For all must eat, and if tables are neat,
And everything clean and bright,
We will prove to all that children, though small,
Can soon learn to do things right.

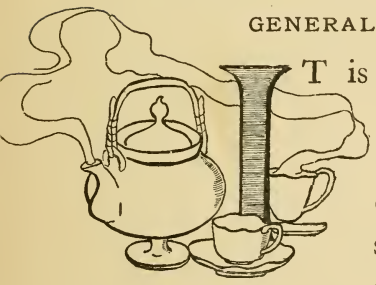
Chapter II

SETTING THE TABLE

"Polly put the kettle on, we'll all have tea."

ARTICLES NEEDED FOR THIS LESSON

1 table.
1 tablecloth.
4 knives, forks.
4 butter dishes.
4 glasses.
4 cups and saucers.
1 milk pitcher.
8 spoons.
4 napkins.
4 plates.
1 large spoon.
1 teapot.
1 sugar bowl.
1 serving tray.



GENERAL DIRECTIONS

IT is well to have the class furnishing very simple. Let it consist only of a cooking-stove, a table, and a closet. Dispense with all unnecessary terms, such as serving table and sideboard.

If there is no stove or closet in the room, appeal to the children's imaginations, and the need will be very well supplied by a chair and a table. Place the table furnishing in the imaginary closet.

Appoint four children to set the table, four more to seat themselves at it when all is ready, and four more to serve some simple food, — crackers and milk, perhaps. Repeat several times, or until each child has helped to set the table, serve the food, and been served by the others.

If the class is large it is a good thing to have more than one table.

If there is time, a word should be said about making tea. Draw the comparison between that made with freshly boiled water and the harmful beverage it becomes when allowed to stand an hour or more.

Setting the Table

ORDER FOR SETTING THE TABLE

Tablecloth, right side up; straight; crease in the centre. Knives at the right side of each plate, blade inward; forks at the left of each plate, tines upward; napkins left side of forks; butter dishes at the head of forks; glasses at the head of knives.

LESSON TALK

How many have ever thought what an important part of our lives the eating is and how often we use the dishes? Let us do some counting, and see how many meals we eat in just one week. There are seven days, and we eat three times each day. Try the multiplication table, and that will tell the answer. Twenty-one times a week the table is set. That is more often than we make the bed or sweep or dust. It is worth while, then, to learn to set the table in the right way.

The dishes are here before us. Of course we know their names. No one need tell us that this is the teapot, or that that is a fork, but I wonder if everybody can tell just where to place each thing on the table?

Do you all know the game called "make believe"? Most children like to play it, so shall we try it for a while, now?

"Make believe" is something like the Magic Wand that one reads about in the fairy-tale books. It changes people and things in a wonderful way. To-day "make believe" changes us into a family. This little girl is the father, this one is the mother, and the rest of us are their children. This room is their home, and it is breakfast time.

For breakfast we will have crackers and milk, but we will make believe that they are oatmeal and tea.

Setting the Table

In the old nursery rhyme there were several ways to serve the porridge, for, you remember, —

"Some like it hot, some like it cold,
Some like it in the pot, nine days old."

But surely there is only one way to serve breakfast, and that is to have it hot. Let us put some of the dishes in the oven to heat them. "Make believe" this large chair is a stove. Bring the teapot, plates, platter, and oatmeal dishes, and place them in the oven while we set the table. If it were a real stove, of course we should have to leave the oven door open, for the heat would crack the dishes. Now we are all ready to set the table. Two of us will unfold the tablecloth very carefully, as we wish it to be smooth.

We must see that it is right side up, with the crease in the centre of the table. What is the difference between the right and the wrong side? We can tell by looking at the hem. Be very careful, for a smooth, white cloth and clean china make a table so neat and attractive that we shall all enjoy our breakfast.

The table is to be set for four people, one on each of the four sides of the table. As we hold the knife in the right hand when we cut with it, put it on the right side of the plate, turning the blade inward. The proper place for the fork is on the other side of the plate, and the spoon at the top makes a square. What shall we do with these butter dishes? Let us stand them at the head of the fork and put the napkins beside the forks. Now put the glasses where we can reach them easily. As we use the right hand more often than the left, that is the side

to place the glasses, and at the head of the knives. The glasses should not be quite full, because we might spill some water on the tablecloth. Of course the mother always pours out the tea and the father serves the oatmeal, so we put the cups and saucers, the milk pitcher, spoons, and sugar bowl in front of the mother, and the oatmeal dish and large spoon before the father's place.

We are ready now, so bring the hot dishes from the stove. Place the oatmeal in front of the father, and the four bowls between his knife and fork.

The mother likes to have the teapot at the right side of her place so that she can pour from it easily. Have the spout pointing toward the centre of the table and the handle will be in the most convenient place.

TABLE RULES FOR LITTLE FOLKS

In silence I must take my seat,
And give God thanks before I eat;
Must for my food in patience wait
Till I am asked to hand my plate.
I must not scold, nor whine, nor pout,
Nor move my chair or plate about;
With knife or fork, or anything,
I must not play, nor must I sing.
I must not speak a useless word,
For children should be seen, not heard;
I must not talk about my food,
Nor fret if I don't think it good.
I must not say "The bread is old—
The tea is hot — the coffee's cold";
I must not cry for this or that,
Nor murmur if my meat is fat.
My mouth with food I must not crowd,
Nor while I 'm eating, speak aloud;
Must turn my head to cough or sneeze,
And when I ask, say, "If you please."
The tablecloth I must not spoil,
Nor with my food my fingers soil;
Must keep my seat, when I have done,
Nor round the table sport or run.

Setting the Table

When told to rise, then I must put
My chair away with noiseless foot,
And lift my heart to God above
In praise for all his wondrous love.

ANONYMOUS.

STORIES

"The Miraculous Pitcher," Nathaniel Hawthorne.

"A Thought," Robert Louis Stevenson.

CLAY MODELLING

GENERAL DIRECTIONS

Moist clay can be bought in bricks, ready to use.

Cover the table with oil-cloth or sheets of thick paper, and have several knitting-needles and knives to use as modelling tools.

With a string cut the clay into cubes, and give one cube to each child. Let the children halve the cubes, and with one piece of clay reproduce the object on the table before them. A dish from

the dinner-set is a good model, for one of the things to learn is the story of the making of china.

When the children have made fairly good copies of the model, allow them to do as they wish with the rest of the clay. Strange-looking fruits, flowers, and birds' nests are sure to appear.

The practical children will use the clay as though it were dough, and make it into pies or little cookies, using a thimble for a cutter.

Offer the ambitious child a knitting-needle or a knife, if fancy induces her to mould something that requires tools other than her ten nimble fingers.

As there is danger of contagion, do not use the clay a second time. The children are always eager to own their creations, so when the clay is dry enough to travel safely, let them take it home.

While the children are modelling, tell the story of china making.

HOW CHINA IS MADE

Hundreds of years ago men made dishes very much as we are making them here to-day. They dug the clay out of the earth, and while it was soft they moulded it with their hands into dishes, and placed it in the sun to dry. After a while it was found that dishes were much stronger if they were baked in the fire.

Dishes are still made of baked clay, but they are made in large factories now, and are finer and prettier than those of the old, old days. A man who moulds dishes is called a potter. Let us be potters to-day and see how nearly we can copy this cup and saucer. Look at it carefully, and then leave it on the table where all can see it. Obedient little fingers are the best tools. We will make the saucer round and try to have the edge smooth. Do not forget the little hollow place in the centre, where

the cup stands. It is there, you know, to keep the cup from slipping and spilling the tea. We must make the cup round and deep. If the handle does not look just like the one we are copying, it can be changed while the clay is soft. When the cup and saucer are finished we may do as we like with the rest of the clay.

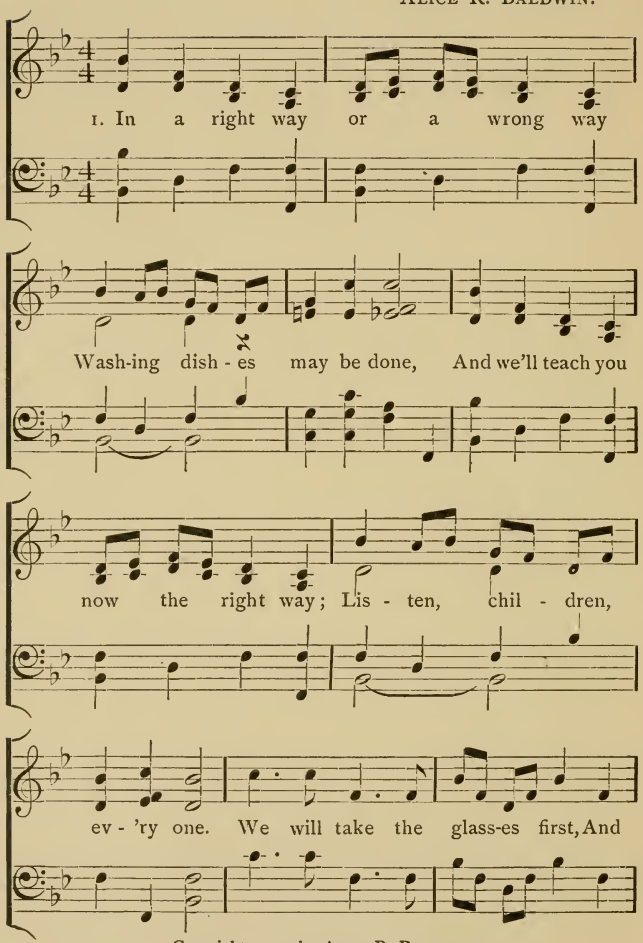
The dishes that we use on the table are usually white, and we call them china. They are made of white clay, and as this clay was first found in the mountains of the Empire of China, it was given that name.

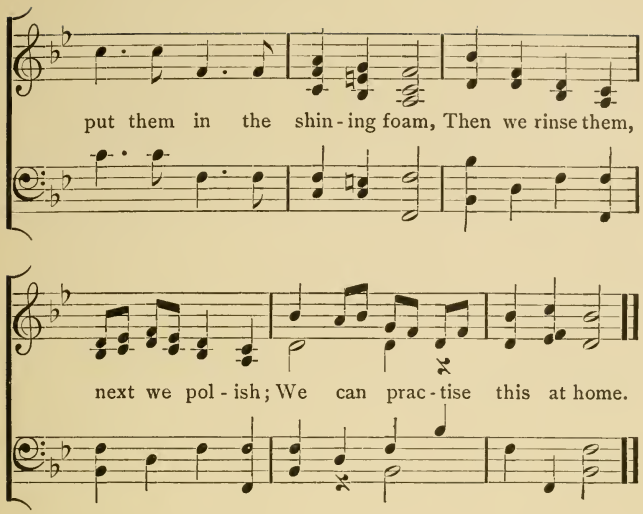
Perhaps you wonder why the cup and saucer that you have just made do not look white and smooth like the model. Let me tell you what is done to the clay after the potter makes the mould. It is first baked, and then covered with a kind of glass varnish. Clay is porous, and without this smooth covering water would soak through.

WASHING DISHES

Washing Dishes

ALICE R. BALDWIN.





2.

Next the silver, then the pitchers,
And the cups and saucers fine ;
Wash them well, and wash them quickly,
These two things we must combine.
Then we wash the other dishes,
And to do them well, will try ;
At the end we scald the dishcloths,
Hang them on the line to dry.

Chapter III

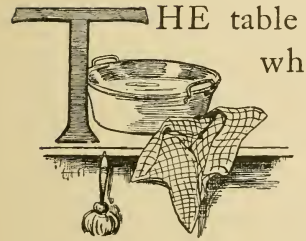
WASHING DISHES

"Nothing useless is or low,
Each thing in its place is best."

ARTICLES NEEDED FOR THIS LESSON

2 small dishpans.
1 piece of soap.
2 dish towels.
2 dishcloths.
1 serving tray.

GENERAL DIRECTIONS



THE table should be already set when the children come for this lesson, in order that all the time may be given to clearing away the dishes and washing them. While in washing dishes there is but one rule to

follow, there are two methods of clearing the table, and the directions are given for both in order to meet the needs of "all sorts and conditions" of homes. The wise teacher will always show the little girls how to work with materials at hand, and not set the lesson in an unfamiliar frame-work. If the home kitchen has no sink, the children can learn to wash the dishes on the same table where the meal was eaten; but of course for some classes it will be better to have the dishes washed at the sink. Tell the children something of the origin and preparation of soap.

Explain to them why it is important to follow a strict order in washing dishes.

This is the order: glasses, silver, pitchers, teapot, cups and saucers, plates, butter dishes, platters.

Washing Dishes

LESSON TALK

The table is already set, so we will make believe that the breakfast has just been eaten. What are some of the table manners that we have learned?

We have trained our knives and forks to become good, obedient servants. Our hands have learned the right way to lift the glasses, and we know very well why the cups have handles.

We have also learned to fold our napkins at the end of the meal. This little verse is our rule: —

"A child should always say what's true
And speak when he is spoken to,
And behave mannerly at table;
At least, as far as he is able."

Food will spoil if kept in a warm room, so what is left must be put where it is cool, — in the pantry, or in the ice-box.

Very good care must be taken of the

things that we eat. If food is not perfectly fresh it should be thrown away, for it is poisonous. It not only makes people very ill, but often those who have eaten the poison that forms in meats and fish when they have been kept too long a time, die. All cereals and vegetables will become sour, after a while, and as food should never be wasted, it should be eaten very soon after it is cooked. Bread that is left until it is hard and dry may be eaten, and it can be made very good again by being left in a hot oven until it is crisp and brown.

There are things on the table that we need not wash. The sugar bowl should be kept on the closet shelf when not in use. The napkins have been neatly folded and must also be put away. The next things to remove are the knives, forks, and spoons, and we collect them on a tray. It is quite important to scrape the plates before washing them, for the

scraps of food would make the water very greasy. If we move all the dishes to one end and turn the cloth over half way, we can then place them on the bare table and remove the cloth entirely. Brush the crumbs from the cloth on to the tray and see that none fall on the floor. It is a good plan to sweep the floor under and around the table every day. Sweep lightly, so as not to raise the dust. Crumbs and bits of food often fall, and they make grease spots and look very bad if left on the floor. The crumbs must be brushed from the cloth and the cloth folded very carefully in the creases, so that it will be fresh and nice for the next meal.

Let us see if the dishes are sorted. That is, the glasses should be together, the plates in a pile, the silver on a tray, the cups and saucers in a group. Our song will teach us the order for washing the dishes, so let us learn it.

Song: "Washing Dishes."

These two dishpans can be filled with hot water from the kettle. If we are wise housekeepers, the kettle will always be full of water and singing merrily.

In one of the pans of hot water we will put soap, and keep the water in the other clear.

Hot water alone does not take away the grease, but if we use soap the grease will run away quickly. Soap and grease do not like each other, and when one comes in the other goes out.

To make soapsuds, put a piece of soap on a fork and move it around quickly in the pan until the water is almost white. Then remove the soap, for it will dissolve if it is left in the water.

Common yellow soap, such as we use for housework, is made of animal fats mixed with a certain kind of soda.

Castile soap, which some of us use for bathing, is made of olive oil.

The bulb of a certain plant that grows in California is sometimes used in the washtubs. When it is rubbed on the clothes, something like suds is formed, and it is said to be a good substitute for soap. The barks and fruits of some trees are also used in place of soap.

Put the glasses carefully in the pan and rub them with a cloth; then rinse them in the clear water and let them drain for a moment on the tray. It takes some skill to dry glasses so that they are perfectly clear when held to the light, but with a little care we can polish them. We must remember to hold the glasses near the bottom and not put our fingers inside, for they will leave a mark, and we wish to have the glasses perfectly clean. The forks and spoons are the next in order, and perhaps some of us wonder why not the knives too. This is the reason. The knives have wooden or bone handles, that will crack

and come off if soaked in water, so they must be washed separately, dipping only the blades in the water; if the blades are black we must scour them with sand. It is surprising how bright we can make the forks and spoons by rubbing them with the cloth. What shall we wash next? Surely the milk pitcher and tea-pot, with their companions the cups and saucers. Our little song teaches us the order. (Song.) The water seems greasy, so let us throw it out and make some fresh suds. We are not only learning how to wash dishes, but we are learning to wash them thoroughly. Dirty water cannot make the dishes clean. The plates are next in order; then the butter dishes, and last of all the oatmeal dish.

The china looks bright and pretty after its bath, and we put it away on the closet shelf. When we wash dishes again, we shall need clean towels, so they

must be washed and hung out on the line to dry.

The bubbles in the soapsuds are full of lovely colors. There really are six of them, but they are so beautifully blended that it is hard to count them. Red, orange, yellow, green, blue, and violet are the colors that you see, and they are the colors of the rainbow. So each tiny bubble in the dishpan has a rainbow of its own. The rainbow appears in the sky when there has been a shower and the sun comes out while the last little drops are hurrying down. It is the sun shining through the drops that makes the bow. The drops are round as they fall, like the bubbles in which we see the wonderful colors. A great many years ago the Indians used to tell their children a beautiful fairy story when the rainbow came in the sky. They would point to it and say :

"'T is the Heaven of flowers you see there.
All the wild flowers of the forest,
All the lilies of the prairie,
When on earth they fade and perish,
Blossom in that Heaven above us."

STORIES

"A Chapter on Soap Bubbles," St. Nicholas Magazine, May, 1881, page 524.

Queer Stories: "What the Tea Kettle Said," Edward Eggleston.

The Rainbow Pilgrimage, in "Child Life in Prose," Grace Greenwood.

GAME FOR CHAPTER III

The game suggested for this lesson is bubble-blowing. Provide a bowl of strong soapsuds, and a clay pipe for each child. A little glycerine added to the suds will make the bubbles more lasting. The dainty bubbles are enough in themselves to delight and interest the children, but if more of a game is desired, cover a table with a dark woollen cloth.

Washing Dishes

Place two lead-pencils in the tubes of large spools, and stand them on the table about a foot apart. Let the children in turn gently fan the bubbles the length of the table, the game being won by the child who is most successful in getting her bubbles between the pencils or goals. The rainbow tints in the bubbles suggest a few facts about refracted light, and the order of the primary colors, — red, orange, yellow, green, blue, and violet.

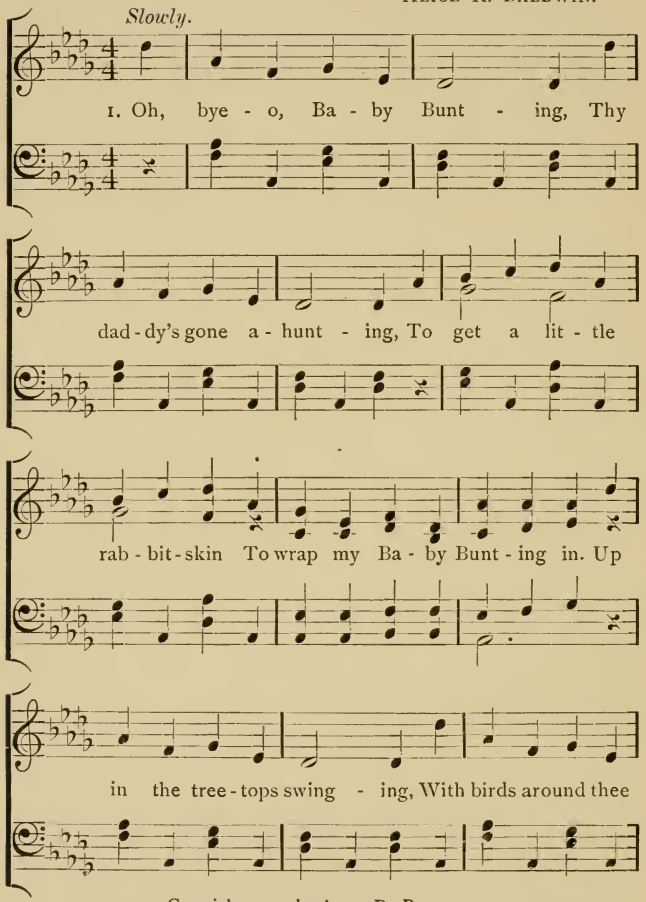
In reviewing the lesson, the hemming of small dishcloths may take the place of the bubble-blowing.

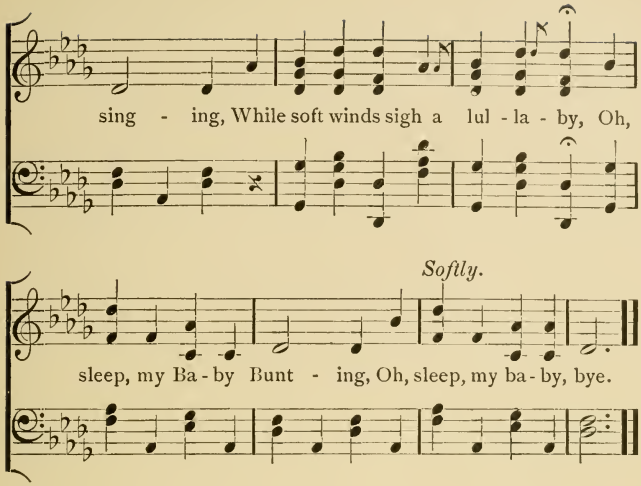
Napkin-rings of colored bristol-board tied with ribbon are also easily made.

BED MAKING

Lullaby

ALICE R. BALDWIN.





Now, while you 're sweetly sleeping,
And stars their watch are keeping,
Comes Moon so bright, with silvery light,
Through tree-tops softly peeping ;
She smiles for Baby Bunting.
Though all the world o'er hunting,
No sight she 'll see like this nest in the tree,
And my dear Baby Bunting.
So hush thee, baby, bye.

Chapter IV

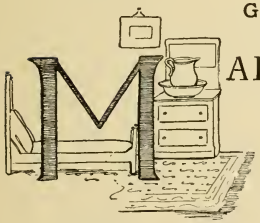
BED MAKING

"My bed is waiting, cool and fresh,
With linen smooth and fair."

ARTICLES NEEDED FOR THIS LESSON

1 bedstead, with mattress, sheets, blankets, spreads, pillows, and pillow-cases,
2 chairs,
1 doll.

GENERAL DIRECTIONS



MAKE the bed before the lesson is given, for the children are to learn first to prepare it for the night. Bed making is very practical work, but it affords an opportunity for story and song. There are many charming thoughts to give the children in connection with this lesson.

Dreamland alone is an absorbing theme. The poems of Eugene Field and Robert Louis Stevenson are rich in suggestion, and a teacher will do well to use some of them.

Each child should be allowed to prepare the bed for the night, to air and to make it, at least once. As the work is thus repeated many times, the lesson will be well learned.

Arranging the bed for the night, with the story, and the lullaby, is enough for one lesson, leaving the bed making for another day.

Teach the children to see and to overcome wrinkles in the bedclothes, and be sure that the bed when made presents a flat, even surface.

Put on the first sheet with the wide hem at the top, and right side up; put on the second sheet with the wide hem at the top, but wrong side up, which brings the two right sides together.

There is one direction to give about the pillows. The closed ends of the covers meet at the centre, leaving the open ends on the outer edge of the bed.

Give as few rules as possible; rather make the lesson so interesting that the children will forget it is real work. Speak of the importance of airing the bed every day, and also of the necessity of having air in the room at night.

The little girls are always pleased if there is a doll to put in the bed.

Some valuable suggestions may be given about the importance of keeping a bed clean. Show how to take it apart every few months and wash it with ammonia and water, and also how to use powder if necessary. Explain that beds become infested because of neglect and dirt.

LESSON TALK

There are ever so many kinds of beds. There are beds out of doors as well as

those in the house. Perhaps some of us wonder how that can be.

Mother Nature, from whom we learn such good lessons, shows us some interesting things about the beds out of doors. Have you ever thought that flowers are used for beds?

"There's never a leaf or blade too mean
To be some happy creature's palace."

There are many tiny insects that find safe and cosey places to sleep in among the petals of a rose or a lily.

Did you know that Mother Nature teaches the animals to make their beds? She tells the birds to choose soft things for their nests, and to have a warm place for their tiny eggs. She

shows the squirrels a hollow in some tree, and their bright eyes are quick to see that it is a safe bed for their babies. The woodchuck is taught to dig his cell under the ground, and the caterpillar learns to make a wonderful cradle.

"If in field or tree
There might only be
Such a warm, soft sleeping place
Found for me!"

Mother Nature is a busy person. Sometimes she has to be in fifty places at once. She has to teach school, clean house, and at the same time nurse the sick trees and flowers. She flits about from one place to another all day long. When the sun sets, she kisses the flowers good-night and sends the animals to bed.

Then she must see if her army of sandmen have their bags and are ready to march away, for it is the children's

bedtime. When the little children are all on the "Shut-eye Train," the good fairy blows a tiny whistle, and away they go, "Afar into the Land of Nod."

We will "make believe" that it is night and put the doll to bed. First, we must take off the two pillows and place them on a chair. Then we turn the bedclothes over half-way, and put the pillows in place. The bed is now ready for the night.

Let us sing the lullaby softly, and when the doll is asleep lay her in the bed.

Years ago a Frenchman wrote this verse about the words good-night: —

GOOD-NIGHT

Good-night, Good-night,
Far flies the light,
But still God's love
Shall flame above,
Making all bright,
Good-night, Good-night.

VICTOR HUGO.

Bed Making

When we are playing in the happy land of dreams, do you know what a wonderful thing happens to the bodies that we leave at home in bed?

"The tired hands, the tired feet, so glad of night," have a fine rest, and while they rest they grow. Sleep helps to make us grow. It helps just as much as the food we eat, and we cannot live without sleep any more than we can live without food.

Let us "make believe" that it is morning.

"Every day is a fresh beginning,
Every day is the world made new."

Morning is a joyous, happy time. We wake up glad to be alive, for "the world is good, the world is sweet."

Sometimes sad, tired people leave home at night on the "Shut-eye Train," but they come back in the morning rested and full of courage.

Take off the bedclothes separately and place them on a chair by the open window. This is something that we must do every morning; leave the bedding to air while we are at breakfast.

Now we must make up the bed for the day. It is well to let a bed air for at least half an hour each day, but we must never forget and leave the bedclothes on the chair several hours. If we turn over the mattress we shall find that the other side is level. Tuck the clothes in carefully at the corners and the bed will be square, and draw the clothes tightly at the sides to make it smooth. Put on the first sheet with the wide hem at the top, and right side up. The second sheet should be put on with the wide hem at the top, but wrong side up. Put the blankets on next, and then the white quilt. Place the pillows as they were before we opened the bed for the night.

Bed Making

FEATHER FAIRIES

What a pleasant thing it is to lie quietly in bed in the dark after a long day of work and play! Belinda was thinking things over in this fashion one night last autumn. She had begun the day by hurrying her work of bed making for the sake of a ride on the lumber wagon. She was sorry about the hurry, and really the hasty way in which she had tucked up the baby's crib and her own small bed was shocking. But the ride had been delightful and the fresh air had made her sleepy and tired.

The moon came up behind the pine woods just where she could see it, and everything was very still, when she began to think that her pillow was not quite so comfortable as usual. "I did not shake and air it very well this morning," sighed Belinda; and then she sat up in amazement, for a perfect tumult

had arisen under her head. Such an indignant buzzing and squeaky chattering she had never heard before. "Don't you know we like our morning shake?" "How can we get along without fresh air? How naughty you were to forget us!" and many more things she heard the tiny voices say.

Belinda felt guilty, but she could not resist taking a tiny pair of scissors from her work-bag that hung on the bedpost and cutting a hole in her pillow. Immediately the room seemed full of feathers, and more poured out of the hole, pushing each other in an impatient way that made her laugh. And now she saw that the white fluttering things were not feathers, but lovely white butterflies. It was charming to watch them floating back and forth across the bars of moonlight. Hundreds of them soon came and lighted on her hair, and on her nightdress. In fact, all seemed

to be flying toward her. For a while she was puzzled, and interested to know what they would do, but she soon felt herself floating off. The butterflies were carrying her away. They took her through the doorway and into the room where the baby slept. They left her standing by the crib, and then flew out of the open window like a puff of white smoke.

A slight frown puckered the baby's forehead, and Belinda saw that the cold night air was blowing on his little bare feet. As she stooped to make things right, she woke up to find herself trying in a forlorn way to cover up her own cold toes.

Belinda was opening her window next morning to let in the frosty breezes, when she remembered her dream. She laughed and said, "The pillows shall have a good shake this morning."

Suitable poems for this chapter: —

The Child Housekeeper

"The Land of Nod."
"My Bed is a Boat."
"The Sun's Travels."
"The Land of Counterpane." } Robert Louis Stevenson.

"Lady Button Eyes."
"The Rock-a-bye Lady."
"The Sugar-plum Tree."
"The Shut-eye Train." } Eugene Field.

"Twinkle, Twinkle, Little Star."

"Good-night and Good-morning," Richard Monckton Milnes.

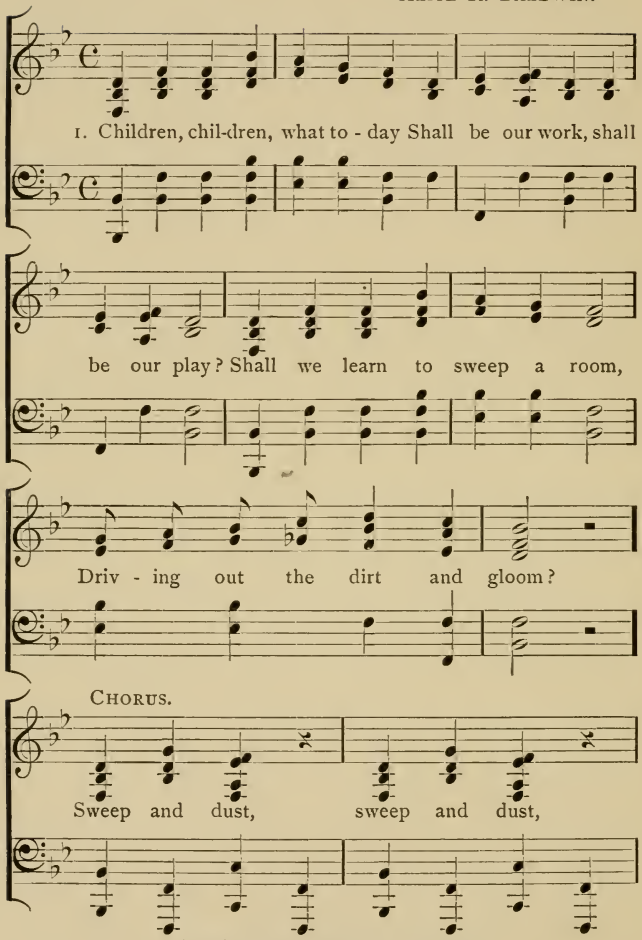
"How the Leaves Come Down," Susan Coolidge.

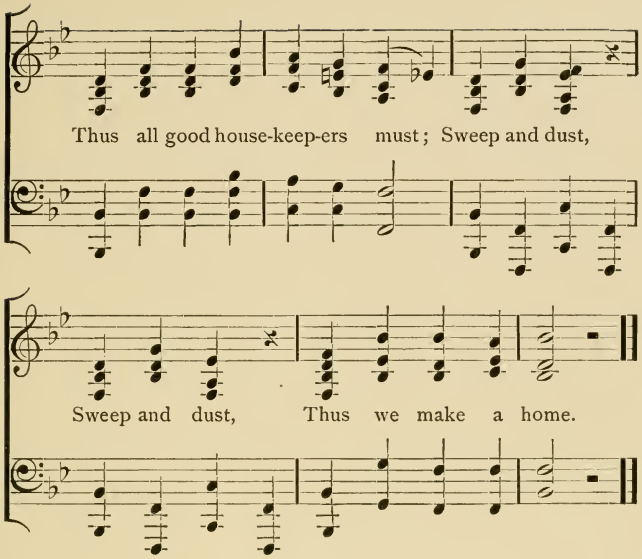
"The Time to Go," Susan Coolidge.

SWEEPING AND DUSTING

Sweep and Dust

ALICE R. BALDWIN.





2.

Brush the cobwebs from the wall,
Brush with care the corners small;
Sweep with steady strokes and strong,
Singing, as you work, this song. Cho.

3.

Fairies of the dust, beware,
We are searching everywhere,
We shall find you though you hide,
And will drive you all outside. Cho.

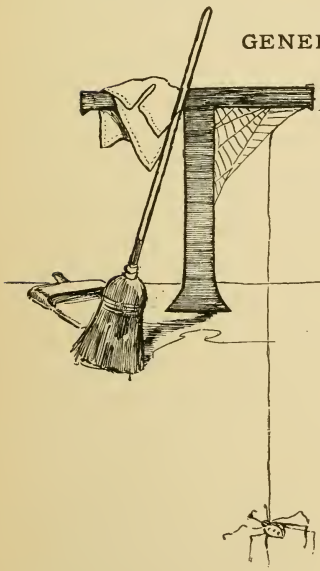
Chapter V

SWEEPING AND DUSTING

"A servant with this clause
Makes drudgery divine:
Who sweeps a room as for thy laws
Makes that and th' action fine."

ARTICLES NEEDED FOR THIS LESSON

12 small brooms.
12 dusters.
1 dustpan.
1 brush.
newspapers.
sweeping sheets.



GENERAL DIRECTIONS

THE children should, if possible, sweep and dust a bedroom, but if the class-room is not too large the lesson can be given there. The children must be

taught how to manage when there is a bed, a washstand, and so on — even when such things cannot be used at the lesson. The usual rules for sweeping a room are these: —

1. Cover the bed and large pieces of furniture with sheets or newspaper; dust the smaller articles and move them out of the room.
2. Open the windows, unless the wind blows very hard.
3. Sweep with steady, strong strokes, and always toward the centre of the room.
4. Be particular to sweep the corners and under the bed with a whisk broom. Cover the broom with a cloth and wipe down the walls.

A simple way to lay the dust is to scatter bits of wet newspaper on the floor. Gather the dust in a dustpan. When the dust settles, dust the furni-

ture; move it back in place, draw the shades even, and make the room orderly.

There is a good chance in this lesson to talk about the care of brooms. They should be hung when not in use. If allowed to stand, they lose their shape. To keep them from growing brittle, wet them from time to time.

For occupation, make small dusters of cheese-cloth stitched around with bright worsted.

Try the experiment of planting in a flower-pot or window-box a few seeds of the broom corn. You will find plenty in the children's brooms.

LESSON TALK

In our last lesson we heard about the good little fairies that came to Belinda one night and taught her a lesson in housekeeping.

Almost all fairies are good, but there is one kind that is naughty, and I am

going to warn you against these tiny mischief-makers.

They are called dust-fairies. They come to a house without any invitation, and they stay just as long as they can. If the housekeeper is careless, these fairies do great harm. They soil the books, they scratch the furniture, they leave black marks on the paint, and they cover the bright colors in the carpet.

Perhaps at first only a few dust-fairies will fly in the window, but if they find it is a good place, they will call in their friends, and after a while there will be a whole army of them in the house. Then it will take a long time to get rid of them, so it is better to drive them out every day.

Instead of using a feather duster, which only scatters the dust, we will use a soft cloth.

There are two rules for us to remember when we dust. Work from

the top down, or the dust from above will fall on what has already been dusted below, and shake the cloth often out of the window. In that way we will get rid of the troublesome fairies.

A good housekeeper is always careful to have her bedroom clean and orderly. It does not take long to put the room in order; fifteen minutes before we start for school will give us time to make the bed, to dust, and to put shoes and clothing away. We should dust every day, but a room need be swept only once a week.

To sweep a room takes time, so we will call Saturday sweeping day, for there is no school bell to hurry us. Pehaps some of you have heard this quaint old rhyme:—

"There was an old woman tossed up in a
blanket
Seventeen times as high as the moon;
Where she was going I could not but ask it,

For in her hand she carried a broom.
'Old woman, old woman, old woman,' quoth I,
'Oh whither, oh whither, oh whither, so high?'
'To sweep the cobwebs from the sky;
But I'll be with you by and by.'"

She must have sharp eyes to see the cobwebs in the sky, and we must be equally sharp to detect the dust and cobwebs in our houses.

Our caps will keep the dust from getting into our hair, and, as our aprons are on, we are ready for work. It is a good plan to tie a cloth on your head, if you have no cap.

Dust carefully the books and little things, and put them on the bed. We must cover them with a sheet

or with newspapers. Next we will dust the chairs and put them in the hall. Then move the washstand and table in order to sweep under them.

The window should be opened, unless the day is very windy. Use the little brush for the corners and under the bed, for we must be sure to find all the dust-fairies that are hiding there. With our brooms held firmly in both hands, let us sweep toward the centre of the room.

When a carpet is swept the air becomes filled with dust, so bits of wet newspaper must be scattered on the floor to lay it.

Now sweep the dust into a pile and collect it in the dustpans.

Let us rest for a while and hear a story about a broom.

Brooms are made from a plant called broom corn.

Broom corn bears no ear like the corn we eat. It grows to be very tall,

and at the top of the stalk is a brush or tassel, which is cut off, and made into brooms.

BELINDA'S BROOM

Belinda had left her little broom under the lilac bush, and now, as she looked out of the window and saw the rain, she saw several brooms and ever so many lilac bushes, because she looked through tears. "It will be spoiled forever, just as my birthday-book was," she said; and then she remembered what fun it was to have a little broom and how she would miss it. Suddenly it occurred to her that she had heard that brooms were made from a plant. If that were so the rain would not hurt it at all. Her birthday-book was blurred and blistered when she carried it into the house after it had spent the night on the wet grass, but this trial she now felt would turn out quite differently. Belinda ran to

the kitchen, where her mother was busy covering glasses of jelly. "Mother," she said, "please tell me all you know about brooms." And as she sat cutting neat little paper labels to be pasted on the glasses, her mother told her a story.

Mothers are very apt to begin their stories in the old way, so, when she had cautioned Belinda to cut the labels carefully and not to waste the paper, she said: —

"Once upon a time there was a very charming lady living in Philadelphia. She had a great many friends, and among them was a sea-captain, who often brought her interesting presents from the foreign lands to which he sailed his vessel. Once, when he came home after a trip to England, he brought her a pretty little brush that pleased her very much. She had never seen one like it before, and one day, when Benjamin Franklin was calling upon her, she

showed it to him. He looked at the brush very thoughtfully and found that it was made from some kind of a plant. He knew it would be a good plant to raise if brooms could be made from it, so, as he saw a very dry little seed clinging to one of the whisks, he asked if he might take it away with him. This seed he planted, and ever since broom corn has grown plentifully and well in America.

Belinda carried her bits of paper to the sitting-room to write upon them. She wrote "broom corn" on the first one, instead of the words "gooseberry jelly," but that was because her mind was so relieved about her broom.

We must dust our room now.

Remembering the rule to begin at the top, let us first wipe down the walls. The bristles of the broom will not clean a smooth, hard surface, so we shall have to pin a cloth over the broom. If there

is a cobweb in the corner we must brush it away, although it does seem a pity to destroy the patient little spider's work.

After dusting the bedstead and wash-stand, move back the chairs and put the room in order.

Before ending our lesson let us hear the story of Arachne and Minerva.

Long, long ago, in a time that was called the Golden Age, fairy folks shared the earth with real people. They were not called fairies, however, but gods and goddesses.

On a mountain, so high that its summit was hidden by the clouds, lived these wonderful creatures. There was always sunshine on this mountain, because the clouds that hide the sun and bring the storms were far below.

One of the most interesting of the goddesses was Minerva, — Goddess of Wisdom and of War. She wore on

her head a crown made of an olive branch, surmounted by a little owl. The owl, of course, stood for wisdom, and the olive branch for peace, because the goddess believed in war only that peace might follow. Minerva was wonderfully skilful with her needle; indeed, she invented the art of spinning.

There was only one other person who could weave and embroider as well as Minerva, — a little maid whose name was Arachne. Arachne was not a goddess, but just a real child. She made such pretty pictures with her needle that the goddesses would sometimes leave their groves and fountains to watch her at her work. In fact, she was so clever that people said, "Minerva must have taught her."

Arachne did not like to think that any one, even a goddess, could do more beautiful work than she. 'Let Minerva try her skill with mine," said Ar-

achne. As she spoke, a queer little old woman appeared and said: "I advise you to beg Minerva's pardon for what you have said. You forgot, no doubt, that you were challenging a goddess."

But Arachne tossed her head, and replied that she was not afraid. The old woman suddenly dropped her cloak, and there stood Minerva. They agreed to prove which really did excel, and set to work in earnest. The goddess wrought into her work exquisite designs, but Arachne's work was even finer, and Minerva was made very envious. In a rage she struck poor Arachne on the head. This insult Arachne could not endure, so she hung herself from a beam.

Minerva pitied her, and waving her wand, changed her into a spider, that she might spin, and weave, and hang forever.

Before we brush away the spider-

webs on sweeping day, let us look at them, for Arachne (her name means spider) is still weaving and doing beautiful work.

STORIES

"Madame Arachne," Celia Thaxter.
"The Spider and the Fly," Mary Howitt.
"The Spider and his Wife," Jane Taylor.
"Maggie Darnley's Experiment," St. Nicholas, July, 1883.

BROOM DRILL

ARTICLES NEEDED

12 caps.
12 aprons.
12 toy brooms.
12 small dusters.

GENERAL DIRECTIONS

Have the children march into the room, and each take a broom from a stack arranged in a convenient place on the line of march. Let them carry the brooms as muskets in the right hand, and take their places on the floor as they would in a gymnasium. Have the

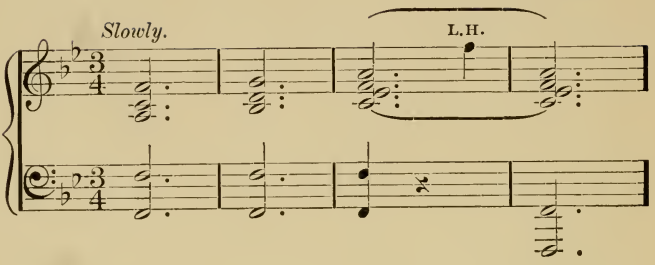
dusters in the pockets or tucked in the belts. The teacher should stand facing the children, at a little distance, and demonstrate the motions as she gives the following directions.

LESSON TALK

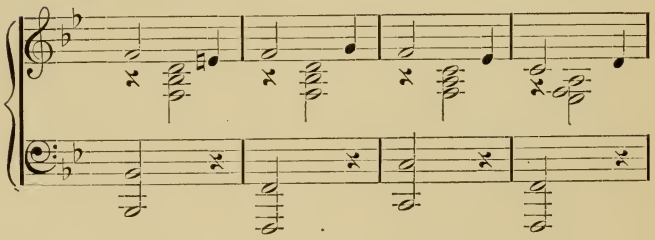
We shall make all the motions of sweeping and dusting in time with the music. If we count carefully, move together, and think of what we are doing, it will seem more real. While the first chords are being played, put your left hand on the brush end of the broom and bring it down so that it is across the body and held by both hands. Then lift the broom with the right hand and point with it at arm's length to the upper right-hand corner of the room. Now you are ready to begin to brush the cobwebs out of the corners.

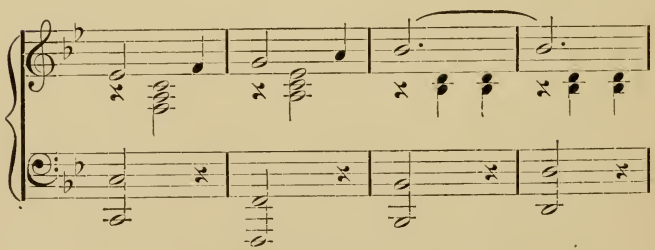
Broom Drill

ALICE R. BALDWIN.

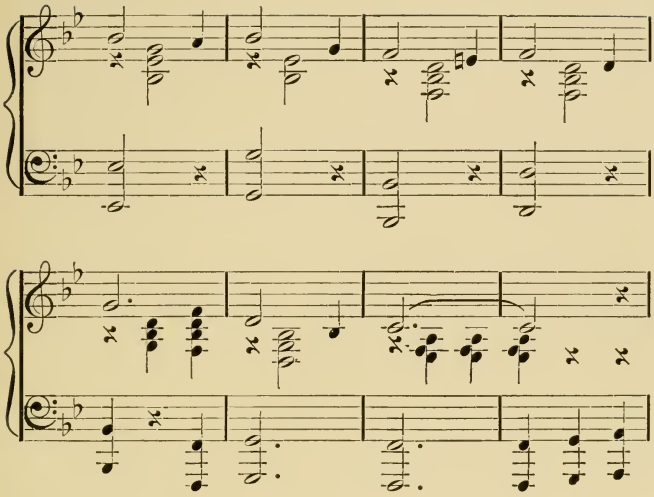


Cobwebs.

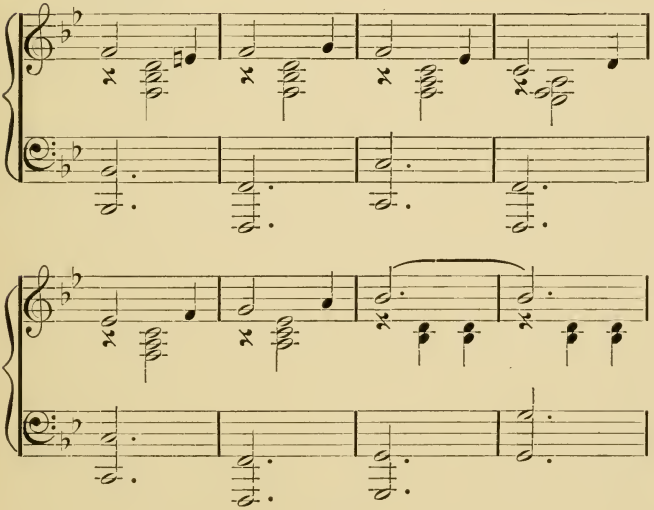


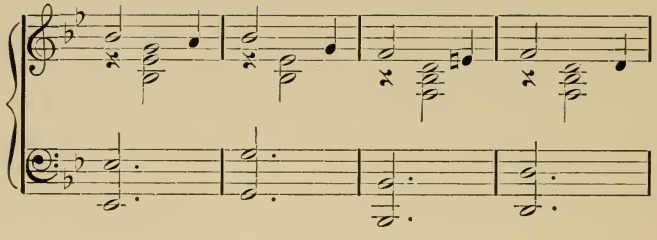


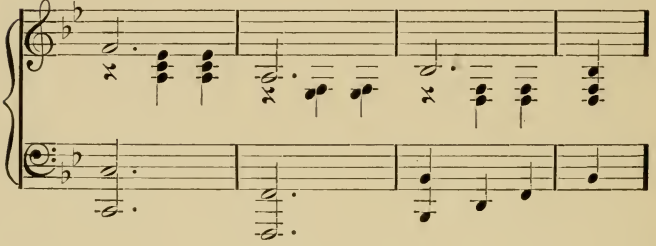
Walls.



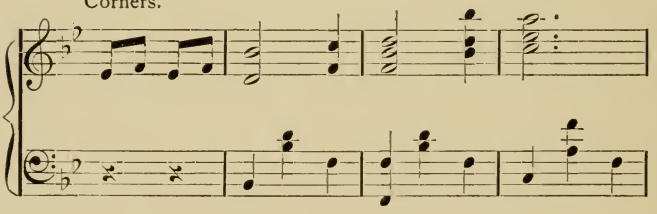
Sweeping.

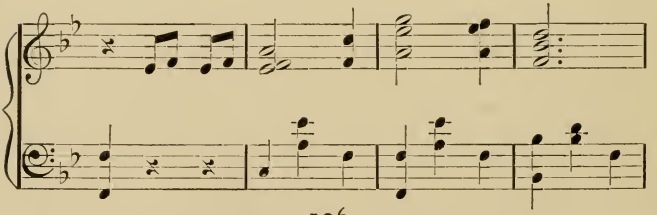


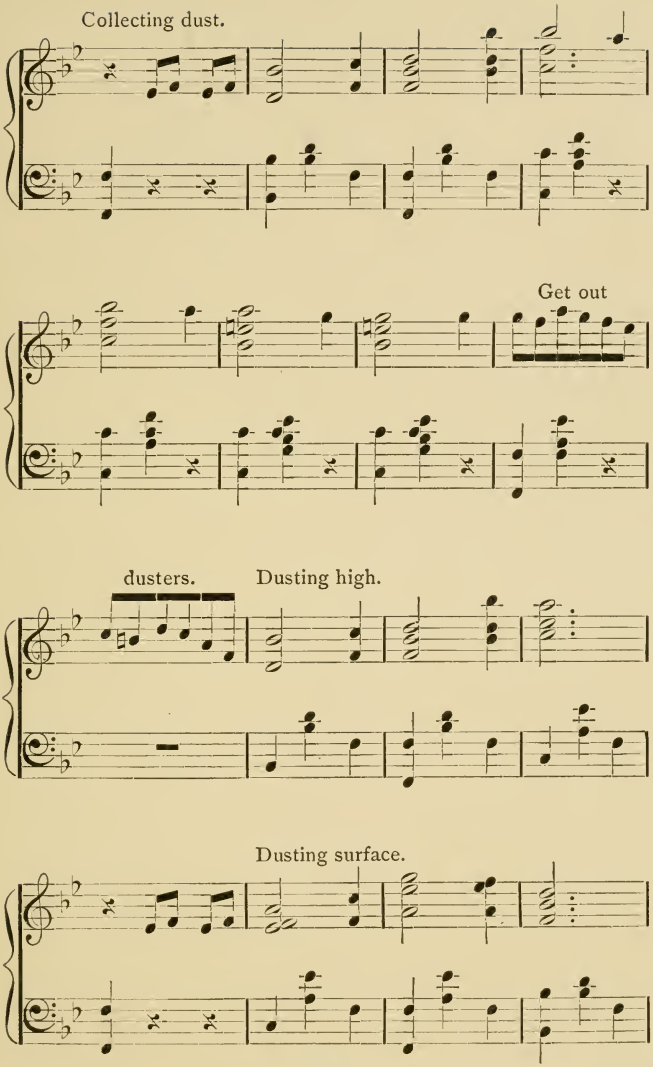




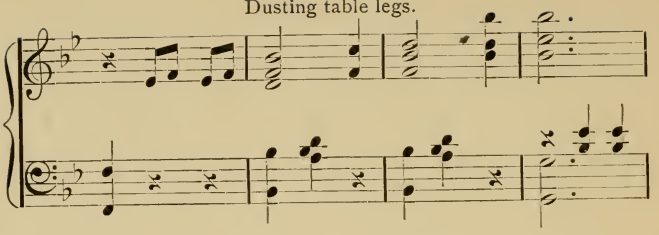
Corners.



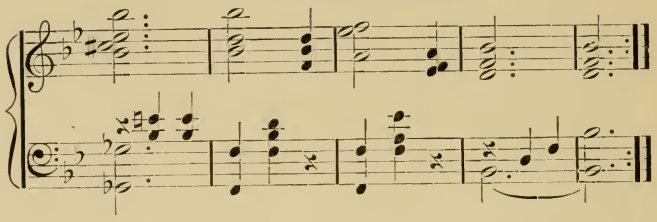



Collecting dust.
Get out
dusters.
Dusting high.
Dusting surface.

Dusting table legs.



Shake out duster overhead.



Cobwebs. — First, twist your brooms around and around four times with the right hand, then change, and do it with the left hand four times.

Walls. — Next, you must brush down the walls. Hold the broom with both hands, and raise it. Lower and raise eight times, as though you were brushing the dust lightly from the wall directly in front of you.

Corners. — Now make the motion for brushing the dust from the corners of the floor. To do this, make four strokes forward and to the right, as though there were a corner there; and then do the same towards the left, four times also.

Floor. — Finally sweep the floor. Hold your broom as you would for real sweeping, and take four steps forward, sweeping as you go, and four steps back again. Then repeat with the broom on the other side of your body. Now

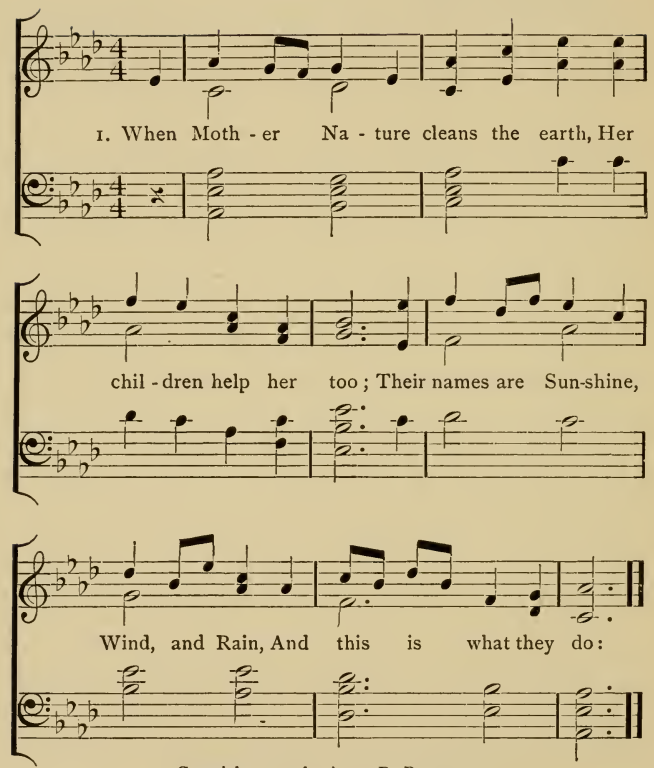
sweep with short strokes, as though collecting the dust in a pile at your feet.

Then we illustrate dusting. Hold the broom in the left hand and take the duster out of your apron pocket with the right hand. Stand on tip-toe and "make believe" that you are dusting a high shelf or a moulding, passing the duster back and forth four times. Imagine for a moment that a table is before you and dust the top of it around and around. Draw the duster up and down as though dusting the legs of a table, twice to the right and twice to the left. Stoop a little, as you would have to do if the table were really there. Stand up, for the dusting is done, and take four steps forward and four steps backward, waving your duster above your head.

CLEANING

Cleaning Song

ALICE R. BALDWIN.



2.

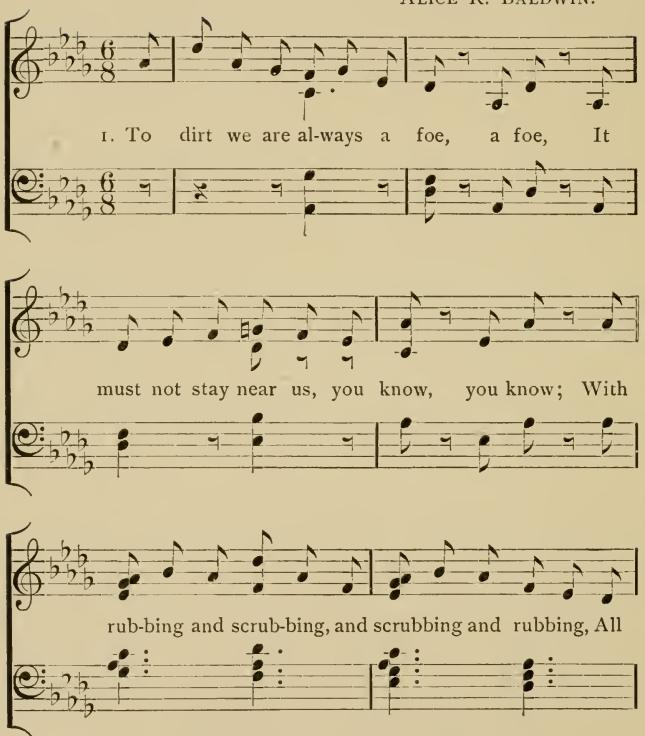
The Wind she uses as a broom,
He sweeps the earth with care ;
Then Rain upsets his pails, — the clouds, —
And cleans things everywhere.

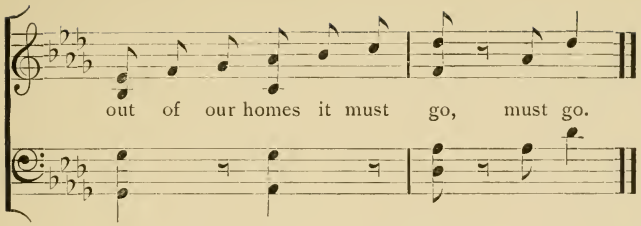
3.

Then gentle Sunshine does her part,
She makes things fresh and bright ;
And Mother Nature thanks them all ;
They 've done the work just right.

Scrubbing Song

ALICE R. BALDWIN.





2.

When all is as white as the snow, the snow,
From garret to cellar below, below,
When rubbing and scrubbing, and scrubbing and rubbing
Are finished, to play we will go, will go.

Chapter VI

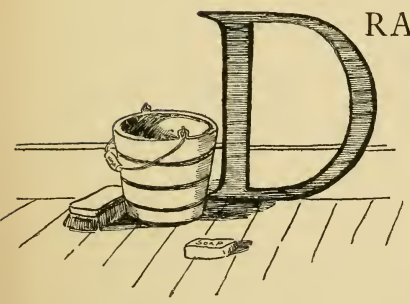
CLEANING

"What we make children love and desire is more important than what we make them learn."

ARTICLES NEEDED FOR THIS LESSON

3 cleaning cloths.
3 scrubbing brushes.
3 pails.
Soap.

GENERAL DIRECTIONS



RAW the children's attention to Mother Nature's method of cleaning house. They are always interested to hear about the Model Housekeeper.

This lesson is perhaps difficult to teach in a class-room, but it is so im-

portant that it cannot well be omitted from the course. In some classes, if it is impossible to have the children actually scrub a section of the floor or wash a window, use the lesson merely as a lecture.

The subject offers an opportunity for a talk about personal cleanliness.

To wash windows: Use hot water and soap. Dry thoroughly, and polish with crumpled newspaper.

To wash paint: Hot water and soap.

To scrub: Follow the grain of the wood.

LESSON TALK

Mother Nature is to be our teacher again to-day. In many ways she is a model housekeeper, and is, consequently, well-fitted to teach. Perhaps we think of her as being always busy. It is true that she has a great deal to do, but she does not work all the year. She has

a long vacation from November until March, and she spends those months asleep.

So far, not a word has been said about Mother Nature's children, and she has quite a family, — two sons and two daughters. Let me tell you their names. She calls her sons Wind and Rain, and her daughters are called Sunshine and Snow.

These children are very helpful, and Mother Nature could not accomplish her work without them.

In the spring of the year, when she wakes from her long sleep, the first thing she does is to clean house. The earth is a big house to care for, is it not? Let us see what Mother Nature does. She sends out her son, Wind, to sweep the earth. He rushes through the streets and sweeps the sidewalks and gutters clean. He blows away the dust from the roofs of the buildings and

whisks into corners to clear them of dirt. He loves to work, and very often sings as he races up and down, —

"Now for a frolic, now for a leap,
Now for a madcap, galloping chase;
I 'll make a commotion in every place."

Wind is a very powerful fellow, and is apt to be rough in his frolic. Sometimes Mother Nature has to call to him to be more gentle, for in his pranks he may break some of the branches of the trees, and that will mean more work for her. You know she nurses all the sick trees and plants.

When Wind has finished the sweeping, Rain begins to work. He uses a great many pails of water, but there are alway enough, for the clouds are his pails. He upsets them, and the water pours down. He cleans the floor of the earth, so that Mother Nature can lay down a new grass carpet.


Alice Le Upton.

He washes the outside of the houses, barns, and other buildings; then he gives a bath to the trees and plants that are getting ready to put on their spring clothes.

In the meantime, Sunshine, who is a quiet, gentle child, has been trying to work too. Often when she was ready to smile her brothers would scowl or frown and frighten her away. At last her turn comes. She polishes all the dull, dark spots in the earth. She warms the air so that the plants and trees are not afraid to wear their new clothes, and she helps her mother lay the new carpet.

Snow is the only child that does not help in the spring house-cleaning, but she is useful in her own way. When things get dingy and dirty during Mother Nature's vacation, Snow unfolds her large sheets and spreads them over the earth, making everything white.

This story has given us just the directions that we need in order to clean a room.

It is well to choose a sunny day for house-cleaning, because Sunshine is as great a help to us as she is to her mother.

Let us sweep away the dust on the floor and then scrub the boards very clean. We need a pail of hot water, some soap, and a scrubbing brush.

It is interesting to remember that these boards in the floor were once parts of trees. The little marks and lines you see all run one way. These are the veins or channels through which the sap ran when the board was alive. The dust and dirt settle in these cracks, as well as in the larger spaces between the boards. In order to get it all out, we must scrub the length of the board, not across it. The bristles of our scrubbing brush will go into these little

cracks and so free them from all dirt. The floor will dry quickly if Sunshine is in the room.

Soap and water do not injure paint at all, so we may wash all the painted wood-work in a room; that is, the doors and window-frames. We cannot clean furniture in the same way, for, as a rule, furniture is varnished, not painted, and water destroys the polish of the varnish.

What little marks are these on the door? They are just the shape of finger-tips, but they are too large for the fairies. Some thoughtless person, instead of using the knob to close the door, has put her hands on the door itself and left those ugly marks. Let us wash them all away, and give the knob a bath too.

We will use this soft cloth to wash the window, and plenty of water and soap. Then we must dry the pane

carefully, and polish it with crumpled newspaper. Windows are the eyes of a house, and we should be very careful that they do not become blind through our carelessness.

Sunshine is often kept out of a room because of dirty windows. She comes to a house ready to dance and play with the people inside. If the windows frown at her, she runs away, but when the windows smile, she goes in so gladly and makes a long visit, for she knows that the people in the house love her. Shall our house give Sunshine a welcome when she comes again ?

Now see the little window bright;
It fills the room with cheerful light;
It shines all the day
And makes us gay;
Be like the light, so pure and bright.

FROEBEL.

The sunbeams that find their way in at the windows come about ninety

millions of miles. It is easier to imagine such a long journey, when we know that it would take nearly two hundred years, travelling night and day on an express train, to reach the sun.

STORIES

"Sunshine" Lulu's Library, Vol. II., Louisa M. Alcott.

"And the Sun Smiled," St. Nicholas Magazine, July, 1877, page 588.

"A Happy Thought," St. Nicholas Magazine, November, 1882, page 29.

"The Wind," Robert Louis Stevenson.

"Summer Sun," Robert Louis Stevenson.

"Sunbeams, and the Work they do," Arabella Buckley.

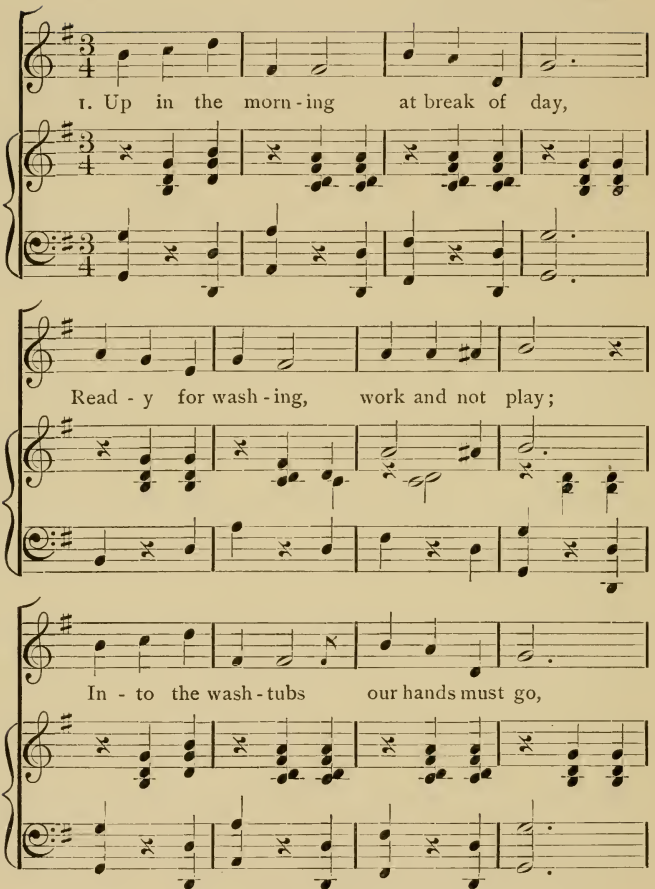
"A Drop of Water on its Travels," Arabella Buckley.

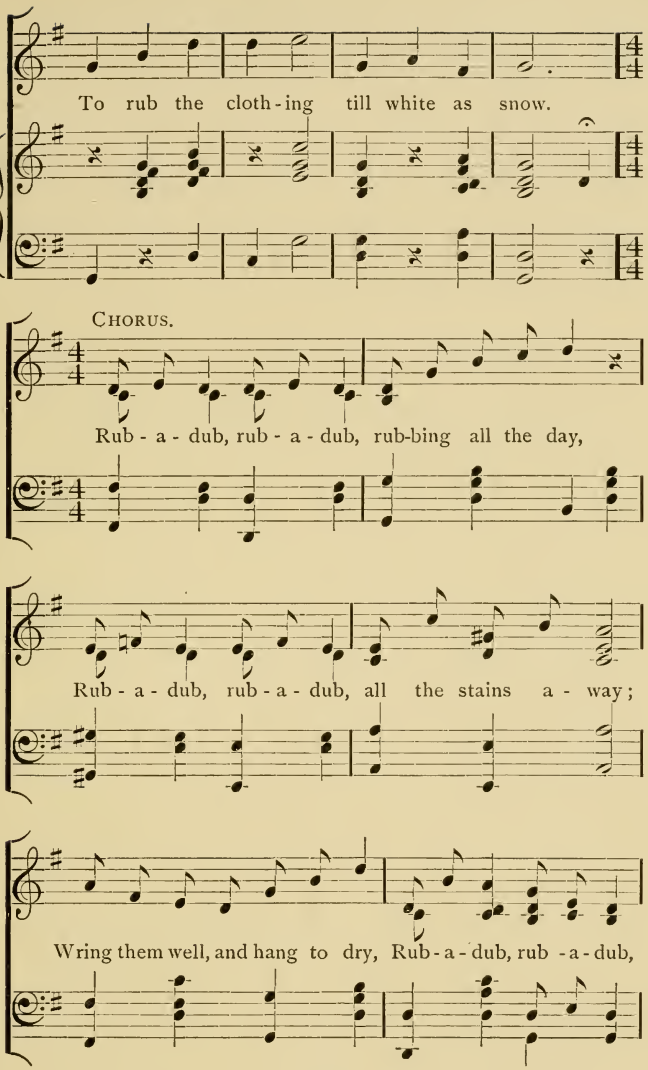
LAUNDRY WORK

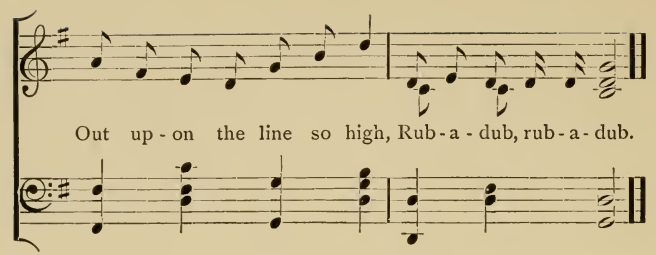
9

Song of the Tubs

ALICE R. BALDWIN.




To rub the cloth-ing till white as snow.
Chorus.
Rub-a-dub, rub-a-dub, rub-bing all the day,
Rub-a-dub, rub-a-dub, all the stains a-way;
Wring them well, and hang to dry, Rub-a-dub, rub-a-dub,



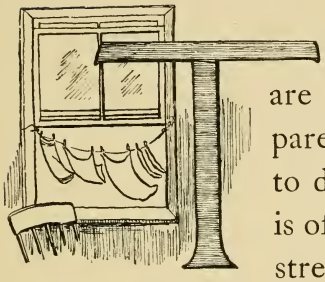
2.

Hung in the air and in the bright light,
Fresh air and sunshine make the clothes white.
Monday you 'll hear this song of the tub ;
To us it 's music, rub-a-dub. Cho.

Chapter VII

LAUNDRY WORK

"This is the way we wash our clothes."



THE following lessons are not designed to prepare the children actually to do washing; that task is of course beyond their strength. The mission of this chapter is to make them intelligent and helpful in the matter, both now and in the years to come. The work of washing and ironing is complicated, and there is so much that one must know in order to do even the simplest article acceptably, that the chapter has been divided into four parts, which in turn may be subdivided at the teach-

er's discretion. These lessons are most conveniently given in a kitchen, or in a room where there is a cooking-stove.

Lesson First — Preparatory

ARTICLES NEEDED FOR THIS LESSON

A small piece of starch.
A piece of bluing.
Two pieces of white cotton cloth.

GENERAL DIRECTIONS

Begin the lesson with a talk about the origin, preparation, and use of bluing and starch, and review what was said about soap in a previous chapter.

Pour boiling water on the starch after dissolving it in a very little cool water. Try the effect of it upon a piece of cotton cloth. The use of starch should not be encouraged, as it takes time and skill and is rarely necessary.

Pour cool water on the bluing and show the effect upon a piece of white

cotton goods. Explain that bluing is used to counteract the tendency of white cotton and linen to turn yellow. The clothes should be white, and not blue, after it is used.

As the lesson is short, have the children make iron-holders to be used later. An old stocking folded square and covered with ticking makes a good holder. Teach the words of the washing song as the children sew. Ask those who own jumping-ropes to bring them to the next lesson to use as clothes-lines.

LESSON TALK

Before we begin to wash clothes let us hear what things will help us in our work. There are three things that we shall find very helpful,—soap, starch, and bluing.

Soap is an enemy to grease and dirt. You will remember that when we washed dishes soap and grease dis-

agreed, and in the cleaning lesson dirt ran away when we used soap. So, in order to wash soiled clothes we need to use plenty of soap.

The next thing is starch. Although we need not use much starch in our work of washing and ironing, it is necessary to eat a great deal of it in order to be well. Do you know that it forms a large part of our food? It is in all vegetables, in oatmeal, and in rice. The starch is taken out of these vegetables and grains and prepared for its less important use of stiffening linen. It looks like white powder, but if we magnify it we shall see that it is made of little oval grains. When boiling water is poured over the grains they burst and swell. That is the reason that rice and beans are so much larger after they are cooked.

Now let us learn about bluing, which is really indigo. Most of the blue things that we wear are dyed in indigo, and we

use a tiny bit of it when we wash clothes, just to make the clothes white. We must never use so much that the things look blue.

Indigo is made from the leaves of a certain plant that grows in warm climates. The leaves are soaked in water for a long time and they turn the water blue. When a thick paste settles at the bottom of the vat the water is poured off. That blue paste is dried in the sun and is called indigo.

Indigo was first grown in this country in 1739, by a young girl named Eliza Lucas, who lived on a large plantation in South Carolina. Eliza knew that indigo was very useful, and wondered why the plant was not raised in this country. She was told that it would not grow in this climate. At that time all the indigo that people used was brought from a foreign land.

This young girl was determined to try

the experiment of raising the indigo plant and she sowed some seeds. After several attempts she was successful, and in time the growing of indigo became one of the great industries of that part of our country.

Lesson Second — Washing

ARTICLES NEEDED FOR THIS LESSON

2 bowls or deep tins to be called tubs.
2 pieces of soap.
1 boiler, or a good substitute.
24 clothes-pins.
A piece of bluing tied in a cloth.

GENERAL DIRECTIONS

Select several small, white cotton articles to wash, — any small pieces that do not require starch. It is best to have the children wash only bed linen or table linen, for they must not be allowed to think that everything may be put in the tubs together. Have the tubs two-

thirds full of warm (not hot) water, and after soaping the articles leave them to soak for a few minutes. Then rub the clothes in the hands or on a board. Put the boiler on the stove half full of cool water. Take the clothes from the tub and put them in the boiler.

Let the water come to a boil, but explain that long boiling makes cotton and linen tender. When the things are taken from the boiler rinse them in the cool water in which the bluing has been stirred. Wring the clothes in the hands, shake them, and hang them up to dry. The jumping-ropes tied to the backs of chairs near a sunny window, or the stove, make good clothes-lines.

When the clothes are perfectly dry fold them, and put them away to be ironed at the next lesson.

Speak of the importance of leaving the boiler absolutely dry. Tell of the ugly stains made by rust, and of

the harm that dampness will do to the boiler.

LESSON TALK

In order to have the members of her family really comfortable, a housekeeper has to wash and iron every week. She must see that the sheets on the beds are clean, that there are fresh tablecloths and that all have clean clothes to wear.

Perhaps we are hardly strong enough to wash the sheets and tablecloths, but we can help our mothers very much if we learn how to wash the smaller articles. For instance, we can wash the table napkins, the stockings, and handkerchiefs, and even some of the underclothes.

Let us see if we can find some fun in what many people call dull work. Shall we learn the song, and then we can sing as we work?

Song: "Song of the Tubs."

Laundry Work

The first thing for us to do is to sort the clothes. This is quite important, for we must never put table linen and bed linen into the tubs together. The woollen articles we will save until another lesson. Let us take the table linen and make it clean and white.

Fill the tubs with warm water, — not hot, for hot water sets the stains. Then we must soap the things well, and leave them in the tubs to soak while we put up our lines. If we tie these jumping-ropes between two chairs, we can use them for clothes-lines. We will put the boiler on the stove half full of cool water, and go back to our tubs to rub "All the stains away."

The next thing to do is to put the

clothes in the boiler and leave them there until the water steams or is very hot. We must not allow the water to boil long, for that wears out the clothes.

While we are waiting, let us fill the tubs with fresh water and put in the bluing, tied in a little piece of muslin. We learned in the last lesson how to color the water just enough, so we shall make no mistake to-day.

The water in these tubs has just arrived after a long journey. Perhaps it was a part of the great ocean. The sun drank the water up into the clouds and the clouds sent it down in raindrops upon the earth. It may have fallen upon a high mountain. Then it ran down hill and joined a little stream which carried it into the reservoir. When we throw it away it will start on another journey, made clean and pure again by the sun, when it takes it up into the clouds.

Now let us take the clothes from the boiler and put them in the blue water for a moment; then we must wring them and hang them on the line to dry. We must be careful to dry the boiler thoroughly or it will rust, and stain the clothes when we use it again.

Lesson Third — Ironing

Articles needed for this lesson

4 irons (full size).
The holders made by the class.
Ironing blanket and sheet.
A paper of pins.
A cake of beeswax.

General directions

While the irons are heating teach the children how to pin the ironing blanket and sheet on the table. Bring out the articles washed at the last lesson and show how to sprinkle them lightly with clean cold water.

Tell the children something about iron; where it is found, and so on.

If there is still time, talk about bees and their work. Show a flower, and have the children look carefully for the pollen atoms, and the tiny place where the bees find the honey.

When the irons are hot, let each child iron one article and fold it carefully.

Tell the children to bring small woollen articles to the next lesson.

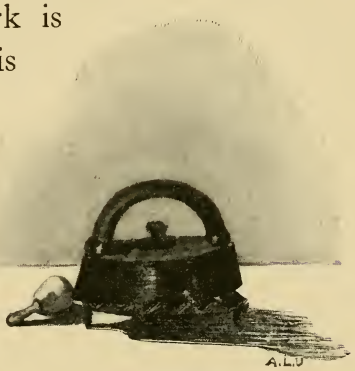
LESSON TALK

We cannot work until our irons are hot. While they are on the stove we will pin this blanket across the table and put the sheet over it, drawing it tight and smooth. Here are the things that we washed last week; but they are too stiff and dry to iron, so we must sprinkle them with clean water, — just enough to make them damp.

The irons that we are to use to-day

have taken a long journey to get here. The name tells us from what they are made, but do we all know where iron is found?

It is found in rocks that are deep down in the earth, and men sometimes find it in the side of mountains. It is dug out of the rocks with long, pointed tools. The men who dig for iron, coal, silver, and gold are called miners, and the place where they work is called a mine. It is usually far under the ground, and the miner reaches it through an opening in the earth called a shaft. He is lowered in a large basket or cage, and has a small lamp fastened to the front of his cap to give him light, for it is perfectly dark in a mine. There the man works day after



day, without seeing the sunshine, the sky, or any of the beautiful things that God has made. A miner's life is very useful, though. If it were not for the men who dig the iron, coal, silver, and gold, we should have to do without many necessary things.

Let us see if the irons are hot. Before using them we must test them on a folded newspaper. If the irons are too hot they will leave brown marks on the paper, and if they are dirty they will leave black marks. To clean the irons and make them run smoothly, we will use this piece of beeswax. If we have no wax, we may use the end of a candle instead.

It is easy to guess where beeswax comes from, for the name tells us that.

Bees are busy little creatures, and they work hard too, as this verse tells us: —

Laundry Work

"How doth the little busy bee
Improve each shining hour,
And gather honey all the day
From every opening flower."

After the bee has eaten all the honey it wishes from the flowers, it gathers some to take home to the hive. This honey is carried in a tiny bag inside of the bee's body and is emptied into the cell when the little creature reaches the hive. They gather something more than honey from the flowers. They collect wax as well.

By looking at this flower we can see where the bee finds both the honey and the wax. The honey is buried far down in the centre of the flower, and in trying to get it the bee carries the pollen away on his fuzzy coat and on his legs.

"Oh, velvet bee, you're a dusty fellow,
You've powdered your legs with gold."

STORIES

"The Song of the Bee," St. Nicholas Magazine, September, 1887, page 845.

"Ironing Song," St. Nicholas Magazine, March, 1883, page 364.

"Buzz," Maurice Noel.

Lesson Fourth — Woollens

ARTICLES NEEDED FOR THIS LESSON

2 pieces of white soap.
A picture of sheep.
The woollen articles brought by the children.

GENERAL DIRECTIONS

Fill the tubs with warm water and add a strong solution of soap, using any reliable white soap. Wash the flannels by manipulating them quickly, but do not rub them. To remove the spots and the soil on the edges use a small brush. Rinse the clothes in clean water, the same temperature as the suds, to avoid shrinking. Shake, then pull gently into

shape, and hang them up to dry. If the article is of a delicate color, do not hang it in the sun. It is important to dry woollens as quickly as possible. If the material is flannel, iron it at once.

While the wash is drying, talk about wool; its growth, and preparation for use. Show pictures of sheep and describe a shearing. If any time remains, show the children samples of cotton, linen, and woollen materials, and discuss the right way to wash each.

Be sure that the children understand the order for washing clothes. First, the table linen; then the bed linen; white cotton garments; flannels, handkerchiefs; colored pieces and the stockings last.

In a household, the mending follows the washing and ironing, and it is so arranged here. Tell the children to bring to the next lesson a worn stocking or a garment in need of a button.

LESSON TALK

It will be a fine thing if we can learn to-day how to wash woollens so that they will not shrink or fade. Perhaps we have all been disappointed to see a new flannel skirt or a pretty sack grow small when it was washed. This need not happen if flannels are washed in the right way.

The first thing to learn is what the temperature of the water should be. We must use warm water, not hot or cold water. Let us have it so warm that we can just bear to leave our hands in it.

If there are soapsuds in the tubs, we will put in the clothes and begin at once to wash them in our hands. If we rub flannels they will shrink, but we can remove the spots and the soil on the edges by using a small brush.

Now we will rinse them in water the

same temperature as before, and quickly squeeze them ; shake them well and put them on the line. Hang the colored things in the shade, for the sun will fade them, but hang them where they will dry quickly.

If our work is done, let us rest for a few moments and hear another story about Belinda.

BELINDA AND THE SHEEP

As Belinda was crossing a field one day on her way to the village, she saw a good old sheep contentedly nibbling the moist grass. She remembered that she had never seen a sheep do anything else, and that the whole flock was so silly and helpless that a man and a dog spent all their time in taking care of them.

"Sheep," said Belinda, "is there no way in which you can be useful? You do nothing but eat and rest from morn-

ing until night; you spend all summer in the field, and rest all winter in the fold."

"Belinda," said the sheep, "have you never noticed my coat? The clothes that keep you so warm in winter are made from the wool that grows on my back. You think us lazy, but we are very useful creatures. In the spring the farmer cuts off our fleecy coats, and when cold weather comes many people are comfortable because we have spent a happy summer in the field, and a quiet winter in the fold."

Once a year the sheep are sheared. A man takes a large pair of scissors and cuts off all the wool from the sheep's back. It does not hurt the animal at all, and in fact sheep are more comfortable without their warm coats in the hot weather.

After the wool is cut off it is thoroughly washed and dried. Then it is combed out into long, soft rolls, spun

into threads, and finally woven into material.

Years ago people made their own woollen goods, but now it is made much more easily and quickly by machinery.

We have said nothing about what happens when wool shrinks. If we could take one fibre of wool and magnify it we should see that it is made of millions of little scales very close together. When two of these fibres are twisted, the little scales lock into each other, and it is very hard to separate them. When wool is put into hot water the fibres curl and pack still more closely, and the scales catch so that it is very hard to pull them apart.

STORIES

"Old Sheep and the Sheep of Central Park," St. Nicholas Magazine, August, 1884, page 747.

"How a Little Boy got a New Shirt" (from the German). "In the Child's World," Emilie Poulsson.

"The Lamb," William Black.

MENDING

Chapter VIII

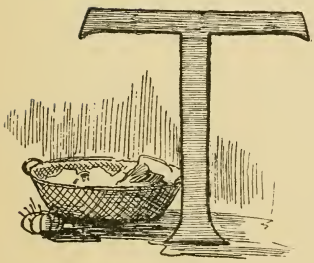
MENDING

"Button, button, who 's got the button?"

ARTICLES NEEDED FOR THIS LESSON

One paper of darning needles.
One paper of needles, No. 7.
A ball of darning cotton.
Thimbles.
A card of pearl buttons.
One spool of cotton, No. 40.
A darning egg.

GENERAL DIRECTIONS



THIS lesson follows, quite naturally, the lesson in laundry work.

The old saying, "a stitch in time saves nine," is a good motto

to give the children, with practical illustrations.

Directions are given for stocking darning and the sewing on of buttons, for they are usually the children's share of the weekly mending.

To make this lesson more interesting and instructive, show the class specimens of cotton plant, steel wire, and shells. One may easily get samples of cotton in its various forms, from the plant to the reel, and it is sometimes possible to buy from a manufactory a card illustrating the process of making needles.

Tell again the story of Arachne

LESSON TALK

In darning stockings we make no knot in the cotton, so if our needles are threaded and our thimbles are on, we are ready to begin. We put the egg, or a hand, in the stocking and stretch the

hole so that it is just the right size. As the stocking is apt to be thin for a little distance around the hole, we begin to run little stitches up and down, half an inch from the hole. This strengthens the stocking; and we surely do not want the strong, new darn to tear the weaker place. When we come to the hole cross it, so that the long stitches look like the bars of a cage, and then continue the stitches as far as the thin place extends beyond the hole. When that is done, we run stitches across, weaving the needle over and under, and making it look like a lattice.

When that hole is mended, we must look carefully for thin places, and run strengthening stitches through them, and if there are other holes, darn those also.

BUTTONS

"Rich man, poor man, beggarman, thief,
Doctor, lawyer, merchant, chief."

That is the way we name our buttons, and to-day we must see if any are missing. A "beggarman" button is gone from this apron, so let us learn how to sew it on. Here is a needle. We double the thread and knot it at the end, then draw the needle through the place where the button is needed, so that the knot is on the right side, for we do not wish the knot to show. Next push the needle through close to the knot, and place the button on it. One reason why buttons come off is that they are too close to the cloth, so, to avoid that, we place a pin across the top of the button and work over it. When the pin is pulled out the button seems quite loose, but if the thread

is wound around the stitches four or five times, between the button and the cloth, it forms a little neck for the button. The strain is relieved, and the button will stay on a long time. Then the thread must be fastened off well on the wrong side.

As we sew, let us talk about the things that we are using. How are these sharp little needles made? They are handled by many people before they are ready for us to use. Steel wire is cut into pieces the length of two needles. The workmen sharpen both ends on a grindstone and punch two holes quite close together in the centre of the wire. Then the wire is cut in two between the holes, but a great deal of polishing and filing is done before these bits of steel are called needles, and are put into papers in such a prim, neat way. The thread that we use is really cotton, and it is made from the cot-

ton plant. This plant grows only in warm countries, for it needs very hot sunshine.

Think what a pretty sight the cotton fields must be, with hundreds of bushes bearing bunches of snowy cotton.

A great many men, women, girls, and boys work in the hot fields and pick the cotton. Then it is taken to a factory and spun into threads. The single cotton threads are put on spools such as we are using in our sewing to-day. Some of the threads are woven into cotton cloth, and we know how many useful things are made of the material, — our sheets, aprons, dresses, etc.

Is it not strange that some of our clothes come from the sheep and some of them from the cotton plant?

If buttons could talk they would tell some interesting stories. The pearl button would tell of its life at the bottom of the sea and describe the pretty shell

houses that are the homes of strange fish. Perhaps we should hear of its journey to the shore, how it was carried by great waves and tossed upon the beach. If we examine a pearl button closely, pretty, delicate colors may be seen, such as we notice in the soap bubbles. Some one has called shells the bubbles of the waves.

"The delicate shells lay on the shore,
The bubble of the latest wave."

The ivory button made from an elephant's tusk would surely tell a story of strange adventures in a far-away country. Because ivory comes from such a distance, it is very expensive, and it is not made into ordinary buttons such as we are using. But sometimes collar and cuff buttons are made of it.

The wooden button would have stories to tell of life in the forest, the bone button of animal life, and the china and

rubber buttons would not be lacking in good stories too.

All the buttons could tell us how they were taken to a factory and cut into little discs with a sharp instrument like a fairy's cooky-cutter.

Hold up your right hands and tell me what your thimbles make you think of. Years ago, the people in England wore the thimbles on their thumbs and called them "thumb bells," — and they do look like bells,— but we have learned to wear them on the tall finger instead of the thumb. The Germans call their thimbles "finger hats." How grateful "tall man" must be when we put on his nice little hat before we begin to sew. All the finger people help us, but "tall man" has to push the needle through, and would be pricked very often if we did not protect him in this way.

"How Polly Saw the Apron Grow," St. Nicholas Magazine, February, 1888, page 272.

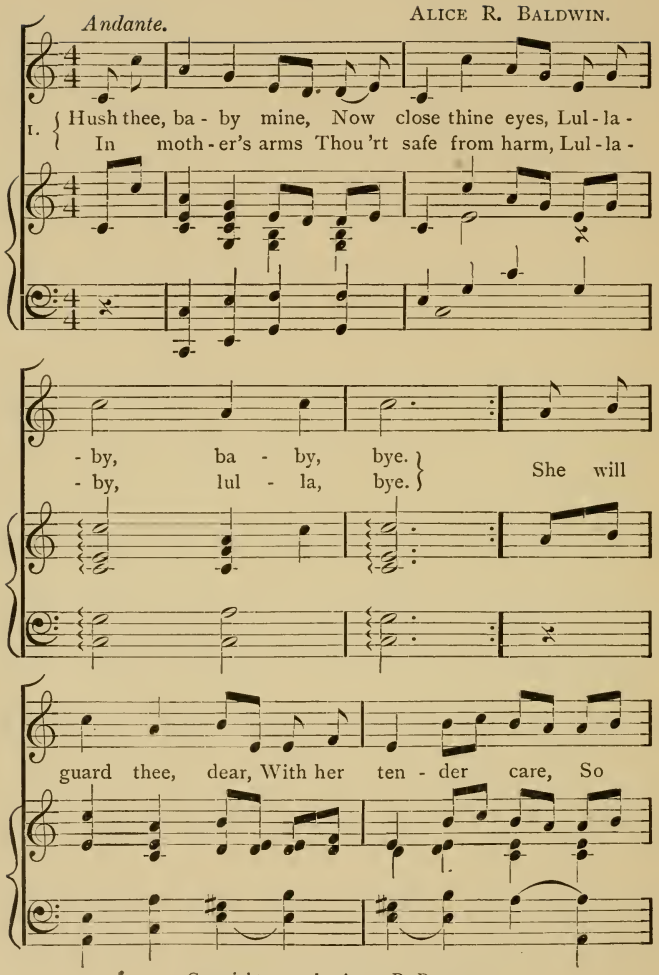
"Buttons," St. Nicholas Magazine, April, 1883, page 467.

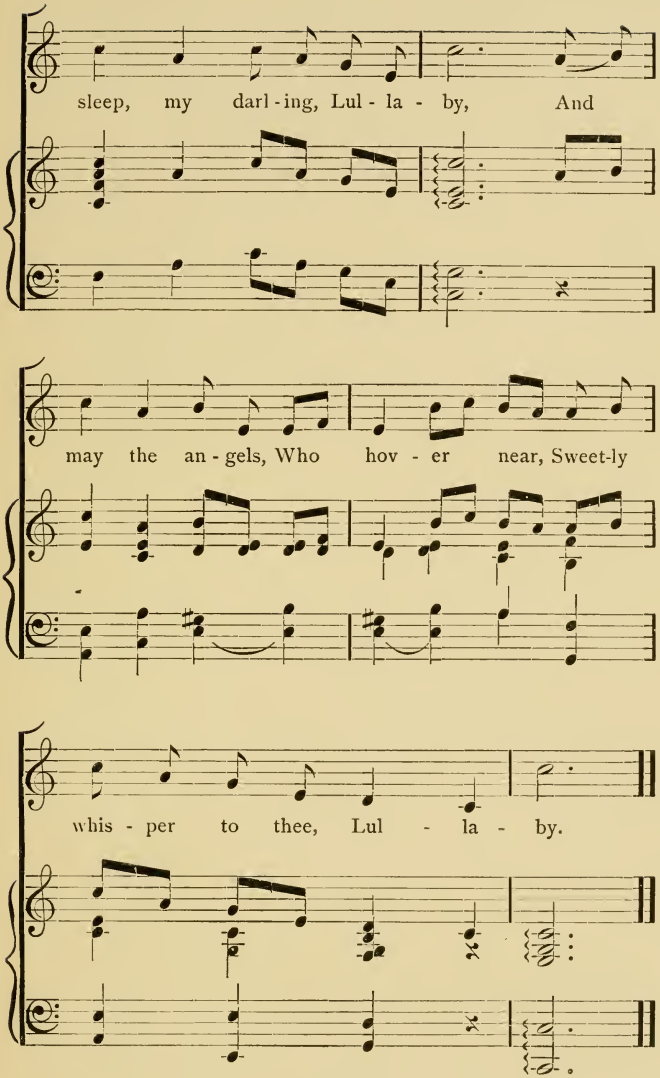
"The Darning Needle," St. Nicholas Magazine, August, 1880, page 766.

"Sewing Song," St. Nicholas Magazine, December, 1890, page 104.

CARE OF THE BABY

Lullaby



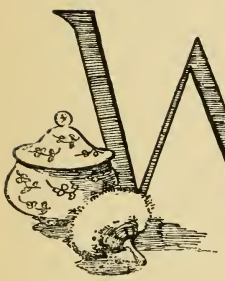

sleep, my darl - ing, Lul - la - by, And
may the an - gels, Who hov - er near, Sweet-ly
whis - per to thee, Lul - la - by.

Chapter IX

CARE OF THE BABY

"If you make children happy now, you will make them happy twenty years hence by the memory of it."

GENERAL DIRECTIONS



WHEN the children are seated in a circle, they will be in the most convenient position for this lesson. As the moving of the chairs into place is usually a noisy operation, direct the children to do it as quietly as possible, while the piano is played softly.

Bring the property doll from obscurity, to be used in demonstration. After reading George Macdonald's poem,

"Where did you come from, Baby dear," rehearse the lullaby. Read the Lesson Talk, stopping often to supplement and encourage discussion. The following ball and finger plays are simple enough for very little children, and may be learned at this lesson, for use at home, as occasion requires.

If an occupation is desired, for this lesson make kindergarten balls, to be taken to the babies at home. Tear Turkey red into long strips about three-quarters of an inch wide, and roll it into firm, round balls. Run long stitches of red cotton or worsted around the ball here and there, to keep the strips in place, and attach a red string, or a narrow ribbon, to the ball.

BALL PLAYS

Show the baby how to make a nest with his two hands. Put the ball into the nest and sing to it, or swing it slightly

from side to side. The ball wakes up ready for play. It can hop like a bird; run like a mouse; swing like a ball; whirl like a cart wheel; walk softly like a kitten, and hide.

FINGER PLAYS

Take the baby's hand in yours and touch the thumb and fingers in turn, naming them in this way: This is dear mother; this is father; this is brother; this is I and this is you; or call them all little men, and make them dance, work, and go to sleep. Close the left hand and clasp the right hand over it. The fingers of the left hand are five little children, the protecting right hand their house. Open the door and let them all go out to play. Then call them all in, and shut the door. Suppose you sing them to sleep; they are tired after their play.

LESSON TALK

"To help is to do the work of the world," so some wise person has said. How fine to feel that you are doing that when you take care of the baby for a while each day. You help the baby's mother first of all, but I am going to show you, by taking care of him now in just the right way, how you will help the baby even after he is a man. Then, too, you help yourself to have a great deal of patience and gentleness.

While the baby is very little he will be fed and bathed by somebody older and wiser than you. Your work will be to give him his airing and to see that he is safe and warm when he sleeps. I will tell you a few things that will make the baby happy and good even while he is very little.

Let him sleep as long as he will, and leave him undisturbed in the crib or


Alice L. Upton.

carriage as much as possible. If you keep him in motion by carrying him about or shaking the carriage, he will want the excitement of it all the time, and when he cries for it you will think he is cross. Always be sure that his feet are warm and that the sun does not shine in his eyes.

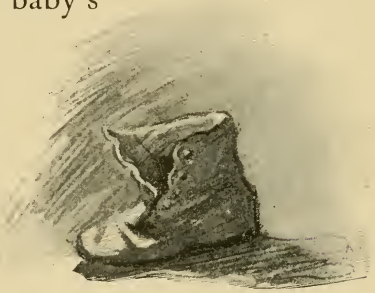
If he cries, try to think what the reason is. Perhaps he has eaten something that would not make you ill at all, — a tiny bit of apple or cake. Remember that his stomach is not ready for these things yet, and if you let him eat them it is your fault if he cries. He is not naughty, but is trying to tell you how he feels.

Babies are very often thirsty, so give him a little fresh water now and then, but not very cold water. Perhaps he has been sitting still for a long time, until his legs ache. If you take him up or change his position he will be quiet again.

Very soon the baby wants to feel and examine everything. This is the only way in which he can learn. You cannot keep his hands still, and if you put things out of his reach he will want them just the same. Give him a plaything of his own; something that cannot hurt him. You must choose something that will not soften with sucking; it must not be painted or have any sharp corners. The very best thing to give him is a soft ball. Watch him turn it all around thoughtfully. Then if you leave him alone he will make discoveries. He will find that it will roll if he starts it with his hand. You will have to pick it up for him any number of times, but that is being patient, and is much better than if he tore your books or pulled your hair. The baby soon learns to love his ball if you sing and talk to him about it.

He is sure to like a doll, so you can

dress up a towel or make a doll with a handkerchief. If the baby objects to being dressed and undressed you can make him forget his troubles by telling him little stories about his cap or whatever is especially distasteful to him. He will like you to tell how "this little pig went to market"; it will be quite new and interesting to him. And when you put on the baby's shoes, tell him this.



Here's a little foot,
Here's a little shoe,
Here are little buttons,
And holes to push
them through.

One, two, three, four, five,
Yes, we've counted right,
Baby, see how pretty,
And see how round and bright.

Up and down the house,
Out upon the street,
Trot, trot, so they go,
These happy little feet.

When you tell stories to little children be careful to tell only the pretty ones,—about lambs and kittens and good dinners. The awful kind, that have policemen, bears, and "bugaboos" in them, make babies frightened and miserable for a long time. When you are sure that baby is comfortable in his bed for the night, sing to him for a little while; it will help him to be quiet and to go to sleep quickly.

I am sure you can see that if you do these things for the baby during the time you have charge of him, that he will be happier when he can walk and talk, as well as at the present time, for these reasons: You have tried to keep him from being fretful and afraid; you have protected his digestion and his eyesight; you have given his busy little hands something to do and his brain something to think about; by treating him gently, he has learned to be gentle too.

You will be proud when the baby wants you to put him to bed, and it will make you happy to know that he asked for you while you were at school. You will be glad always, as the baby grows older, to know that he is loving and considerate because you loved and considered him when he was a little helpless child.

BABY

Where did you come from, baby dear?
Out of the everywhere into the here.

Where did you get those eyes so blue?
Out of the sky as I came through.

What makes the light in them sparkle and spin?
Some of the starry spikes left in.

Where did you get that little tear?
I found it waiting when I got here.

What makes your forehead so smooth and high?
A soft hand stroked it as I went by.

The Child Housekeeper

What makes your cheek like a warm white rose?
Something better than any one knows.

Whence that three-cornered smile of bliss?
Three angels gave me at once a kiss.

Where did you get this pearly ear?
God spoke and it came out to hear.

Where did you get those arms and hands?
Love made itself into bonds and bands.

Feet, whence did you come, you darling things?
From the same box as the cherubs' wings.

How did you all just come to be you?
God thought about me and so I grew.

But how did you come to us, you dear?
God thought of you and so I am here.

GEORGE MACDONALD.

GOOD–NIGHT SONG

Good-Night Song

ALICE R. BALDWIN.