THE MAGAZINE GUARDIAN

Teachers, Parents, Pupils, Farmers, Dairymen, Horsemen

THE SCHOOL AND THE HOME

Paper read by Mr. C. Braden Jelly, Principal of Summerside High School, at the Teacher's Convention held in Charlottetown on September:

The Principle of Self-Activity in Teaching.

Self-activity, treated in this paper, is the power of the mind to respond to motives, thus leading to freedom in choosing and so to moral responsibility. This is the fundamental controlling fact of all psychology, so far as psychological principles are helpful in education. All right methods of teaching grow out of this principle and its correlates. School organization, so far as it is to be helpful in carrying forward the educational process, must properly regard the self-active nature of the child. Self-government can be realized politically and socially only by persons whose powers of initiative have been developed and trained and regulated by high motives or ideals.

With this principle kept in view, education resolves itself into the self-active process of becoming acquainted with the world of matter and the world of spirit; if so sensing the values of the different elements of knowledge thus gained that right motives may be discerned and set up as ideals; of responding to ideals until conduct is rightly directed and the sturdy qualities of perfected character are produced by the mind's fine activities.

It may here be said in general that modern education, and especially the "new education," so called, has always theoretically claimed to be founded on the principle of self-activity. But in application there has been wide divergence of practice among teachers. A doctrine so fundamental is peculairly susceptible of misinterpretation. A few instances may be mentioned here by way of illustrating both the fundamental character of the principle and its liability to misapplication in practice.

First, perhaps, in importance and prominence is the kindergarten. From the time of Frobel till the present day it has been claimed as a fundamental doctrine of kindergarten philosophy that the self-active character of the child should be safely guarded. The methods of the kindergarten are carefully planned to develop rather than dwarf the child's power of initiative. Everywhere the child is to be led to appreciate values so as to prefer the good, the true and the beautiful; he is then to be allowed frequent opportunities to exercise his power of choice and to execute for himself his own plans. But the ever-present kindergartner sometimes allows her own energy and her own initiative to take the place of these same qualities in her pupils, so that she becomes each day more and more a necessity to the children, both in their work and in their play. While, therefore, the kindergartner succeeds in making the kindergarten a very popular institution, she sometimes gradually enervates the power of real initiative in the children. From day to day they become more and more helpless if left alone, and depend more and more on someone for plans and for stimulation toward their execution. While children so treated progress happily and rapidly in many ways, they are moving steadily toward a day of tragedy,—a day when circumstances will require that they shall be self-active, both in planning and in executing. Such children call constantly for stimulation of an artificial nature, and are slow to become interested naturally in the occupation of the hour through a sense of accomplishment. Much of the criticism against the kindergarten especially by teachers of primary grades, is accounted for by the fact that so many kindergartens have failed, as described already, in the practical application of this principle of self-activity. It goes without saying that the true kindergartner so applies this principle as to make the children day by day more self-reliant, inventive, and sucessful.

A similar misapplication of the principle of self-activity was common a few years ago in primary and even in intermediate grades. I refer to what was known as the "development method" of teaching. In this method the teacher always took the lead in each new topic, using questions in such a way as to lead the child gradually from known facts to the related unknown facts of the new lesson. The teacher's question supplied the trend of thought, the grade of ascent, and the height of the step to be taken at each advance; while the child was required to do sufficient thinking to discern the relations involved and to attain the desired knowledge. It was the proud boast of the teacher that he could teach a child new truth in this way without telling him anything; it was implied that the child's should think it all out for himself. The claim was set up that this method of teaching led the child to logical habits of thought, and that he remembered more completely and perfectly what he learned in this way than he did by what was merely told him by his teacher. But, strange to say, it was later discovered that pupils taught exclusively by this method gradually became helpless when deprived of the framework furnished by the teacher's questions. To preserve and develop the child's power of initiative he must be required to invent ways and means of doing his mental work and so become more and more self-helpful and self-reliant as his education proceeds.

So much for this talk, bearing particularly on the kindergarten stage in the child's life. What is the first task the teacher must set himself to perform when the child starts to school. It is this: He must stimulate interest, create an appetite, in the mind of the pupil for knowledge, so ingraft that interest that there becomes in his mind an enthusiasm, a thirst for knowledge, and knowledge nourishes his mind as food his body. He best assimilates knowledge that includes an appeal to imagination. Therefore —and also because literature forms taste—the best books should be his principal lesson-books. A child loves to retell at length what has interested him. When he does it he does not only memorize but puts in an additional something of himself that demonstrates assimilation.

To stimulate this interest is a hard task for it varies greatly with different children. Some children have a natural love for knowledge, while others again have a natural aversion for books,—for them school is a prison-house.

For the child who naturally loves study the teacher does not have so hard a task, and yet he should use every means in his power to so direct that pupil's study that he will have a broad outlook on life, that he will not get into a narrow groove, but that his mental horizon will become wider and ever wider. I will mention one concrete example, namely: Abraham Lincoln. That thirst for knowledge, from his earliest childhood, seemed implanted in his very being. He got books from whatever source he could procure them; his writing paper was birch bark, and yet he possessed such an inherent thirst for knowledge and such self-activity that he qualified himself for that position which he filled so nobly—the Presidency of that great republic to the south of us. We have another noted character from our own Prince Edward Island. I refer to Jacob Gould Schurman, that master of languages. I am told on good authority that it was the reading of Lincoln's life which stimulated his self-activity to such a marked degree that he is now President of United States' leading institution—Cornell University.

Where the teacher's hardest task comes in, however, is with the pupil who has that natural aversion for books. The teacher must first of all study the child and get to so thoroughly understand him that he can transform that aversion into a thirst for knowledge, and right here I may say that no teacher succeeds until he has created in the child a love for books. The teacher should endeavor with all the means at his command to foster and encourage this book-love in the child from the first day he enters the school-room. The adoption of the 'phone system, that science of sounds, instead of the old A. B. C. method, is a great factor in making the pupil self-reliant. By this system the child's interest and self-activity are so encouraged that in six or eight weeks he is able to pick up a book of child stories and read a story understandingly, without going to the teacher and slowly spelling out each new word and looking to her for the pronunciation. By the old system he is ever depending on the teacher to pronounce the simplest word. No self-activity is stimulated whatever; he simply pronounces the word after the teacher, and the chances are ten to one that he will not recognize the word the next time he sees it, nor the next or next. It is simply pouring knowledge from the teacher into the child as one would pour water from one vessel into another. By the phonetic system, on the other hand, he becomes able, yes, anxious, to work out the word for himself; his self-activity is fostered and he is a fairly good reader before his less fortunate A. B. C. chum has overcome the habit of spelling out his words.

But does it end here. Is it only in reading that this self-activity shows itself? By all means, No! This self-reliant feeling grips the child and in his arithmetic the same results are noted. If he fails to get his sum right the first trial he does not toss his book to one side and sulkily and idly wait until his over-worked teacher is ready to attend to him in turn. No! He buckles right in and with that same self-reliant spirit he tries and tries again. He may not always meet with success, but a guiding word will be all he needs from his teacher. He will not, for a moment, harbor the thought of having her sit down and work the whole sum through for him.

And right here is where the teacher needs to be very cautious. When once she has "created interest" in the mind of the pupil (and let me here with all seriousness state that "creating interest" is a fundamental condition for all teaching, however much it may have been abused and parodied in the modern school, for the true teacher soon becomes aware that the human soul may be solicited, encouraged, urged and even challenged to action, but never commanded or compelled.) Let me repeat: When once the teacher has "created interest" in the mind of the pupil and problems are attacked then the function is one of guiding the self-activity of the child by helpful suggestions rather than by substituting her own self-activity for that of her pupil. She must so thoroughly understand the child that she will give aid in solving the problem only when aid is needed. If she becomes too anxious to help she may undo all the good already ingrafted in him and make him dependent on her, so that when he comes to take an examination and has to rely entirely on himself, he fails miserably. On the other hand if her study of the child is correct, she will be able to offer a suggestion just at the right moment and he will by this little encouragement finish the problem without further aid. Every problem mastered gives him zest to tackle another till after a time the teacher's help is but seldom needed, and will only be accepted when after several hard trials he has failed to get the correct result.

Let me here relate, by way of illustration, a little story of a boy (not so fortunate as many of our boys of today) who was filled to running over with this self-active spirit we are talking about. A professor of a leading university was on a vacation and had just arrived at a railway station ready to board the train which would carry him back to his work, when he found he had half an hour to wait. A boy seeing him waiting came briskly up and offered a shoe-shine. The professor thought his diversion would help pass the time and agreed. Before starting operations on the professor's boots the boy laid a book down in front of him and all the time he was shining the boots he was puzzling over the book. "What book have you there, my boy?" said the professor. "An algebra," answered the lad, "and I have a problem here which I cannot solve." "Let me help you," said the professor. "Gladly," returned the boy, who was much overjoyed at the thought of having help. The professor landed him safely over the difficulty, and taking a card from his pocket passed it to the boy, at the same time telling him that if he needed further help to send to that address. You see, the self-active, persevering spirit of the boy took hold of the professor, who rendered assistance at the psychological moment. Many times during the year did the boy send his difficulties to the professor who was so attracted by his determination to succeed that he made it possible for him to attend college where he took high honors in his class.

Now, what are the benefits to the pupil of such a method over against the old method of teacher-help? First of all, the pupil is given a better mental training. Every achievement is food for his mind and the mind, fed on such wholesome food, grows and develops just as the muscles of our body grow and develop by proper exercise. Then, again, such a method develops self-reliance. Instead of ever being dependent on the thoughts of others he is trained to think and form ideas for himself. He is given a broader outlook so that one interest created will create and stimulate another so that his scope of interest, his mental horizon, is widened thereby. This method will also tend to develop the originality of the student. Once get a mind started to express itself and there is no end of the traits which will come to the surface, traits that would not otherwise be expressed at all, for as the child gets working out ideas on one particular subject various thoughts will formulate in his mind, and as these grow and mature his mental vision must widen.

And what are the benefits of this "new education" accruing to the teacher? Is it the pupil alone who is helped, or does the teacher also become enriched? We shall see. Every new idea suggested by the pupil starts a train of new thoughts in the mind of the teacher, which as they grow, widen his mental horizon. They enrich his own ability to appreciate the latent ability stored up in the mind of the pupil and stimulate him to foster it. He will do all in his power to encourage the pupil to think deeply for himself and express his thoughts. The teacher's interest becomes centred in the development of personality in the child rather than in the mere mechanical solution of problems for the child.

FARM

PRUNE APPLE TREES ON MILDER DAYS

Neglect to prune trees regularly, that is, at least each year, results in big branches having to be removed when work is again undertaken, and as very general neglect of this important practice has been reported in the past year, all fruit growers should endeavor to make up for their omissions where they have occurred. In the case of the apple tree Winter conditions present an opportunity to get ahead with the work while a certain amount of labor is procurable that would be otherwise engaged during the growing season.

Young trees of all sorts and all trees of tender fruits should be left until the approach of Spring, but the more hardy apples can be attended to at any time during the Winter except when the weather is very severe. It is generally believed, and no doubt rightly, that Winter pruning produces wood, while Summer pruning produces fruit; but Summer pruning to increase fruit bearing is seldom necessary if the Winter work is done regularly and thoroughly.

The supervision of the owner of an orchard is necessary if pruning is to be a success, as it it is important that the bearing habit of the different trees be known before thinning out the heavy branches takes place. Properly directed pruning of these branches will save thinning of the fruit to some extent, and it is important that the work be done thoroughly at this time when help for thinning in Summer is so scarce. Too severe pruning, with a view to shaping up a long-neglected tree, must also be prevented, and in all it will be found that a man with a proper knowledge of the business on the ground will do more good by directing two or three willing but ignorant workers, than if he would try to hasten progress by going and doing some hand-work himself and neglecting to watch his assistants closely. If only two men are engaged ,the experienced one should work on the same tree as the amateur, so as to be able to watch him closely.

The main object of pruning is to produce a large crop of good quality fruit well colored, but to gain this end it is first necessary to have a well-balanced tree, so thinned out in the head that plenty of light and air can enter to ripen the fruit and keep it in healthy condition. Minor objects are the keeping of the growth down to a level at which the fruit can be harvested easily and the trees sprayed without excessive use of pumping power. Tapping back the leading branch tends to make the lower branches more vigorous and to spread the top so that it will take full advantage of such space as there is to spare in the orchard.

All cross-branches in the tree should be removed and no two should be allowed to touch, and if one side of the tree is beginning to outgrow the other it should be headed back. Cuts should be made just ahead of a bud pointing in the direction that future growth is desired. The tools necessary to meet the various conditions of size of wood and its distance from reach are a pair of hand-shears, a pair of long-handled shears and a good sharp medium-set saw. Where many young trees are to be pruned a first-rate pruning knife will be found best in the hands of one who knows how to use it as it will give the smoothest cut and will allow of cutting being close to the limb. In all cases cuts should be made as close as possible to the limb to be left, as long stubs are liable to rot, which may eventually reach the heart of the tree.

THE DEHORNING OF CATTLE

The dehorning of cattle can be satisfactorily performed without other apparatus or instruments than a good strong clothesline and a clean sharp meat saw or a miter saw with a rigid back. The same simple means for controlling the animal is just as applicable when dehorning clippers are to be used as when the horns are to be removed with the saw. The head of the animal is secured to the horizontal rail or stringer which holds the upper ends of the stanchion boards. The animal is put in the stanchion in the usual manner; then one end of a heavy clothesline is passed around the upper part of the neck and tied in a knot that will not slip, otherwise it will choke the animal. The free end of the rope is now carried between the horns, up and over the horizontal stanchion rail, then down underneath the neck and up over the top of the stanchion rail to an assistant, who should hold it firmly. Now open the stanchion, allowing the animal to withdraw its head; then, keeping the rope tight, pass it once around the muzzle, up and over the stanchion rail and through the front again to the hands of the assistant, who should stand 3 or 4 feet in front of the animal and hold the rope firmly, but prepared to release it when told to do so by the operator. The animal is now ready for the dehorning operation.

It is necessary that the rope be held by an assistant, as in the event of the animal struggling during the operation so as to throw itself off its feet, or if there appears to be danger of its choking, the rope may be slackened promptly at the word of the operator and the animal partly released. This, however, is rarely necessary for as soon as the head is secured the operator should be ready, standing at the right shoulder of the animal, with his saw, and proceed to saw off first the right and then the left horn. It is a good plan before commencing the real work to experiment upon an animal on the matter of control by tying the head to the stanchion rail as described.

If the stanchion rail is too wide to permit of properly securing the lower part as well as the upper part of the animal's head the turn of the rope around the muzzle may be omitted, and the last lap of the rope carried around the stanchion rail to the front and to the hands of the assistant. Care should be taken that the rope pass each time over the neck of the animal to the stanchion rail between the horns in such a way that it will not interfere with the work of the saw.

The horns should be severed from a quarter to half inch below where the skin joins the base of the horn, cutting from the back toward the front.

If the cut is made too high an irregular, gnarly growth of horn is very apt to follow. It will be sen that the point of union of the skin and horn varies in different cattle; hence there can be no rule of measurement, except as the eye becomes trained to see the point or line at which the cut should be made. In the beef breeds fully one-half inch of skin, all around, is usually taken off with the horn.

Instruments for Dehorning

In recent years, since dehorning shears or clippers have come into use this means of dehorning is considered by some cattle owners to be preferable, especially where large numbers of cattle are to be dehorned. One type of dehorning has a stationary knife blade, with its cutting edge shaped like a very wide V, and opposing this another knife of similar shape, moving in a slide, so that the cutting edges cut the horn from all four sides at once, all the edges passing the center at the same time. Another type has a movable knife with one oblique has a movable knife and the cutting is done in one direction only. The power for cutting with these instruments is supplied by pulling together handles, which, in order to transmit a greater force, are generilly so constructed that they act through the medium of a series of cogs.

In dehorning with these instruments the opening between the cutting edges should be slipped down over the horn and the knives closed so that their edges set firmly against the horn in such a position that the cut will be made in the right place and in the right direction. The blades should be kept covered with a thick oil or grease. The handles should be drawn together with a quick, firm, strong pull, so that the horn will be completely severed by the first act and without twisting. Care should be taken to keep the blades sharpened on their original bevel.

Treatment After Dehorning

It is not usual to apply any preparation after the operation of dehorning to prevent bleeding, as the loss of blood is not sufficient, as a rule, to be of consequence. Care should be taken, however ,to prevent substances from getting into the openings left after the horns are removed. The horn cores are elongations of the frontal bones of the skull, and are hollow. They communicate with the frontal sinuses, or air spaces, of the head; therefore foreign substances or fragments of horn which act as an irritant in these cacities are apt to set up inflammation, resulting in the formation of pus or an abcess, which may prove quite serious. This trouble is of infrequent occurrence, but would appear more liable to happen when the dehorning instruments are used, on account of their tendency to crush, especially in the case of old animals, whereas the saw cuts clean. If proper care is taken, however, such an occurrence following dehorning may in almost every instance be avoided.

Occasionally animals after being dehorned and turned out of the stable will rub their heads against a dirt or gravel bank or the rough bark of a tree, and foreign material may thus get into the cavities, though usually the soreness of the parts is sufficient to prevent this.

NO TAINTING FROM TURNIPS

Regarding the feeding of turnips to milch cows, my experience in feeding a limited quantity, say, from 15 to 25 pounds per day in two or three feeds is that they will not taint the flavor of milk says a writer in the Canadian Country-man.

They should, however, be fed with other feed, such as chaff or cut straw and hay and one pound of cottonseed meal and two pounds oil cake a day, in two feeds. One and one-half pounds to 2 pounds cotton seed meal in two feeds without oil cake is all right, and will not affect the milk flavor.

At present 1 feed cut corn fodder, dry, and wheat and oat chaff, and from 15 to 20 pounds turnips in two feeds morning and evening, with 5 to 6 pounds of rolled oats and chopped barley about 5 pounds, and from 2 to 3 pounds oil cake, and a little bran in 2 feeds, to my fresh milch cows. I feed in proportion to old milkers or those nearly dry. I also fill their mangers with oats and wheat straw twice a day.

They get a little hay at noon, and we have no trouble with tainting the milk in feeding turnips, but if turnips are fed, say 35 to 40 lbs., or even a little more, with not much else except straw and a little chaff, you are liable to taint the milk flavor.

With regard to feeding turnips a while before or after milking, that is only theory. I think also that turnips will produce more milk than mangles at the same proportion. Mangles are better for hogs than turnips they relish them more.

POULTRY

THE LAYING HEN AND CHARACTERISTICS THAT BETRAY HER

A great deal has been said about choosing the laying hen. One writer on the subject says:"Notice the short feathers that grow on the head at the side of the comb. If these feathers curl up and are inclined to point forward, the hen is a good layer. If they lie smooth and close to the head, the hen is a poor layer."

Another writer says: "The layer carries a high tail, and stands high in front with her back not on a level and the rear parts not higher than the front." Such observations can count for but little in the selection of layers, since there are no facts to back up the assertions. The only positive method of selecting laying hens is by means of the trap nest. This method, however, is practically out of reach of the average farmer, but experiment stations have aided in this regard by trapnesting" a large number of hens and observing the characteristics of the hens that lay, in this way one is able to secure good results without being put to all the work of trap-nesting the flock.

The following methods are based on results of observations made on trapnested hens by Prof. J. G. Halpin, of Wisconsin.

The hens that are off the roost first in the morning and last to go to roost at night, are generally good layers The reason for this is simple. If they require just food enough to supply the wear of the body, it will not take long to secure it; but if they are good egg manufacturing machines, a large supply of food is necessary.

This method was tried by a farmer with a large flock. He had 250 hens and wanted to reduce the number to 150, as that was the capacity of his poultry house. Of course, he did not want to sell his best laying hens to the butcher. How could he pick out the hens that would lay during the winter? He was told of this method and so he closed the door of the hen house after the first 150 hens had left in the morning. It was successful for he got practically the same number of eggs with 100 hens less. Another plan quite similar to this is to visit the coop at night and feel of the hen's crop, the one with full crop is the active laying hen.

The appetite of the hen is an indication of her productive capacity. Those with good appetites will meet the feeder at the door, and, if at all tame, may hop on to the food basket. They will scratch the litter about the pen in a vigorous way in search of hidden grain and will be heard to sing contentedly as they work.

Good layers usually have bright eyes, full-sized red combs that are pliable and inclined to be slippery. The comb generally shrinks, becomes hard, light colored, and rough when laying ceases. The skin on a laying hen is usually smooth, oily and pliable. A wide, pelvic arch is also an indication of laying. Laying hens usually have loose bowels, but this is largely due to the ration. A hen inclined to be constipated is not getting a good laying ration. It has been noticed that hens with crow heads, that is, long peaked heads, are seldom good layers. The same is true of hens that are unusually long legged.

Late moulting hens are the best layers. Repeated tests show that heavy producing hens moult late and rapidly. This, if applied in October and November, is the most important test of all. Late moulting hens have been discarded by many farmers who think that the early moulters are the winter layers. Early moulting hens are usually the winter drones.

Prof. Warren, of Cornell, uses the color of the shank in selecting the winter layers on his large poultry farm. This method can be used only when yellow skinned varieties are kept. A heavy laying hen needs so much yellow coloring matter to color the yolk of the eggs that the skin and shanks are drawn upon to make up the deficiency, causing the feet to become pale or almost white in color.

The degree to which the color fades, varies with the breeding, vitality, feed and range. Orange colored shanks fade slowly, while light yellow shanks fade rapidly. Hens confind in small yards and not supplied with green feeds, usually have feet which fade rapidly. Weak or sick birds frequently lose the color of their shanks. Therefore, it is necessary to use this method with caution.

Some strains of Leghorns and other white ear lobed breeds have creamy or yellowish ear lobes before laying begins. Tests at the Connecticut Experiment Station show that the ear lobes become white after a few eggs have been produced. At the Wisconsin Experiment Station it has been noticed that the color of the face and often of the ear lobes of the red lobed breeds fades during heavy laying.

WHEN HENS EAT EGGS GET AFTER FAT BIRDS

To overcome the egg eating trouble, you should act in the beginning. As soon as you discover a wet nest or indications of a possible broken and eaten egg in your flock, get busy, try to trap the hen that lays the soft shell egg, not the one that eats it.

All up-to-date breeders have a separate pen for fat hens. There are always a few hens in a flock as a rule that will take to fat, even of the same variety, same age and on the same feed. These fat hens must be culled themselves. They are the ones that start your trouble. If unable to catch them on the nest, go over them at night, while on their perch. Take one at a time and go over them carefully. You can't help but find the fat ones.

The first thing to do after separating the overly fat ones from the remainder of the flock, is to place them in a stall that is sufficiently large to afford plenty of exercise and light.

The floor should be covered with clean, dry litter to the depth of ten to twelve inches. This grain should be fed in this litter. It should consist of half wheat, the other half oats and buckwheat equal parts,fed in the litter in the morning; regulate quantity according to the number of hens you have, or about two ounces per head per day.

Noon meal should consist of green food, sprouted oats, or vegetables shredded. Have bran before them at all times, also grit, shell and charcoal. Twice a week for two weeks add one tablespoonful of Epsom salts to each quart of water you place before them. Dissolve the salts the night before in a cup of water.Throw a few oyster shells on the floor every day in addition to what you feed in the fodder. Cut the corn out during this treatment. Try to reduce the fat. As soon as the weather permits put them back in their regular pens and let them get outside. Make them work all you possibly can for what feed they get and I will assure you that the hens will lay good, hard shelled eggs, and plenty of them. The eggeaters have now disappeared.

Some of our big breeders cull out all birds inclined to flesh up easy and prepare them for market. As a rule they will never lay very many eggs at their best.

In cases where hens have been neglected and egg eating has been going on for some time, and where the whole flock has formed the habit, there is but one course to take. Darken your nests and keep the hens busy digging for something to eat. Feed little and often in litter, and as soon as weather will permit, let them go outside. Soon they will forget.

The experienced poultryman is seldom bothered in this direction, as he is on the lookout constantly.

A stitch in time is worth nine, and eggs are too expensive for hens to eat.

It is usually more satisfactory to sell the birds alive, but in some cases better results can be obtained by dressing them.

Always kill by bleeding through the roof of the mouth, or, rather, bleed through the mouth by cutting the jugular vein, which is situated back of the throat, after which the bird is killed by piercing the brain. This is done by inserting a strong, narrow blade into the slit in the roof of the mouth and thrusting it back into the brain, giving the blade a half turn to make the effect doubly sure.

SUNDAY SCHOOL LESSON

(Mark 4:1-8; 14-20.)

"Take heed therefore how ye hear."—Luke 8:18.—Golden Text.

Jesus had requested his disciples to have a boat ready for his use (chap. 3:9), and today we find him in it, on the edge of a quiet sea, with a sloping shore on which were a vast multitude of people.

Jesus adopted the method of teaching by parables or stories, because in that way spiritual lessons could be presented so that each hearer might get the truth in proportion as he was in heart condition to receive. The reason why it was not given some to know the mystery of the kingdom was that they were not willing to receive the truth concerning it.

Sowing in Palestine was at the time of our Lord and still is done by hand. In Palestine all farmers live in villages for safety and society, and many have to go some distance to reach their fields.

Four Kinds of Ground.

"By the Wayside,' on the beaten pathway by which the people walked through the grain. This ground Jesus likens to indifferent and careless hearers who have become hardened by refusing to think or care about what they hear concerning their relations to God. The fowls of the air came and devoured it. "Satan taketh away the word that was sown in their hearts." They do not let what they hear about Jesus get any further than their ears. They say, "I do not care anything about these things." Then satan seeing his chance comes with temptation and steals the seed and there is no harvest.

"Stony Ground.—Not strewn with stones, but ground where the underlying rock is close to the surface and covered only with a thin layer of earth. This seed would come up quickly because it had no depth. But the hot sun would soon wither it, for it would have no moisture from below. These are hearers who are impressionable and come to a decision without due consideration. They receive the word with gladness; they see only the joyous side of religion, and when affliction or temptation come, they become discouraged and despondent and fall away as quickly as they received. The first enthusiasm gone they have not a firm hold. The seed has fallen on shallow soil, and before its roots go very deep they strike a stony layer of selfishness, and when the hearer finds that he must deny himself, he at once gives up and there is no harvest.

"Sown Among Thorns."—These are the hearers who are occupied with other things that they have no time or place in their lives for Jesus. The soil may be deep and rich enough for a bountiful growth, but the weeds and thorns are already growing, too numerous and vigorous to allow the grains to take root. Such seed as does come up will be choked by the thorns that it will only grow for a time, sickly and weak, and will bear no crop. Earnest followers of Jesus might these people become if only they would make room in their hearts for the word. The cares of the world, the desire for pleasure, and the deceitfulness of riches are some of the thorns which choke the good seed in these people's hearts.

He, who suffers from this world's cares, permits his interest in merely worldly affairs to so absorb his time and thought that he gradually ceases to give attention to the vital concerns of the soul. The great weed of worldliness robs the seed of truth of everything that would cause it to grow, and it never becomes more than a sickly, fruitless, choked things.

"Deceitfulness of Riches." "The possession of wealth may be a curse to the rich, and the search—the race—after riches may be a curse to the avaricious, and worldly. The unwary are deceived; for riches promise what they cannot give, and they sometimes draw away the heart from the treasure in heaven, which alone can truly enrich and satisfy forever. How many trusting in riches, have failed of the kingdom!

"Good Ground."—Mellow, deep, free from weeds. There is only one evidence of hearing the word rightly. That evidence is to bear fruit. Luke says, "they hold fast and bring forth fruit and patience." Their acceptance of the word is what distinguishes the the hearers represented by the good ground. Not hardened like the wayside hearers, firm in deciding to accept and firm in holding fast, unlike the stony ground hearers and free from the love and desire of worldly things which make the thorny ground hearers unfruitful they bear a bountiful harvest.

There is a life that bears a great harvest of happines and helpfulness. This hearer does not let selfishness or cowardice scorch out the life of the seed. He does not let indifference permit it to be snatched away. He cares too much about Jesus to let other things crowd out his friendship for him. And so the seed grows, day by day, into a great harvest of happy, helpful living.

What kind of soil does the good seed find as it drops into our hearts? The quality of the soil depends on the amount of interest we have in Jesus' teachings.

I have in mind a superb young man who became interested in religious things. He received the seed in a good and honest heart, and he would have been a power in the college life of which he was a part. But he began to let other things come first—athletics, social affairs, fraternity interests; and soon his religious influence in the college was nil.

He dropped out of Y.M.C.A., out of church going, and Bible study, and soon, every one of the seven days of the week was full of his own plans.

I knew a young woman of wealth and culture and leisure whose heart was touched and who felt the mighty appeal of Christian service. She had every gift needed for such a career. She heard the personal call and entered into some departments of work, but she was unwilling to give up social life. There engagements not wrong in themselves soon drew her away from all the blessed ministries to which she had pledged herself. Soon they were all dropped, and she became again just a society woman. She tried to quiet her conscience with the declaration that none of the things which kept her busy from morning till night, were wrong. But in her heart was unrest.

There is a proverb which says:

"The good is the enemy of the best."

Even good things, if they keep us from the best, may be thorns which choke the seed.

HIGH HEELS PUT CORNS ON TOES

Tells women how to dry up a corn so it lifts out without pain

Modern high-heeled footwear buckles the toes and produces corns, and many of the thousands of hospital cases of infection and lockjaw are the result of woman's suicidal habit of trying to cut away these painful pests.

For little cost there can be obtained at any pharmacy a quarter of an ounce of a drug called freezone, which is sufficient to rid one's feet of every hard or soft corn or callus without the slightest danger or inconvenience.

A few drops applied directly upon the tender, aching corn stops the soreness and shortly the entire corn, root and all, lifts right out. It is a sticky substance, which dries the moment it is applied, and thousands of men and women use it because the corn shrivels up and comes out without inflaming or even irritating the surrounding tissue or skin. Cut this out and try it if your corns bother you.