—my thesis is, that all these statements and movements to which I have been referring are evidences of the increased working of that same Spirit which moved Isaiah so confidently to proclaim: “They shall beat their swords into plowshares, and their spears into pruning hooks; nation shall not lift up sword against nation, neither shall they learn war any more.”

These movements all are fragmentary, and as such may pass; but the spirit within them lives and works, and will work, until it finds means fully suited to its ends.

Talk about the condemnation of war as an instrument of use between nations, and the average patriot, so-called, will begin to bristle at once, as if you were about to take from him his favorite toy, and say: “I for one am not willing to take an insult or an attack, either for myself or my country, lying down. We’re got to defend our country and our homes.”

There is no use in trying to argue that contention. The best way to deal with it is to ignore it—as in the third of the proposed treaties mentioned just now. The major issue being settled, this will take care of itself.

Invaded territory—it is a troublesome question.

In a family which I knew some years ago, two small boys were in much disturbance. The younger had climbed upon the back of the chair of his brother, greatly to his annoyance, and he knocked him off, with considerable damage to his feelings.

The mother said to the older boy: “John, you were a very bad boy to knock Charles off your chair; and when you say your prayers tonight, you ought to ask God to forgive you and make you better, so that you will not do such a thing again.”

John did so, and his prayer ran about like this: “Dear God, please forgive me for knocking Charles off my chair, and help me not to do it again; but God, you’d better keep him off the chair, for if he climbs up again, I’ll be mighty apt to knock him off.”

We try to teach our children the beauty of self-control, and the strength of curbing resentment—that it is much better for John to make friends with Charles and gain his good will, so as to forestall offensive action on his part, than to be constantly on the alert, suspicious of insult and attack, and ready to repel it at a moment’s notice—I wonder if God does not feel much the same way toward us, in the childish folly and futility of our quarrels and fightings and warings one with another.

War will be outlawed in the policies and codes of governments when it is outlawed in the hearts of peoples, in your heart and mine; and it will certainly be outlawed there if we follow that “Prince of Peace, our Lord Jesus Christ.”

WALTER WILLIAMS

A SUMMER SALE IN THE FIRST GRADE

FOR several years I have had to face the problem of selecting a worth-while activity for the children in the first grade who attend summer schools. It was not so difficult to find work that would interest the children, but it was hard to find an activity that would prove interesting enough to keep a group of small children busily and contentedly working through six weeks of the warm summer term. To me the important thing was to select some phase of work that would give the greatest opportunity for creative ability and for the use of a variety of materials. This year our former activities were discussed and a sale was chosen as the “biggest thing” we could do. It proved to be a happy choice, for I have never seen children work with such an earnestness of purpose.

The accompanying chart shows the outcomes of our project. This chart, however,
### Activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>English</th>
<th>Reading</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. teddy bears</td>
<td>1. Group discussions of: a. Types of things to make of clay. b. Types of things not suited to clay.</td>
<td>1. Reading chart list of things that could be made from clay.</td>
<td>3. Counting number of strips of each color by 1's and 2's.</td>
</tr>
<tr>
<td>8. dust cloths</td>
<td></td>
<td></td>
<td>2. Finding correct size of boards for different articles: a. large board for table. b. small board for hammock frame.</td>
</tr>
<tr>
<td>B. Of roping and yarn. 1. rugs</td>
<td>1. Reading chart list of articles to be made.</td>
<td></td>
<td>*a. These were made from two pieces of cardboard 16 x 8 in. Children found by putting long sides together and sticking with adhesive tape they made a 16 in. square. These they measured into eight 2 in. squares.</td>
</tr>
<tr>
<td>2. hammocks 3. mats</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. doll caps</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Of clay: 1. paper weights 2. door stops 3. flower bowls 4. mugs 5. candle sticks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Of paper and cardboard: 1. checker boards 2. fans 3. pictures 4. books 5. umbrellas</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## CHART SHOWING THE OUTCOMES OF A FIRST GRADE SALE

**Experiences in School Subjects**

<table>
<thead>
<tr>
<th>Art</th>
<th>Writing</th>
<th>Music</th>
<th>Other Outcomes</th>
</tr>
</thead>
</table>
| 1. Deciding on suitable material and color for each article.  
2. Sewing articles:  
   a. To make work look neat.  
   b. To make work last.  
3. Cutting out patterns:  
   a. Pinning patterns to cloth.  
   b. Cutting to best advantage. | 1. Lettering items for newspaper.  
2. Lettering items for newspaper.  
3. Lettering items for newspaper.  
4. Lettering items for newspaper. | 1. Lettering items for newspaper.  
2. Lettering items for newspaper.  
3. Lettering items for newspaper.  
4. Lettering items for newspaper. | 1. In living together and caring for room:  
   a. Making rules to live by:  
   b. Taking turns in discussions.  
   c. Listening to one speaking.  
   d. Developing leadership:  
   i. Accepting responsibility as group leader.  
   ii. Collecting and caring for materials for group. |
| 1. Selecting colors:  
   a. To use singly.  
   b. To combine.  
2. Weaving articles:  
   a. To make it look neat.  
   b. To make it last.  
3. Making pretty designs:  
   a. For borders.  
   b. For whole article. | 1. Lettering items for newspaper.  
2. Lettering items for newspaper.  
3. Lettering items for newspaper.  
4. Lettering items for newspaper. | 1. Lettering items for newspaper.  
2. Lettering items for newspaper.  
3. Lettering items for newspaper.  
4. Lettering items for newspaper. | 1. In responsibility:  
   a. Sticking to a piece of work till finished.  
   b. Patience in undoing work when wrong and making a fresh start.  
   c. Sharing in materials.  
   d. Interest in others' work as evidenced in desire to help. |
| 1. Deciding on best colors for pictures.  
2. Coloring fans and checker boards.  
3. Cutting out pictures.  
4. Pasting pictures in books:  
   a. To best advantage.  
   b. To look neat. | 1. Lettering items for newspaper.  
2. Lettering items for newspaper.  
3. Writing numbers for pages in books.  
4. Lettering items for newspaper. | 1. Lettering items for newspaper.  
2. Lettering items for newspaper.  
3. Writing numbers for pages in books.  
4. Lettering items for newspaper. | 1. In experimenting:  
   a. Making objects.  
   b. Remaking those found not substantial.  
   2. In self reliance:  
   a. Working independently.  
   b. Appreciating good work. |
| 1. Deciding on best color to paint articles.  
2. Painting articles:  
   a. To make them look neat.  
   b. To save paint. | 1. Lettering items for newspaper.  
2. Lettering items for newspaper.  
3. Lettering items for newspaper.  
4. Lettering items for newspaper. | 1. Lettering items for newspaper.  
2. Lettering items for newspaper.  
3. Writing numbers for pages in books.  
4. Lettering items for newspaper. | 1. In judging:  
   a. Selecting materials.  
   b. Selecting group leader.  
   2. In individuality:  
   3. Co-operation in group activity. |
| 1. In developing spirit of unselfishness:  
   a. Sharing materials.  
   b. Sharing tools.  
   2. In encouraging good sportsmanship. | 1. In judging:  
   a. Selecting materials.  
   b. Selecting group leader.  
   2. In individuality:  
   3. Co-operation in group activity. | 1. In judging:  
   a. Selecting materials.  
   b. Selecting group leader.  
   2. In individuality:  
   3. Co-operation in group activity. | 1. In developing spirit of unselfishness:  
   a. Sharing materials.  
   b. Sharing tools.  
   2. In encouraging good sportsmanship. |
shows only the first step, that is, making the articles for the sale. After the articles were completed, there were additional problems of pricing them, planning the sale, advertising, and conducting the sale. Summer activities were discussed and listed on the blackboard. From this list children selected a sale as their summer work. They also decided to print a weekly newspaper as a record of their progress.

The outcomes in English, Reading, Art, and Writing, were practically the same at all periods of the work. This chart appears on pages 290-291. Some of the Direction Charts were particularly interesting and worth-while. The following is the type of chart which was used:

A Stuffed Cat

1. Find your pattern.
2. Pin the pattern to a folded piece of goods.
3. Cut around the pattern.
4. Sew the two parts together.
5. Leave an opening at the bottom.
6. Turn the cat and stuff with cotton.
7. Sew up the opening.
8. Make eyes, nose, and mouth.

The children had to read carefully in order to make their toys successfully. One child had nearly finished stuffing a teddy bear when he discovered the seams were on the outside. He came to me with an expression of real distress on his face, and I suggested that he go back and read the directions again and see what was wrong. Later I went over to him and found him patiently removing the cotton and he explained to me, "It said to turn it first and then stuff it with cotton. I forgot to turn it."

Pricing the toys brought in many problems in number work, for it involved real thinking to find out the cost of materials used and the time spent in making, in order to price the articles with any degree of judgment. In one instance, a child suggested that the stuffed rabbits be sold for four cents, but a small boy in the group, who had watched some rabbits being made, but had taken no active part in that particular operation, remarked, "That's too cheap! The goods cost something, and the thread cost something. Besides, it takes a long time to make them." This caused further discussion and it was finally decided that ten cents would be a fair price for the rabbits.

The morning of the sale the children took over the responsibility of the room. They arranged the tables, and placed the articles so they would show to best advantage. They welcomed the guests and ushered them about the room. One of the best pupils in number work was chosen to act as cashier. At the end of the sale the children found they had taken in $8.50.

At an earlier period the question of how we would spend our money had been discussed, and it was voted to use it for something we needed most. After the receipts were counted, a discussion followed and the question again arose, "What shall we buy?" Several things were suggested but the children decided that some tools were needed if we were to continue to do much in woodwork. So as a result of our summer's work, we now have some good strong saws, and hammers, a small plane, and a good brace and bit. These we know are going to prove of real joy to some of our small carpenters this year.

BIBLIOGRAPHY


MARY E. CORNELL