

HOME and SCHOOL

A JOURNAL OF CHRISTIAN EDUCATION



"International"

WASHINGTON, D. C.

SEPTEMBER

HOME AND SCHOOL

A Journal of Christian Education

Successor to *Christian Educator*

Vol. XIV

SEPTEMBER, 1922

No. 1

WARREN E. HOWELL, Editor

ARTHUR W. SPALDING

MRS. FLORA H. WILLIAMS

Associate Editors

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Issued monthly. Printed and published by the
REVIEW AND HERALD PUB. ASSN., at WASHINGTON, D. C., U. S. A.

Terms: One year, \$1.50; half year, 75 cents; single copy, 15 cents.

Entered as second-class mail matter Sept. 10, 1909, at the Post Office at Washington, D. C., under the Act of Congress of March 3, 1879. Acceptance for mailing at special rate of postage provided for in Sec. 1103, Act of Oct. 3, 1917, authorized on June 22, 1918.

Our New Name and New Aim

It is a common adage that without change there can be no growth. Another commonplace is that too much change is withering to growth. Without doubt the main truth lies in the middle of the road — between no change and continual change.

That, at least, is the opinion of the promoters of this journal. We are now entering upon its fourteenth year of publication. During that period there has been wonderful growth in our educational work. In 1909 we had only 18,370 students enrolled in our schools of all kinds. At this writing we have a good round 40,000. Our church membership has grown from 88,502 to 198,088, the latter probably representing 40,000 or more homes. The foundations of Christian education have stood sure since the establishment of our first denominational school in 1874. Yet our rapid growth calls at this very hour for a strengthening of our stakes and a lengthening of our cords.

The strengthening called for includes better facilities, better standards, better methods. But much more important than these, are better homes, more enlightenment of all the people on the true principles of Christian education and Christian living, and a firmer establishing of our educational process itself upon these selfsame principles.

The lengthening that now seems imperative is the culmination of years of experience and conviction — that the scope of our educational endeavor include the pre-school period of child life in the home. While this journal has always carried a Home Department, yet we are compelled to admit that with the press of our other work, serious endeavor to make this department really function has been more or less sporadic. The nearest we ever came to success with it was during the time it was edited by our lamented mother-educator, Mrs. C. C.

Lewis. Many mothers will not forget her timely help through the intimate home questions dealt with in this journal, the lessons given through the Mothers' Normal in the Fireside Correspondence School, and through her personal correspondence.

Now, in addition to the renewed service given by another mother-educator, Mrs. Flora H. Williams, of our editorial staff, another agency puts in its appearance to help fill in the gap in our educational effort that has yawned at us so tauntingly these years. It is the Home Commission. This represents the joint service of our General Conference departments most intimately related to the home — Educational, Missionary Volunteer, Sabbath School, Home Missionary, and Medical.

With the approval of the General Conference Committee and the Review and Herald Board, we have opened our columns to this Commission. Its secretary, A. W. Spalding, has been given a hearty welcome to our editorial staff. Henceforth this journal will serve with equal interest and efficiency the pre-school and the elementary school period of child life in the home and in the school. It is for this reason that its new name has been agreed upon. Its name has been changed only once before in fourteen years, and that but slightly — from Christian Education to Christian Educator. The new change aims to give due prominence to the home as well as the school idea, now that we are equipped to serve both equally well, but does not omit the fundamental basis of all our endeavor — Christian education.

It is not believed that this new aim will detract in the least, but rather add to the educational strength of the journal. Mrs. E. G. White writes: "The family is the greatest educational agency in the world," and, "The home is the

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Eugene J. Hall

"ONE, TWO, THREE, GO!"

How Are You Starting the Race?

ARTHUR W. SPALDING

EVERY generation starts on a race. Every boy and every girl is in it. The course they run is life, and the starting-place is home. Now whether they run well or poorly, depends chiefly upon how the home starts them. How are you starting the race?

It is not all competition and rivalry, this race of life. Everybody can win the race and get the reward. It isn't necessary to get ahead of some one else. For a fact, the ones who win the highest prizes in life, the things most worth while, are not the ones who trip others up, or shoulder them out of the way, or block their course. No, it is the ones who not only run a clean, fair race, without advantage, but who lend a helping hand to their fellows, who pick up the stumbling, pull out the bogged-down, suit their pace to the winded, and encourage the downhearted. For the prize of the race is happiness; and happiness is compounded of worthy aim, sturdy

effort, successful achievement, and unselfish service.

Let us take stock, you and I, of what we have in our own homes with which to start the race for our boys and girls. Every one of us has advantages, and it pays to count them up, put them in order, and get them to working for the benefit of our own families and of the world. Make a note, too, of the things we need and have not, and work to get them; but don't spend any time mourning and grouching over the lack, either in ourselves or in our children. There is no such thing as a gloomy Christian. Whatever the difficulties and the deficiencies and the disappointments, "Be of good cheer," says our Master; "I have overcome the world."

First of all, you have your children; and that is the greatest asset. "Lo, children are a heritage of the Lord: and the fruit of the womb is His reward. As arrows are in the hand of a mighty

man; so are children of the youth. Happy is the man that hath his quiver full of them." However modern economic conditions may make us respond to that last sentiment, there is no doubt at all of the blessedness of the man and the woman who have at least some ownership in this "heritage of the Lord."

Any child is better than no child. The cry of the childless echoes down through the ages in the plaint of Rachel, "Give me children, or else I die." No normal man or woman can fail of this longing, nor willingly deprive himself of this privilege; for through our relations with our children we have the supreme opportunity to learn the relationship between us and our Father, God. Something can be made out of every child, something wonderful, beautiful, useful, finally glorious. All we need is the gift of understanding him, the power of winning him, and the grace of being what we want him to be as he walks along with us. And these are attainable.

Take stock of your homes. Count your blessings. Be thankful for the health and the energy of your children. If it sometimes seems to be in excess, harness it, but don't diminish it. Plan to use to good effect the physical powers of your children.

Be thankful for their love of the truth. They do love it, every one, whether you have recognized the fact or not. They are impatient with "bunk" and sham; they like the straight word of knowledge and authority. Perhaps you don't know it, but they do. They like to be up-to-date, and that is a manifestation of the progressiveness of truth. If you will study the manifestation of this quality in your children, you will find a way to guide it, provided you yourself have truth in your inmost soul.

Be thankful for their love of beauty. Cultivate it in the furnishings of your home and in its environment. Cleanliness, order, flowers, good pictures, sweet voices, and smiles,—these are the elements of beauty in the home; outside, the world of nature, rightly subdued, is the best environment.

Be thankful for patience. What! you say you haven't it? Well, there's plenty at the bank, and while there is sometimes a little more to the process of getting it out than simply writing a check, it is obtainable. Patience springs from good health, faith in God, good cheer, and a sense of humor. You can have it without good health, but then it is a rather sickly color. The process of getting patience out of the bank is this: Plan your day; stock up your mind with happy thoughts from the Bible and elsewhere; be at peace with your children, your neighbors, yourself, and your God. And all the while cultivate (not coddle) your health by sensible living.

And be thankful that we all have a heavenly Father. Don't just say that: believe it, and act as if you believed it. Why, there is nothing in the world He will not do for us; and heaven itself is poured out for our need.

Get a good start in the race. Give your children a good start. I just want you to take stock today, and be thankful. Then we will go a little farther.

Our New Name and New Aim

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child's first school." She says further that after the child reaches eight or ten years of age, it may be placed in school, and that the work of education begun in the home by the mother should be continued in the school by the teacher. In another place, this preschool period is very appropriately called "early education." Hence the home is the starting-point, and the home always continues to be the strong base, with the school its strongest auxiliary.

For these reasons, we are happy in undertaking by united effort what our new name and our new aim represent.

THAT man has only learned to live rightly, who takes with a smile the world's praise or blame, and with steady head and hand goes straight on with the work he has in hand.—S. K. Bolton.

Stories and Story-Telling

Nelle P. Gage

STORIES and story-telling are as fully a part of childhood as laughter and play, or birds and flowers; and if the child is denied these, he does not receive his rightful inheritance. Since this is true, every teacher should be ready to bring the child into his own by learning what stories to tell, and how to tell them most effectively.

We have at our command, and are free to draw from, the best source of supply the world holds. Bible stories in their brevity and strength offer the ideal material upon which to base story work. And there are the thrilling experiences of missionaries, our own pioneer work, and stories based on such incidents as those given us in "The Hand That Intervenes." The Bible and this latter book have in them a wealth we can scarcely exhaust.

The Purposes of Story-Telling

The story as a means of education has many possibilities, and as teachers we should recognize what it can accomplish. Too often we tell the stories in our Bible classes merely to put the child in possession of certain facts, but properly handled the story can do much more. We should purpose to —

1. Broaden the experiences of the child.
2. Teach him facts and moral lessons.
3. Help him to appreciate the best in literature and life.
4. Teach him to think with sequence.
5. Increase his vocabulary and strengthen his command of language.
6. Give him pleasure.

Characteristics of a Good Story

Choose a story with action, child interest, and clear mental pictures. It should be simple in detail and have but few characters. A story to possess child interest must be within the child's experiences. The story of Queen Esther,

with its diplomatic relations, does not hold the appeal to the child that is found in the more extraordinary story of David and Goliath, with its primitive facts and simple characters. And in the story of David and his giant, it is the shot from his sling and its sure work that appeals more to the child than the Lord's manner of choosing the sons of Jesse. A complex story with many characters and events to hold in the mind, or descriptions to follow, only bewilders the child.

How to Tell a Story

Know your story well. Make its plot a part of you. Outlining your story briefly and mastering this outline may be the best means of doing this. Prepare a suitable beginning. "Once upon a time" and "A long time ago" are always favorites. Then fill in your outline as you tell your story, telling it simply and logically to its climax. Add the few necessary thoughts to bring your story to a conclusion. Do not draw out the ending beyond what is necessary, or the force of your story will be lost. And do not point out the moral. The child who is able to comprehend the story has intelligence enough to make his own application, and prefers to do so.

In telling the story, pitch your voice low to accommodate your hearers and the size of the room. Speak clearly and distinctly. Be natural. The charm of a story is in its spontaneity. Live with your characters. Feel with David the calm assurance in Israel's God and his own sure aim; live with Noah through the long, patient building of the ark; suffer with Job in his trial by him who goeth "to and fro in the earth." Express your thought, not only in words, but by face and voice and gesture.

Simple, broad chalk sketches make the story graphic. Two curved lines may indicate the hills, with another line running between for the brook. Lines of

peaks on one hill represent the camp of Israel, another group on the other hill makes the Philistine camp; and a short, straight, up-standing mark going down one hillside is for David, another longer one for the giant,—and the simple picture becomes a reality to the imaginative mind of the child.

Choose your words carefully, and give special emphasis to “force words” — words that lead definitely to the climax; as, “David went on down the hill to meet the giant with only his *sling* in his hand. At the *brook* he paused to choose a *smooth, flat stone*.”

Stories to Tell

Generally a short story is better than a long one. But when a long one is used, give it in units, that is, divide it into natural parts, like the chapters of a book. Give each as a separate story, relating the parts as each follows the other.

Some of the short Bible stories, which perhaps, are not so commonly given, are suggested here:

- Children Mock Elisha. 2 Kings 2: 23-25.
- The Jewish Maid. 2 Kings 5.
- Widow of Zarephath. 1 Kings 17.
- The Disobedience of Uzzah. 2 Samuel 6.
- David and Goliath. 1 Samuel 17.
- The First Passover (based on the poem by that name in True Education Reader, Book V).
- Changing Water to Wine. John 2.
- Raising the Widow's Son. Luke 7: 11-18.

The following are longer stories, and are better divided and told by units:

The Story of Jesus, the Flood, Moses, Creation Week, Joseph, Job.

As an example, here is the story of

Job divided into convenient units for telling:

FIRST UNIT

Introduction

Job — his home, holiness, wealth, and family.

First Conference in Heaven

Sons of God meet with God.

Satan appears.

Conversation between Satan and God.

Satan given permission to tempt Job.

SECOND UNIT

Job's Affliction

First messenger reports loss by Sabians.

Second messenger reports loss by fire from heaven.

Third messenger reports loss by Chaldeans.

Fourth messenger reports loss

of children by hurricane.

Job's attitude toward God.

THIRD UNIT

Second Conference in Heaven

Conference between God and Satan.

Satan again permitted to tempt Job, but must spare his life.

FOURTH UNIT

Job Tempted with Boils

Job's wife and her suggestion.

Job's friends and their reproof.

He reproves friends, shows confidence in God, appeals from men to God.

Job humbles himself before God.

Conclusion

Job's faithfulness rewarded.

Paradise
Zech. 8:5
MRS. LESSIE M. DROWN

THE Good Book tells of a beautiful home
On the other side of the grave,
With jeweled walls and pearly gates,
With streets of a golden pave.
Of all the joys of that city fair
This is to me most sweet —
It shall be full of boys and girls
Playing in the street.

'Tis a country of life and joy and health,
No sorrow, no pain, no tears;
Where the babe is restored to its mother's arms,
Arms empty through weary years.
We cannot conceive this Paradise,
Yet we know it will be complete,
For it shall be full of boys and girls
Playing in the street.

Mind Wanderings of "Uncle Radio"

For some time I have been trying to figure out why it is that so large a number of children are so poor in spelling and handwriting; and this, too, in spite of our efforts to make them otherwise.

When I visit a school, I find that there is a regular period in the program for each of these subjects, and that the teacher very religiously carries out the program and allows nothing to crowd them from their places.

During the writing period the pupils show considerable skill in executing spirals and circular movements and in making the different exercises with the full arm movement. They make a line of capital A's that are very presentable, and the teacher compliments here and there for the smooth lines and regular curves and good position. Near the close of the period, she asks them to take clean sheets of paper and make a copy to hand in. These are collected and laid away with the others of previous class periods.

The children now turn to their other lessons and proceed to forget all about that writing lesson, at least I think they must forget nearly all, for they now scribble out their sentences in grammar or their stories in history as if a prize were offered for the most cramped and poorly written paper. The *teacher* seems to have forgotten about the writing lesson, too, for she collects the papers and wades through them and marks them without any comment on the writing; or at most, only a comment as to why these children should persist in being such poor writers.

Then it is time to study the spelling lesson, and how hard the children do work! They *must* get 100 per cent, or stand at the head of the class so many times during the month. They work hard, and when class is called, they feel quite sure they can spell correctly each word in the list. The lesson is heard and

the record is taken, and the words for tomorrow are assigned.

As my mind wanders, I wonder if that lesson will really help the children spell correctly the words in those grammar sentences or in that history topic. If they are misspelled, what will the teacher do about it? what *are* the teachers doing about it?

And then at the end of the month I wonder what grades in writing and spelling will appear on the pupils' report cards. How will the teacher decide what mark to put on? When the parents see that mark, will they know how good a speller or writer their child is?

I see the teacher look over the pile of papers collected in the writing class and put down the writing grades; and from the daily record of headmarks, or 100's, or words missed in spelling class, the spelling grade is found. The parents compliment the child on getting such good grades in these subjects, wondering just how it can be that the teacher has such ability to get good results in school, when they get such poor results at home when the child writes a letter to Uncle Ezram or Grandma Goodyear.

That reminds me of a parent who visited a teacher after the close of school and accused her of telling a falsehood. This parent had a girl in the eighth grade that year, and he had been very anxious that she should finish her grade and get a promotion certificate. She was only an average student who had some difficulty in carrying her work, but her father was always willing to help her and had tried to keep in touch with her work. Her cards showed that she was doing good work in writing and spelling, and the teacher had told him that she was taking more interest in her spelling.

At the close of the year, when the final examinations are given, the conference

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Eugene J. Hall

It Pays to Be Cheerful

GEORGE HENRY HEALD, M. D.

CHEERFULNESS has healing power. Two thousand years ago the wise man noted the fact, verified many times since, that "a merry heart doeth good like a medicine." The cheerful person is less liable to attacks of illness, and if ill, is more likely to recover quickly, than the gloomy person.

How often people become ill because they continue to nurse some insult or slight, and let the thoughts of that gnaw, canker-like, into their souls until they develop a condition of semi-invalidism. Welcoming that type of thought, they become in time a prey to it, and can scarcely think of anything but their own poor selves and their misfortunes and troubles. As they naturally incline to talk about such things, their old friends soon dread to meet them, and then they have additional cause to think that they

are slighted and neglected. It goes from bad to worse.

Man is a bundle of habits. After one has grown to manhood, his behavior is very largely determined by the habits he formed in his youth, and comparatively little by his sense of right and wrong. What he has formed the habit of doing, he is very likely to continue doing to the end of his life. Whether he has developed habits of temperance or self-indulgence, of cheerfulness or gloominess, of activity or idleness, these habits will determine his future. They form his character, which can be changed only with increasing difficulty, and either make for success or failure, popularity or unpopularity, good health or ill health, happiness or unhappiness. It is in this sense that "the child is father of the man." Every child, in forming

his habits, is determining what his future shall be.

In view of the fact that good cheer not only benefits its possessor, but is contagious, making others cheerful, and thus doubly repaying the cheerful one, is it not worth while to cultivate a habit of good cheer? It is true that some persons seem naturally to be more cheerful than others, as when one brother always sees the funny side, and the other invariably sees the gloomy side of any incident. But if you do a little investigating, you will learn that the difference in the two has grown by cultivation. One has formed the habit of seeing the funny side.

My little girl sometimes comes to me heartbroken because she has been disappointed regarding something she was expecting.

Little ones usually do not take disappointment well. I do not attempt to convince her that she was expecting too much, or that she should turn her mind to something more profitable. That would be futile. I find something that I know will interest her, and soon she has forgotten what otherwise

might have caused a long period of grieving. I hope when she is a little older to be able to show her how to direct her own mind away from her disappointments.

In the family it is particularly im-

portant that the adults be cheerful in order to create a general atmosphere of good cheer, and to set a good example for the younger members; for "by beholding we become changed." Practice is more important than precept. The child might well apply to his parents Emerson's words, "What you are speaks so loud I cannot hear what you say." No parent who is not himself cheerful can train a child to cheerfulness. A child "brought up" in an atmosphere of turmoil can scarcely avoid showing it later in life.

A Meditation

IRENE WALKER

A MAPLE grew in a pretty wood,
Lifting its branches as high as it could.
It was only a sapling, yet it was proud
Of its few green leaves, as each day it bowed
To the summer breeze. When the autumn came,
With scarlet tints it was all aflame.
Alas, for the little maple tree!
Its treasures flew with the wind to see
The big, wide world. It now stood bare —
Stripped of all its beauty fair.
It moaned and sighed in the wind and rain;
It thought 'twould ne'er be glad again.

One day at dusk the snowflakes white
Began to fall. They fell all night.
The wood was as silent as if 'twould stop
The marvelous work if a twig should drop.
The branches bowed 'neath the gentle storm,
Their rugged lines all changed in form,
Until in silent dignity
Even the tiny maple tree
Stood as if grace personified.
It soon forgot how it had sighed
For its crimson leaves, as it proudly held
Its wealth of crystal white. It quelled
Its doubts and fears in this glad new joy
For which for that day there was no alloy.

O heart, so impatient to have thy way,
Hush thy complaining from day to day —
Be patient, He loves you much.
When your heart is bare and the clouds are
gray,
'Tis only a sign that God has His way,
For His ways are often such
That we cannot see in the leaden sky
A single hint of the reason why,
Till we are changed by His touch.

Much that is supposed to be due to heredity is the result of habits learned in the home by patterning after the ways of parents. "Like parents, like children," is the old saying indicating that the family habits, whether of order or disorder, of correct or incorrect speech, of cheerfulness or moroseness, descend to

the children by imitation and the formation of habit. Not that a child does not inherit traits from its parents. It inherits certain tendencies, good or bad; but when a parent has certain natural tendencies to evil which are likely to be transmitted to the child, it is a pity to strengthen this tendency in the child by a bad example all through childhood. Hence parents, for the sake of their children, should do all in their power to overcome their evil tendencies. If they incline to surliness, there is all the more reason for them to cultivate a spirit of cheerfulness, making it a point, if they have never done so before, to bring into the home life at least as much courtesy and consideration and cheer as they show to strangers. You perhaps remember the familiar but pathetic words, too often exemplified in life:

"We have kind words for the stranger,
And smiles for the sometime guest.
But oft for our own the bitter tone,
Though we love our own the best."

But I started to write this article for the young. To you I would say, Now is the golden time for your habit formation. Now is the time for you to cultivate a cheerful habit. Doubtless in a crowd of young folk where there is fun and frolic and give-and-take, you are as cheerful as anybody. But how is it when duty makes it necessary for you to forego that expected evening with your young friends? How is it when a parent asks you to do some task which is particularly disagreeable to you? Do you fume and fret, and say ugly things to yourself, and perhaps out loud? And do you murmur, "Wait till I am a little older, and then I'll do as I please"? If so, you are laying the foundation for a disorderly home of your own. On the other hand, if you are learning to take disappointments sweetly, you are laying the corner-stone for a more agreeable home.

But your good cheer should be not only the negative sort that accepts slights, disappointments, and the like with patience. It should be the positive sort that is ever trying to make others more cheerful and happy. This is not

hard for the young to do among themselves if they are congenial; but are you studying to make the older folks more comfortable and happy? Are you trying to make yourself agreeable to those who are disagreeable to you? This requires genuine courage; but habits of thoughtfulness for others, formed early in life, will later be worth more to you than a gold mine, in giving you friends, in making you a power for good, and in making a smoothly running machine of your own family.

Learn to oil the machinery, and not to pour vinegar into the creaking bearings.

Mind Wanderings of "Uncle Radio"

(Concluded from page 8)

plan for securing a writing grade was to judge the writing largely from the written work on all the papers in addition to the examination in writing; and the same in spelling. As a result, this girl's grades in those two subjects fell below the passing mark, and the father surprised the teacher by coming and telling her that she had deceived him; that whereas his girl had in reality been poor in spelling and writing, the teacher had given her a grade that indicated that she was good; and now the girl had failed to make her grade and receive a diploma. The father said he would have been willing to give his girl private help, but neither report card nor teacher had led him to think it necessary.

I wonder if that father had any grounds for such a strong accusation. Was that teacher deceiving herself as well as the parent? Was she really not teaching spelling and writing, but only some school exercises by that name? Was it true that the marks on the report cards did not rightly indicate the child's spelling and writing ability? Can it be true that many other teachers are doing the same thing, and that other parents may be justified in making similar accusations? I wonder. I do wonder, as I wander. UNCLE RADIO.

Blackboard Lessons for Beginners

[THE following lessons prepared by Mrs. Clinton D. Losey, are given place here for the benefit of the teacher who feels that she possesses little originality, or has not yet gained the experience which thoroughly fits her for the undertaking. The lessons were written for Mrs. Losey's own school, and there tried out. They are intended to *follow* those given in the Primary Reading Manual, of which the teachers have felt that the number was too few. (Every teacher who has primary grades should carefully study this Manual.)

All children like matter put up in conversational form, so we think this will be especially pleasing to them. The writer has used few new words aside from the phonetic words, thus giving much review on the old.

Forty of these lessons are provided. Try them out, and let the HOME AND SCHOOL know how you succeed.—EDITOR.]

The characters in this series of stories are Father and Mother Green and their children, Ray and Nan; Nat, a Florida boy who spends his summers in the neighborhood of the Green home in the mountains of North Carolina; May, a little cripple girl, and her mother; and the squirrel family, loved by the children and named by them Fling and Fay.

The time is autumn.

(Story to Precede Lesson I)

Fling and Fay find it is time to lay in a supply of nuts for winter. The nuts are falling fast, and the morning this story begins, Fay sets Fling to work gathering nuts. (Explain to the children that squirrels carry nuts in their cheeks.) While Fling goes for nuts, Fay sets to work to sweep out the living-room. You have seen your mother sweep a room in a hurry, so you know just how Fay looked as, using her tail as a broom, she gave the floor a few quick flirts. Her storehouse is now ready.

Lesson I

FAY:

Run, run!
Get me a *nut*!
Get nuts all day.

FLING:

Here I am.
I have nuts, nuts, nuts.

FAY:

Lay the nuts here.
There, now, good little Fling.
Play now.
Run over to the tree.
I can run, too.

Lesson II

(Nat and Nan approach the tree.)

FLING:

Run, run, Fay!
I see a boy and a girl.

FAY:

Here I am.
Run, run! I can run, too.

NAT:

See, Nan, I can wade in the water.
You can wade, too.

NAN:

O no! Get nuts!
Nuts made Fling and Fay grow.
Who can get a nut?

NAT:

There is a tree.
It says, "I have nuts."
Good nuts!
Good for Nan! Good for Nat!
Grow, Nan! Grow, Nat!

Lesson III

(Nat has been back to Florida for the winter, and returns the next spring. He meets Nan.)

NAT:

Good morning, Nan!

NAN:

Oh, here is Nat!
Good morning, Nat!
See the flowers.
Flowers grow on herbs.
Here is an *herb*.
God made all the herbs.
He made them for you.
He made them for me, too.
I love the flowers.

NAT:

I love the flowers, too.
Oh, sing! God is so good!

BOTH:

God sees the little flowers.
He sees me, too.
He made the little birds.
He made me, too.

Lesson IV

NAT:

Sit here, Nan.
Sit on the green grass.

NAN:

See the flowers.
Red flowers and blue flowers!
Oh, it is May!
The birds are here.
The bees are in the flowers.

NAT:

Who ran to the tree?

NAN:

Oh, it is Fling!
No nuts today, Fling.
It is May now.

NAT:

Here is a yellow flower.

NAN:

I can give it to May.
May cannot run and play.
May loves flowers, too.

Lesson V

(Dinner at the Green home.)

MOTHER:

See, Nan!

NAN:

Green *peas*!
Oh, give the peas to me!
Little green balls,
So good for me!

MOTHER:

God made the peas grow.
Peas grow on an herb.
You may have the peas.
You may have an apple, too.

There is a yellow leaf.
Run, Nan, and get it.

NAN:

Here it is, *Mother*.
God made the yellow leaf.

Lesson VI

FATHER:

Here is an herb.
Let me show you the *root*.
Here is the *stem*.
Roots get water for the herb.
The peas grow on the stem.

NAN:

The leaves are yellow.
Why are they yellow?

FATHER:

The peas get all the water.
So the green leaves get yellow.

Lesson VII

(Nat calls on the Green family.)

NAT:

A fine day, Nan!

NAN:

O Nat, it is a fine May day.

NAT:

See, I have a can.
White sand is in the can.
Look and see it.

NAN:

No, no! Sand is not white.
Sand is yellow or red.

NAT:

There is white sand in *Florida*.
You may have this.

NAN:

O Nat, it is so fine!
It is so white, too.

NAT:

Good day, Nan.

Lesson VIII

NAN:

Is not the sand *pretty*, mother?

MOTHER:

It is pretty, little Nan.

NAN:

Am I little, mother?
Nat is not little now.
Boys grow so!
What made Nat grow so?

MOTHER:

Nuts and herbs made Nat grow.

See the Mayflower, Nan.
See the white root.
See the green stem.
See the green leaf.

NAN:

O mother, see the *bud*!
Is it not pretty?
Let me have it in my hand.
I love flowers and buds.

Lesson IX

(Nan calls on May.)

NAN:

Good morning, May.
Can you play *any* today?

MAY:

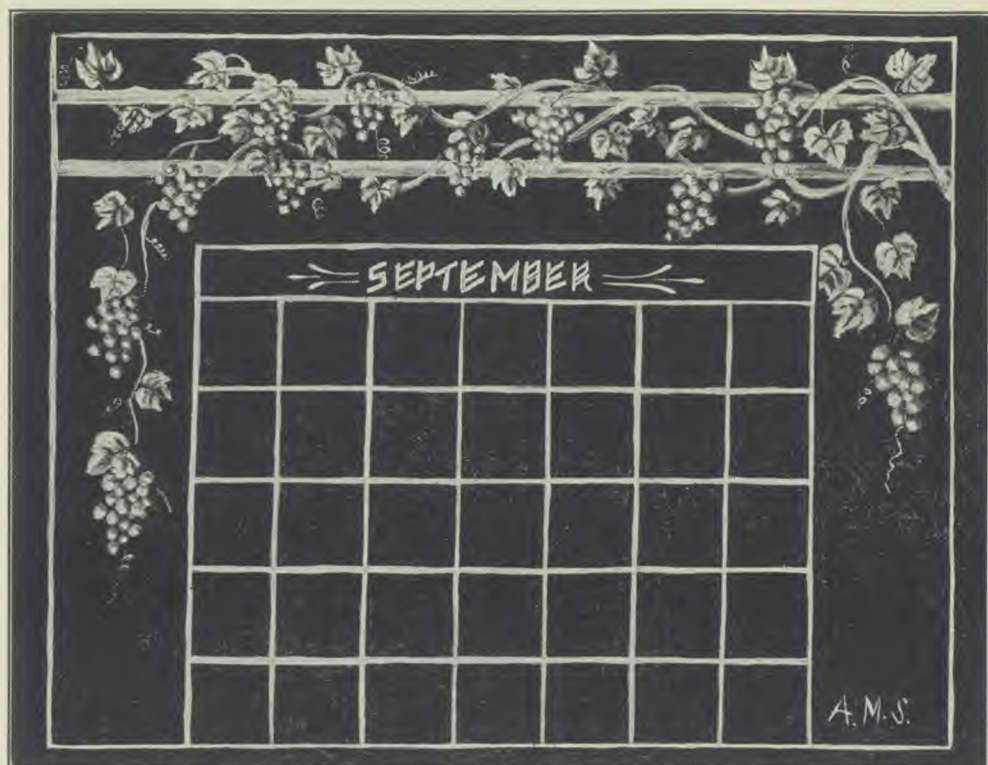
Not a bit today.
Sit here, Nan.
Give me your hat.
I can lay it right here.

NAN:

Here is a yellow apple for you.
A yellow apple is good.

MAY:

Any apple is good!
Have you an apple, too?



SEPTEMBER BLACKBOARD CALENDAR

NAN:

Oh, mother gives me apples.

I have apples for my morning meal.

Lesson X — Review

MOTHER:

Father, the band plays tonight.

May we run over to [supply picture of a town]?

You may sit here by me, Nan.

Ray may sit by father.

f-f-f-f-f (car starts).

FATHER:

See the sights, Nan.

NAN:

O father, is it not pretty?

See the bright lights!

RAY:

May I have a bat and ball, father?

FATHER:

It may be I can get a ball here.

Let me see.

Say good night now.

I have the bat and ball.

f-f-f-f-f-f-f-f-f.

RAY:

O Nat, I have a bat and ball.

See me hit the ball! — b!

Geography Seven

(Concluded from page 24)

is said that we remember one tenth of what we hear, three tenths of what we see, and nine tenths of what we do. If a child can be set to work and actually do things, he will remember far more than he would otherwise. Children love to collect things. If your school does not already have a museum, it would be a splendid thing to solicit the help of the children and start one, for it is a great asset to geography teaching. There are many ways in which this may be done. Perhaps some of the children have collections of their own, and would be glad to contribute. Some of them may have friends or relatives in foreign countries, or even in our own country, to whom they may write for specimens. Helpful correspondence might be started between church schools remote from one another, from which much geographical help might be obtained.

The Youth and the Home

Milton E. Kern

"THAT our sons may be as plants grown up in their youth; that our daughters may be as corner-stones, polished after the similitude of a palace." Ps. 144: 12.

James A. Garfield once said: "If the superior beings of the universe would look down upon the world to find the most interesting object, it would be the unfinished, unformed character of young men."

The heavenly intelligences are watching with keenest interest the unfolding life of boys and girls as they blossom into manhood and womanhood, and at this time of all times in life, parents need to understand their children, and to co-operate with heaven in their development.

Between birth and death the most important period of life is adolescence—from puberty to full-developed manhood and womanhood. Great changes take place in the life, physically, mentally, socially, and spiritually. The muscles harden, the sex life begins to function, the voice of the boy changes, and his beard begins to grow. There is a corresponding change in the development of the brain. The reason functions in a new way, and with it the tendency to doubt is often manifested. But this doubt is not necessarily sinful; it is only faith finding its way.

Initiative and independence are manifest. The climax of the social instinct is reached. The impulse of love for the opposite sex becomes a powerful urge in the life. It is a time when the spirit of man rises to supreme heights. The tides of ambition rise high, and frequently overflow for lack of experience and judgment to control. Great decisions are made with reference to conduct and life plans—decisions which affect the whole future life, for time and eternity. The

great majority of those who decide to become Christians do so during this period of life. Hence that solemn admonition and warning which was spoken by the wise man of old, "Remember now thy Creator in the days of thy youth." And why? "While the evil days come not, nor the years draw nigh, when thou shalt say, I have no pleasure in them." Eccl. 12: 1.

As the storm at sea tests the workmanship of those who built the vessel and twisted the cables, so adolescence tests the work which the home has done during the years of childhood. If habits of obedience have been formed; if parent and child are bound together, not only by physical and economic bonds, but by the strong bonds of comradeship; if habits of industry have been formed; if the child has been carefully and wisely prepared for the period of initiative and greater freedom; and above all if wholesome religious instruction has been given, and the child has been led to consciously surrender his life to God, then these narrow rapids into the open sea may be more safely passed. It is a critical period at best, but good work in the home during infancy and childhood, makes the period of youth far easier and more fruitful.

To my mind there is absolutely no greater achievement open to parenthood than the successful piloting of the child out of the harbor into the open sea, and turning over the life to the new pilot who has been trained.

There are great problems in the life of the adolescent which the home should have the largest influence in settling, such as the problems of obedience, honesty, self-reliance, industry, education, amusements and recreation, social relations, courtship, and marriage. These problems and others will be discussed in future issues of HOME AND SCHOOL.



EDITORIAL

The Front Side of Don't

IF you want your boy to become President of the United States or a missionary to Tibet, tell him every day, "Do, son, do!" No man ever became great who was brought up on "Don't!" No army ever won victories whose commander confined himself to negative commands: "Don't march there," and "Don't eat here." No great moral reform was ever accomplished by forbiddings only. There must be positive directions to get forward movement.

Just remember that "Don't" is the back side of "Do." If you and your family are backing up, you will be forever saying to your children, "Don't." If your children and you are going forward, it will be because you are saying, "Do," and are doing it.

Sometimes it is necessary to use "Don't," because the child is doing wrong, backing up. But the more the parent knows what needs to be done, and leads his child in the doing of it, the more certain may we be that he is saying "Do," instead of "Don't."

Be constructive. Use the front side of "Don't." Say, "Do," and say it firmly and sweetly. s.

Our Daily Bread

A YOUNG man just said to me, "I'd like to be a Christian, but I'm afraid to start for fear I wouldn't hold out. I see so many young people, and old ones too, who have professed Christianity, but who haven't held true to it." The old, old story, familiar to the ears of every Christian worker, "I'm afraid I can't hold out."

And while older people, parents particularly, having dealt with the stern disappointments and half successes of life,

are more likely to accept a profession for a reality, and go stumbling on, yet in every heart there is that longing for a surety that we might not fail.

Is your Christian life weak and faltering, up and down, unsatisfactory? Do the duties of home and public life drain your soul of its last drops of grace, until you fret and fume and scold — and then lie shamed and discouraged from your failure?

There's a simple cure, so simple that few have courage to believe it or to follow it consistently. But those who do, get well. It is just this: Eat daily the bread of life. Read the Bible every morning and every night. Memorize some word, some phrase, some verse, or some longer passage, to carry with you during the day. Call it to mind in every interval of the day's rush and toil. It will grow into the tissue of your spiritual life, as the bread you eat grows into the tissue of your physical life. It will give you strength. It will, more and more as the days go on, keep you from falling. I know. I have proved it. s.

A Bedtime Persuader

"OF course the chickens go to bed at dark," answered my little girl aggrievedly; "but you don't." And in the face of that severe logic I had to admit that I ought to be a better example than the chickens.

The lure of sitting up until the rest of the family go to bed is one of the dearest rights for which many children fight. Usually they are the very children who most need the sleep; for it is the child of nervous temperament rather than the phlegmatic, who insists, often truthfully enough, that he isn't a bit sleepy, and couldn't go to sleep if he

ETCHINGS



should be sent to bed. But the next day his depletion of nervous energy is all too evident in his irritability and irrational activities.

How shall we successfully meet this almost universal trouble? By changing the mental attitude of the child. Now he dreads to leave the light and laughter and activity of the family group for the silence of his chamber. He fights sleep as we fight death. But if he has something desirable to look forward to at bedtime, his will is put upon the other side. We have to furnish that thing.

Make bedtime the story hour. Prepare yourselves, father and mother, to tell stories to your children,—Bible stories, nature stories, stories of your own childhood or other events fascinating to your child. Be sure that the bedtime story shall not be exciting, most certainly not frightening. Let it be of happy things. With the younger children story songs are effective.

The story is the best bedtime persuader; and the parent who uses it will find a reward more than compensating for the effort. Children should be given the physical reasons for their sleep, and taught to have joy and pride in keeping the law of God in their bodies; but duty may lie in pleasant ways. And this is one of them.

A Word to Readers

A RECENT exchange has this fitting thing to say editorially:

"No magazine that is edited exclusively by its editors can be alive and human. There must be co-operation between readers and editors—the readers telling what they like and don't like in the magazine, and what more they want."

The editors of HOME AND SCHOOL are not exclusive, not conceited, not averse to criticism, not big enough for their

task. They are sincere, in earnest, believe in their task, and crave all the help our readers can give in any form.

"Teacher Says"

WE may not think, we teachers, that we are rightly appreciated by the parents, the school board, or anybody but the patient educational superintendent. Sometimes our vision of the great end grows dim in the mist of perplexities, and the chill of isolation slows our feet.

But we are wrong. There's a loyalty in our little kingdom that often escapes our notice until retrospect brings it out. It is based first of all on intellectual allegiance: Teacher knows! Be the unseen auditor of a recess-time argument: "It's so! Teacher said so." "Aw, 'tain't!" "Do you think you know more than teacher?"

The freckled-faced, pug-nosed youngster who is disputing the girl with the pigtail may indeed, for effect, flout teacher's word, but in his inmost soul he knows he is defeated. And after school you may hear him on the way home maintaining another point of his own by appeal to, "Teacher says," against his fellow's "My father told me."

Happy is that teacher who, with vantage thus assured, seals her authority by loving interest and companionship, who learns how, through unselfish love, to bind those souls to hers for long after her intellectual supremacy has passed. More learned authorities may sometime claim the intellectual allegiance of the pupil, but never need the power of love and of duty rendered be broken in his soul. When he has passed beyond his boyish dictum, "Teacher says," may he still anchor to right and duty with the memory, "Teacher did."

What Does the Teacher See?

WHAT does the teacher see when he looks at the map of India? In past years too often he has seen a triangular peninsula, with a very high range of mountains to the north of it, three main rivers rising in these mountains,—the Ganges flowing to the southeast with the large city of Calcutta on one of its delta rivers, the Brahmaputra emptying into the Bay of Bengal near Calcutta, and the Indus emptying into the north end of the Arabian Sea; the city of Bombay on the west coast, and the Dekkan filling the larger part of the peninsula. We saw this and thought we had a good knowledge of India. But of what real value is this alone? It is interesting, of course, but does it really yield anything to you? Are you of greater service because of this knowledge?

We need this for a setting, but before us should stand out 300,000,000 souls, for the most part without hope beyond this life, and with little hope in it. About 70 per cent of them are Hindus and follow the teachings of Brahma, and they are cursed with that class distinction called caste which holds a man born of ancestors in servitude to everlasting servitude, and keeps a man's sons and sons' sons in the profession belonging to his caste, whether they are fitted for it or not. There is no social intercourse between the castes, and the shadow of a foreigner falling on the food of a man of any caste would make it unfit for use.

Does the teacher really *see* those great Himalayas sloping away to the plains south of them, and the great naked rocks made bare by the extremely heavy rains, and the alluvial fields on the plains with their growing crops of wheat, rice, sugar cane, and cotton? Then, too, in the hills are the tea plantations, with white blossoms sending forth their fragrant odor.

Do you see the jungle forest, brightened by rhododendrons and other flowers, and with men and elephants at work getting out the great logs? On your

mental journey through this jungle are you startled by a fierce tiger or a great poisonous snake?

Again, do you see the humped cattle and water buffaloes drawing their heavy loads? And now jolting along comes a bullock cart containing a European and his wife. And in these days there are many railroads leading from one part of the peninsula to another.

Here is Bombay, and its buildings look quite modern, but in every city you see the domes and minarets of the mosques, for there are a large number of Moham-medans in India. And here is a native village with its grass-roofed houses.

Back in the hills are great reservoirs belonging to the system of irrigation which has helped relieve in case of drouth, and has reduced the number of terrible famines; but nevertheless there are still many people in India who never know what it is not to be hungry.

Again we see suffering worse than hunger endured by the widows of India, and especially by the child widows, for the girls of India are married when very young, and there are many, many little widows not more than six or eight years of age. They are all regarded as cursed by the gods, but still they must live on.

Our mind travels to Benares, the sacred city of the Hindus, and we see the long line of temples where vile priests conduct the worship, and we see the Hindus bathing in the filthy, though to them sacred, waters of the Ganges, in order to wash away their sins.

If the teacher sees from all this shadowy land, suppliant hands extended, mutely pleading for light and help, if he feels their very helplessness pulling at his heartstrings, then he can teach India to his boys and girls in such a way that the knowledge will really touch their lives.

Teacher, what do you see when you look at the map of India, China, South America, or Africa?

F. H. W.

Plans of the Home Commission

THE Home Commission of the General Conference of Seventh-day Adventists is a committee composed of the secretaries of five General Conference departments which deal with the home, and at present four additional members. These departments are the Educational, the Young People's Missionary Volunteer, the Sabbath School, the Home Missionary, and the Medical.

The first work of the Home Commission is to co-ordinate the work which these departments, in their several lines, are doing for the home. Its next work is to supply, so far as it can, those needs of the home which are yet unfilled.

It has been impressed upon us that the early home life is the most neglected field. The home, which in the beginning was the center of all life and the school of all life, has after the infancy of the child given place in great part to other institutions. At about the age of six the primary school claims the child for the principal part of his day; and even before that age the kindergarten often assumes charge of him. So he goes on up through the grades into college, perhaps, or into some technical school, or into practical training in shop or office. Other agencies, at the same time, are seeking to supply what the home has neglected, the Sabbath school and church societies seeking to give him the moral element of education, and the boys' club or the gang or perhaps just "the set" giving him his conception of civic and social service.

The home, indeed, through all this period, may, if it will and as it ought to, maintain the controlling influence in moral and social education. But this all too few homes do; and still fewer guide the child's physical and intellectual development. Most parents have relinquished so many of their functions that their abilities as teachers are atrophied.

All sorts of associations and societies have been formed to bolster up parents

in the performance of their duties, from the Parent-Teacher Association to the Rotary Club. And they do help some parents, at least. But the greatest service any such organization can render, if it is capable of rendering it, is to teach and to inspire parents to make the home all that God has intended it to be in the education and development of its children. We do not believe, as some believe, that the present retrogression of the home is a transition into another, more highly organized, form of society. We are not in a process of evolution; we are in an act of devolution. So far as society can be saved, it will be saved by the grace of God acting through His chosen agency, the home.

In our own church work the Sabbath school, the Educational Department, the Young People's Department, as well as the Home Missionary and Medical Departments, have had, and will have, some part to play in the education of the child from perhaps four or five years of age upward. But we have done little to train parents at any period of their experience, and nothing to help parents of children of preschool age—except for an occasional piece of our mind about their shortcomings.

So the Home Commission purposes to offer some help to those who want to learn how to make better homes: how to discipline, how to teach, how to keep the confidence and companionship of their children. In doing this, it will co-operate with and seek to re-enforce those agencies already at work, such as the Parent-Teacher Association, the Missionary Volunteer Society, etc.

It is forming a body of literature to recommend and supply to parents for instruction and inspiration. It will also speak to them regularly through this monthly magazine, *HOME AND SCHOOL*.

It is intending to provide a course of study for the training of young mothers and potential mothers.

It will seek to draw fathers and sons together in spirit and in activities, by such means as recommend themselves to men and boys.

It is seeking to have every conference hold at its annual camp-meeting, parents' meetings, or studies upon the home, for both young and old.

It is beginning to hold home institutes in conferences where a group of churches can convene for the purpose; and in these institutes to take up in a very plain, matter-of-fact, definite way, the problems as well as the ideals of home-making and child culture.

It will be glad to conduct, so far as the time of its lone secretary will permit, correspondence with parents, and aid them in their particular problems. It expects at some time not too distant to add a competent mother to its staff as associate secretary.

We want to reach every Seventh-day Adventist family, and a good many others who also need what we can give them. We want you to subscribe for *HOME AND SCHOOL*, and get every family in your church, and as many as possible in your community, to subscribe. Scatter judiciously the leaflets of the new Christian Home Series, the first of which are already out and others of which will soon be published.

When the home is all it should be, the church will do all it should do, the work of the gospel will be finished, and Christ will come to make a new heaven and a new earth. The key to the future of the work of God is in the hands of parents.

The work of the Home Commission is just beginning. It has but one secretary giving his entire time to the work, with such aid as the time of its other members and other helpers will permit. Definite plans in the further development of the work will be announced as they are prepared.

We ask your prayers, your strong moral support, your active co-operation, and your inquiries. Address, The Home Commission, General Conference, Takoma Park, Washington, D. C.

A. W. SPALDING, *Secretary*.

The Christian Home Series of Leaflets

THE Home Commission has begun the issuance of a series of leaflets upon the problems of the home. It is called, "The Christian Home Series." We urge all our people, not only to obtain these and read them, but to give them to their neighbors who are or who need to be interested in the betterment of the home.

The first three numbers are now ready, and the remainder will soon be out. Order through your tract society, or of the Review and Herald Publishing Association, Takoma Park, Washington, D. C.

Now Ready

1. The Home First
2. Building the Foundation
3. The Seven Pillars of the Temple of Life

In Preparation

4. Family Worship
5. Sabbath Keeping for Parents and Children
6. The Story Hour
7. Companionship and Confidence
8. Patience and the Problems of Temper
9. Truth-telling and Children's Lies
10. Health Habits in the Home
11. Teaching Sex Truths
12. The Nervous Child
13. The Art of Conversation
14. Old Hymns and the Children
15. Children and Books
16. Holidays
17. Dress, from Babyhood to Maturity
18. Teaching Thrift
19. Family Government
20. Education of the Baby

Easy Knowledge

How nice 'twould be if knowledge grew
On bushes as the berries do!
Then we could plant our spelling seed,
And gather all the words we need.
And sums from off our slates we'd wipe,
And wait for figures to be ripe;
And go into the fields and pick
Whole bushels of arithmetic.
If we wished to learn Chinese,
We'd just go out and shake the trees;
And grammar, then, in all the towns,
Would grow with proper verbs and nouns;
And in the gardens there would be
Great bunches of geography;
And all the passers-by would stop
And marvel at the knowledge crop;
And I my pen would cease to push,
And pluck my verses from a bush!

— *Youth's Companion*.

Teaching Suggestions

September

Bible Six

FEDALMA RAGON

A CERTAIN teacher has twenty minutes for the recitation of Bible 6. She uses every minute of the time, and usually makes a hasty assignment of the next day's lesson in one minute borrowed from the next class. Another teacher condenses her well-planned recitation into ten minutes, and uses the other ten minutes in a discussion of the advanced lesson. It is not difficult to decide which teacher has the more satisfactory results.

Ample time spent in assigning the lesson is especially necessary, as the sixth grade begin the study of their new Bible book. The opening lessons, which cover the four-hundred-year period, are intensely interesting. To the teacher belongs the responsibility of arousing and holding the interest of the child. An oral introduction is necessary. She should have each child open his Bible to the last book of the Old Testament, then to the first book of the New Testament, and notice that between these two books there is but a single flyleaf. Yet this one blank leaf stands for four hundred years of time. We are going to spend a number of days learning some of the things that happened during this four-hundred-year period.

If the teacher is new in the work, she is often unfamiliar with these lessons herself, and she should make very careful preparation before attempting to give them to her class. Children sometimes gain the most erroneous ideas because of careless statements made by poorly informed teachers. Good results may be obtained by first telling the story of the advanced lesson to the children. If the teacher has made careful preparation, she will find the interest of the class running high, and her own interest increasing each day. She may then ask her class to read the story for themselves so care-

fully that they will be able to tell it back to her on the following day.

It is very necessary to spend the first few minutes each day reviewing, in order to keep the connections as the lessons advance. A brief review can be crowded into a very few moments, *if well planned*. It is also necessary, during the study of this set of lessons, to have a map always before the class. Keep both time and place clearly in mind, and the story becomes real.

Nature Five

RUTH E. ATWELL

To insure the right viewpoint, and with it an interesting year's work in the study of nature, let all who can, read again pages 97-120 in "Education." With it may be considered the following from page 599 of "Patriarchs and Prophets:"

"Rightly understood, both the book of nature and the written word make us acquainted with God by teaching us something of the wise and beneficent laws through which He works."

Are we so busy with work that seems very important that we do not hear God speak to us through His works?

Considerable equipment which may or may not be ready for use, is needed for the work of this year. If a few minutes are taken now to list the articles and ascertain what must be secured, much uncertainty in the future can be avoided. The children will gladly do their best in donating or securing the loan of as many of these things as possible. A number of schools have thus been supplied, in the course of a year or two, with all necessary equipment without additional expense to the board. Substitutes for some articles can be had; for instance, a lens can be used with Lesson VII instead of a reflector, and a basin and glass with a small rubber tube for the last experiment on page 46.

Every principle that is illustrated by an experiment performed before the class by either teacher or pupil, and explained by the pupils, will be fixed in their minds much more permanently than if studied only from the text. There is then no question of holding their interest and attention; rather, those studying other lessons at their seats will want to join this class. This may sometimes be done with profit to all.

What boy, or girl, does not delight in blowing into bottles? Let them bring different sizes to school when they study wind instruments, and locate the tones with the organ or pitch pipe. If there is an organ in the room, reed instruments can be explained thoroughly. Part of the back may be removed, and the working of each part made clear. The difference in length of keys will be noticed if some of the reeds are pulled out from different octaves.

Penmanship

MRS. ORVILLE DUNN

Grades One and Two

IN the teaching of writing, I have found that better work can be done by dividing the grades into the two parts, i. e., primary and grammar writing. This is as the work is covered in our Palmer Method lessons. If writing is hard for the children in any way, the teacher must be original in her ideas for adapting this work to each child. What will appeal to one child, may fail to help another.

Generally, we spend the first three weeks in getting started, but it is never too late to start. Children are not used to writing our way, and for that reason we must not expect too much of them. Praise them when you know they are trying, encourage them in every way possible. Most important of all is the fact that the teacher herself has practised the drills beforehand, knows the hard places, has worked until she feels she knows how to do the exercise herself, *and is in the position to help*. Never give

up improving your own writing. It is possible for you to achieve. Unless you know that, the children will soon lose their enthusiasm for the work.

For the younger children, it is best to start your work in the form of a game. There are several which might prove a help to you. I will speak of them later. Send the children to the board, letting them face you. Tell them what you are going to do. We will draw three parallel lines on the board (horizontal) about three or four inches apart. (Teacher will draw them while all watch her. Children must watch closely.) Thus:

Next we will play our chalk is a boy trying to fasten white string from top to bottom; string will always stretch straight, and that is the way ours will be. The teacher will show the children.

By this time all are anxious to try it. Give them permission to do so. While they are stringing their lines, you will help them all string together by saying, "Push-pull, push-pull," etc. Practise this until you know they have it well. After they have practised on the board for five minutes, let them compare their work with that given on page 8 of their exercise book. Leave the work on the board. Occasionally let them choose whose work is the neatest and best, or tell what they think is the trouble with another's work. They will notice the slant. For the first month let them practise on the board at odd times during the day instead of writing at their seats.

The next drill will be the ovals on page 10. Always call these drills by their names—"push-pull" or "ovals." These drills are practised in every class period throughout the grades. The lines are made at the board, the same as for the first drill. This time we shall play our ovals are a ball of yarn, and we are going to unwind it around and around until we get to the end of our fence. This work will cover the second week. Do not let it get monotonous. Each day think of some new way to make it interesting. It is better to spend a month on these

two drills and learn them, than to have to take much time for them later on.

The third week, combine the two drills to the count of six, as given on page 9, saying, "Swing round-round-round-round" six times and then "Push-push-push" six times for the push-pull. The work on page 11 can be done along with the others. This will easily cover a month, and will not prove tiresome unless the teacher feels that way. In all this board work, see that all is done with a full arm swing. Real arm movement comes next month.

Grades Three to Eight

If the children have been started in with regular arm movement in the lower grades, this work is easy for them and they will enjoy it. In the higher grades the teacher's own writing will, of itself, be a stimulus to good work.

During the first month the work is with the drills on pages 19-23 and drill 4, page 24. Work with drill 2, page 21, first. The teacher should know the main points to be emphasized in the first eighteen pages of "The Palmer Method of Business Writing." We are working for four essentials in good writing, and we must frequently ask for these from the children. They are legibility, rapidity, ease, and endurance. Explain the meanings of these words, and ask for them, too.

In speaking of position, always give the same count each morning you practise, and expect each one to be doing the same thing on each count. Count 1. Feet flat on the floor under desk, arms relaxed at the sides and hanging loosely. Count 2. Arms are brought up above the desk, elbows on the edge, palms of hands facing together. Count 3. Hands and arms dropping down in natural position on the desk. Count 4. The right arms begin to move on the muscle, back and forth in push-pull movement, while the left arm remains in the same position as given in count 3. Count 5. While the right arm is still in motion, the left hand picks up the pen or pencil, placing it in the moving right hand, and you are ready for your

two foundation drills of push-pulls and ovals.

Before giving these counts for writing, you have given the pupils the page and number of the drill to be practised. The book is open before them, and they are ready to begin work after practising the foundation drills across the page, once each.

Real practice does not begin until all points of good position are thoroughly understood. These are the main points; call for them every day, asking different ones to tell the points:

1. Position:

- Body—between back and front of desk and comfortably erect.
- Feet—under desk, flat on the floor.
- Head—in a natural position, never tilted to the left or right.
- Arms—muscle parts of arms on the desk in a comfortable position.

2. Movement:

- Pen—held either in front or back of third knuckle, according to the length of hand and fingers.
- Fingers—third and fourth fingers touching desk, others holding pen.
- Wrist—nearly flat, but not touching desk.
- Pen—pointing toward right shoulder.
- Paper—lower left-hand corner pointing toward the center of the body.
- Using the right elbow as a pivot from the right corner of the desk, the arm holding the pen should be nearly at right angles to the blue lines on the paper. In writing, the paper should be moved twice while writing across it.

These points will aid in good movement. Call for fifteen or twenty minutes' practice aside from school practice.

To make the outside practice interesting, have the children fill in different designs of animals or others things, making a line of push-pull and then one of ovals until completed. Preserve the best model, having the date placed on it, and a specimen of handwriting. This may be kept and returned at the close of school.

"No teacher should be conspicuous either for the neglect she gives her personal appearance or for the over attention she puts on it. One extreme is quite as objectionable as the other."

Physiology Seven

LOTTIE GIBSON

"A KNOWLEDGE of physiology and hygiene should be the basis of all educational effort."—*"Education,"* p. 195.

Inasmuch as "the great requisite in teaching these principles is to impress the pupil with their importance, so that he will conscientiously put them in practice" (*Id.*, p. 200), it seems fitting that in our very first lessons in physiology we seek to arouse an intense interest in the study, and to create a desire for, and determination to have, a healthy body.

Acquaint the pupils with the instruction God has given concerning their bodies. Let them study Genesis 2:7, the record of man's creation; and cause them to feel as the psalmist did when he wrote the fourteenth verse of psalm 139. When the child marvels at the wonderful mechanism of his body, he should be led to understand that his existence is governed by laws which he should obey. A paragraph from "Christian Temperance and Bible Hygiene," page 8, may help to establish this thought:

"The violation of physical law, with its consequent suffering and premature death, has so long prevailed that these results are regarded as the appointed lot of humanity; but God did not create the race in such a feeble condition. This state of things is not the work of Providence, but of man. It has been brought about by wrong habits,—by violating the laws that God has made to govern man's existence. A continual transgression of nature's laws is a continual transgression of the law of God."

A neat notebook may be made to contain this and other quotations and texts used in the lessons, and the choice bits memorized. Psalms 36:9; 1 Corinthians 3:16, 17; 6:19, 20, are texts every child ought to know, and may be used in these first lessons.

Turning to our textbook, we first study the smallest part of the body—the living cell. An egg will help the class to get the idea of a cell. When studying the tissues, a piece of beef suet will make the fatty and connective tissues real; and a clear knowledge of the latter will prepare for the lessons on the skin.

Now is the time to teach cleanliness.

A magnifying glass will reveal the ridges of papillæ on the palms and the surface epithelial cells. The soiled places will also show up plainly, and some one will ask before class is over if he may wash his hands. Bring the lessons into the life of the child by suggesting the simple means for the healing of chapped hands, and press home the need of frequent bathing. A few good quotations are:

"Cleanliness is next to godliness."—*Jewish Talmud.*

"Gluttony and filth are base companions; while temperance and cleanliness are congenial friends."—"Christian Temperance and Bible Hygiene," p. 181.

"Filthy habits tend to moral impurity."—*Id.*, p. 182.

"Personal cleanliness by proper bathing is not only a healthful luxury, but a virtue."—*Id.*, p. 184.

The expression of Paul, then, "Having our hearts sprinkled from an evil conscience, and our bodies washed with pure water" (Heb. 10:22), refers to moral and physical cleanliness.

Geography Seven

MABEL E. CASSELL

CHILDREN are naturally lovers of nature. Even before they enter upon the study of geography, they have learned many lessons which pertain to it. Their interest has already been kindled, and the thing left for the teacher to do is to develop it. Too many times it has been lost by too much fact teaching.

Geography teaching should be made as real as possible. When studying a river system, take the children out of doors and make one in the sand. Still better, if convenient, take them to a little stream and tell them that a river system is just like it, only larger. An island, a peninsula, cape, lake, may also be represented in the sand. Whenever possible, associate the facts learned with the *real* thing.

It is not enough that a child learn what is contained in his geography book. It

(Concluded on page 14)

FATHER AND SON

Get Two Hoes

A FATHER came up to me after a parents' meeting, and said: "I wish you'd give me some advice about my boy Johnny. He's lazy, that's the plain fact. I can't get him to work."

"Tell me about it," I invited.

"Well," he said, "I'm a baker in a small city, and of course I'm not at home except in the mornings and evenings. I have two vacant lots alongside the house that would make a good garden, but Johnny won't work it. The other night when I came home I noticed the weeds growing along the front walk. I made Johnny get a hoe and I set him to work cutting them out. Then I went off about some business; and when I came back, there was Johnny lying on the grass in one place and the hoe in another."

"'Johnny,' I said, 'didn't I set you to cutting down weeds?'"

"'Well, I'm tired,' he said."

"I put him at it again, but just as soon as I went off, he quit. It's always that way. I've scolded him, and whipped him, and I've told him he'd never be any account as a man if he didn't learn to work. But nothing seems to do any good. Now, what can I do?"

"Get two hoes," I said.

He stood there and looked at me, uncomprehending.

"Yes," I went on, "get two hoes. If you have only one, buy another, or borrow from a neighbor. Get two hoes. Then, when you come home and see those weeds, say, 'Johnny, look here! Dad and you have a job. Let's make this place look as if somebody lived here. It'll take about fifteen minutes for us to get those weeds out.' And then you set to work with a vim with one hoe, and set a pace for that other hoe with Johnny in charge."

"There's lots to talk about: the science

of hoeing, for instance (Do you know how a hoe should be filed?), or the connection between ragweed and hay fever, or how such a glorious flower as the chrysanthemum was developed by the Chinese from a common wayside weed.

"The main thing is happy companionship. I remember my boyhood corn rows, and how they stretched into eter-

(Concluded on page 29)

The Best Old Scout

SON, it's a pretty rocky trail you've got ahead of you, one way and another. You've never been over the route before, and neither has your pal. He's a good scout, of course, that boy friend of yours, and as decent a chap as you yourself; but that wouldn't save either of your scalps if you should fall into an ambush. There's lots of fun on the way, and it's good to feel the breath of spring, and it's good to buck the hills with the hot sun on your back, and it's good to go along with shout and song. But once in a while you'll remember that there's a redskin lurking here and there along the trail.

Wouldn't it be good to have a guide along who has been over the way before? Well, you have him. He's Dad. And he's the best old scout in the country. Maybe you think he's a bit crusty sometimes, a little stiff in the joints, a little given to frowns and silent, enigmatic meditations. But I give you the tip that he's aching to break through that crust, and I warrant that his old knee joints can limber up enough to make yours tire, once he gets to going. Give him a chance. Ask him a question or two, and let him surprise you with a short cut to safety. Give him a call if you get into a scrape; better still, ask his advice before you plunge into it. Take him along with you: he's the best old scout! s.

PARENT-TEACHER ASSOCIATION

Preparing the Children for School¹

MRS. HOWLETT

It seems in preparing this paper that the thing to put into it is personal experience, but surely the description of some mornings' experiences would not be especially uplifting or inspiring. These are the mornings when the bed is too comfortable. And truly the value of early rising in connection with this subject cannot be overestimated. The family should arise so as to give ample time for the necessary work to be done without undue haste, for there is nothing that will cloud the atmosphere of the home, cause us to fall into the sin of impatience, and start the children to school with their feelings and tempers ruffled, as will haste. The children should leave the home in the morning in an amiable frame of mind, and if there have arisen any differences or difficulties, they should be adjusted as far as possible before separating for the day.

If lunches are to be sent, care should be taken to provide plain, wholesome, appetizing food, such as will contain the elements necessary for the proper growth of the child. Good judgment should be used in the make-up of the lunch; the Bible tells us that foolishness is bound up in the heart of a child, and in no case is this more true than in the matter of eating. His inexperience should not be allowed to control the question of food. While the food should be tempting to him if possible, a wiser judgment must be held responsible for his being properly nourished. Under no consideration should he be given money and allowed to buy for his lunch the thing that might happen to please his fancy.

Considerable attention must be given to the matter of appearance. With some children it takes a long time to fix perfectly the habit of doing thorough work in washing face, hands, neck, and ears, but the boys and girls *must* go to school clean.

Toothbrush and comb must not be forgotten. Children must be taught *how* to use the toothbrush, else they will make it of little value. The hair must be neatly combed, and the little girl's hair should be arranged plainly, but in a manner becoming to her especial type of head and face.

The clothing must also be neat and clean, and of such a nature as not to make the child feel self-conscious either because his clothing is richer and more showy than that of others, or because it is ragged or soiled. To dress the child better than his fellows is apt to foster a feeling of pride and superiority, while to dress the sensitive child untidily gives him a feeling that is really painful; therefore both extremes should be avoided.

Last, but by no means least, children are never ready for school until they have been commended to the care and keeping of our heavenly Father. Nor should this be left until the last moment. Morning worship should be conducted before the children begin to be anxious to go. In our home we have found that the best time is just before the morning meal. Earnestly should we pray that God will shield our children from wrong during the day. We are told that about the children who are thus committed to the Father's care, He will place a hedge. And in proportion to the earnestness with which we seek God in their behalf will they be shielded. It is within our power to keep our children from the evil, but our power lies in prayer. It isn't like our heavenly Father to give us boys and

¹ Paper read at a Parent-Teacher Association meeting at Cedar Lake, Mich.

girls to rear in this wicked world without making some provision whereby we may keep them from its corruption. We should also remember in prayer the other children of the school and the teacher.

Let us strive to have the atmosphere of the home such that the children will be given the best possible start toward a successful day. The mother who can accomplish all this, and send her children off with a cheery "Good-by," has some of the grace of God in her heart.

To Parents

Stop! Look! Listen!

MANY times you have said, "O that I were wiser! I wish I knew better how to rear my children!" How much do you wish so? Honestly now, how much? Enough to spend \$3 and study some? Yes? Good, we thought so. Then buy the original Volume II of the "Testimonies," by Mrs. E. G. White, and "Quiet Talks on Home Ideals," by S. D. Gordon and wife. These are the books for the 1922-23 Parents' Reading Course; and now is the time to begin the reading.

Have you noticed any difference between the children of those parents who study child culture and those who do not? There is a difference. Put your children in the better class.

Volume II is now bound with Volume I, making one book, so be careful in ordering. The course price for the two books is \$3. "Quiet Talks" alone is \$1.25, and this double volume of "Testimonies" is \$2.25 (red leather, \$3.25).

Order through your tract society.

Topic for Parent-Teacher Association Meeting

Our Children and Their Reading

1. How to read.

Mechanics of reading. "Counsels," pp. 207, 208, 216, 217, 239, 240, 245, 247.

Not superficially. "Test.," Vol. III, pp. 15, 465.

2. Why our children should read — for broadening, for culture, for informa-

tion, for spiritual help, for help to success, etc.

3. What they should read.

"Education," pp. 188-190, 226, 227.
"Counsels," pp. 120, 121, 132-135, 139, 421-430.

Vol. III, pp. 81, 151, 152, 471, 472.

Vol. V, pp. 516-520.

Vol. VII, pp. 64, 164-166, 203-205.

4. How much should they read?

"Education," p. 189.

5. When should they read?

6. Does reading affect their health?

7. Part of parents and teachers.

"Counsels," pp. 121, 138.

Children should read missionary stories and biographies of other great men.

They should read that which causes the mind to dwell on the good.

They should *not* read that which makes the reading of the Bible less attractive.

They should not read infidel authors or immoral material. Be careful about the "funny paper" and the continued story.

(If you can obtain copies of old Missionary Volunteer Reading Course leaflets, they will help you greatly with this topic.)

w.

Take Life Like a Man

It is a pitiable thing to see a young man whining over his lot in life, and excusing indifference and inaction because of hard luck, or some cruel fate which has put difficulties in his way.

No matter what your environment, or what you may be called upon to go through, face life like a man, without whining. Turn your face to the sun, your back to the shadows, and look the world in the face without wincing. Make the most of your situation. See the beauties in it, and not the ugly features. This is the way to improve an unfortunate environment.—*Selected.*

"CHRISTIAN teachers are the wheels used of the heavenly Potter to mold the plastic and unshapen clay into lovely vessels."

YOUNG MOTHERS

Christian Cradle Songs

THE baby isn't very old before he begins to respond to the influence of song. I don't know just how old he must be, because we're talking about your baby, and I know only my babies — and they were different every one from the other. Of course it is the rhythm of the music that soothes and sends baby off to sleep, or makes him lie in that dreamy repose, watching your lips and your eyes. But anyway, you will observe that he comes to respond better to one and another tune, and long before he knows what your words are, the music has become associated in his mind with the comfort of peace.

The Christian mother, then, will want her lullabies to be of a character which, with the growing comprehension of her child, shall bind his soul to Jesus. We have them; we need only to learn them. First of all, there is that crown of cradle songs, Luther's:

"Away in a manger, no crib for His bed,
The little Lord Jesus laid down His sweet head,
The stars in the sky looked down where He lay,
The little Lord Jesus asleep in the hay."

And then there is Watts' beautiful, simple song:

"Hush, my dear, lie still and slumber!
Holy angels guard thy bed;
Heavenly blessings without number
Gently falling on thy head."

"How much better thou'rt attended
Than the Son of God could be,
When from heaven He descended,
And became a child like thee."

"Soft and easy is thy cradle,
Coarse and hard thy Saviour lay,
When His birthplace was a stable,
And His softest bed was hay."

And so many more, of course, that I cannot begin to name them:

"Little bird, little bird, singing in the tree."

"God sees the little sparrow fall."

"All things bright and beautiful,
All creatures great and small."

"When little Samuel woke, and heard his Maker's voice."

"Little stars that twinkle in the heavens blue."

"While shepherds watched their flocks by night."

"List to the beautiful story of Bethlehem's wonderful star."

Then there are many of our finest church hymns which, softly sung, are suitable for lullabies:

"Silent night, holy night."

"Blessed Jesus, meek and lowly."

"What a Friend we have in Jesus."

"Love divine, all love excelling."

"I love to steal awhile away."

"Just as I am, without one plea."

Shun cheap music and cheap words. You are forming a soul with your songs; and what you sing may not only determine the future of your baby's life, but affect the course of society and of the church.

The Home Commission is planning a book of Christian cradle songs and primary songs. We should be glad to have selections and suggestions from all interested mothers and teachers as soon as possible: lullabies, motion songs, nature songs, story songs, simple and high class.

And start now, dear mother-with-the-baby, to sing the songs of Jesus. S.

Watch the Calendar

If we are not much mistaken, the first of January will mark something besides the beginning of a new year. For some months we have been solicited to direct the organization and study of societies of young mothers in our churches, some of which have started themselves, and more of which are desirous of starting.

We are told that there are many mothers of young children who not only feel the need of instruction and help in their duties, but desire a broader and



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The Principal

closer social touch with those who are having the same experience. Parents of children of preschool age are not often members of the Parent-Teacher Association, and yet have problems as vital and basic as older parents have. They should be given assistance. The societies which, unknown to one another, have formed themselves in different parts of the country for the meeting of these needs, form a basis for beginning. It may be possible by the first of the year to make a wider beginning.

Such a movement, as we at present conceive it, would include simple but definite courses of study for young mothers in Bible story-telling, nature study, physical care of children, home management, and a line of helpful reading. We shall be glad to hear from mothers as to their desires, and shape our courses with due regard thereto.

S.

"If evil be said of thee and it be true, correct thyself; if it be a lie, laugh at it."

September, 1922

Get Two Hoes

(Concluded from page 25)

nity if I was alone; but with one or two brothers, and especially with father, they made quite a decent job.

"And the next thing is a perceptible reward. God gives us reward for our labor; let us see that we do not cheat our children out of it. It may be ownership of a fair share of the garden truck the boy raises, or it may be joy and pride in the neatness of the front lawn he mows. Find out what is an incentive to him, and use it.

"Work with him all you can, and more. Keep two hoes."

That's what I told him.

S.

"School Hymn"

A REALLY pretty school song, suitable for church school, academy, or college, can be obtained by writing Bernard Ledington, Battleford Academy, Battleford, Saskatchewan, Canada. Price, 10 cents a copy; 75 cents a dozen.

Page 29

I WAS WONDERING

And So I Thought I'd Ask You

"WHAT do you consider the best method of breaking a child of a very stubborn will?"

Det May 31
The will should never be broken. A child whose will has actually been subjugated to that of his parents, who fears to act except by direction, is a pitiable object. The will should be trained to act in accordance with reason and wisdom. The younger the child, of course, the more must the parent's judgment guide; but from earliest years the parent should take time and exercise patience and thought in getting the child to see the consequences of what the child determines. Sometimes, indeed, the parent may come to see that the child is right rather than himself; then the only thing he can do is to acknowledge it.

With little children, in petty matters it is often best, instead of opposing their wishes, to shift their attention to something else. Troubles may often be got over in this way. The authority of the parent must be maintained; but how, in view of the great variation in children's temperaments and the equally great variation in parents' ability to govern, must be studied and decided in each individual case.

Finally, limit your "Don'ts." Lead. Say, "Let's do this." Keep ahead, and you'll not have to pull back so much.

"I WISH some information concerning the conduct of Parent-Teacher Associations—election of officers, proper programs, socials, etc. I am told that these associations are entirely independent of the church, and conduct their own elections, and everything. I cannot understand why this is so, any more than that the Sabbath school should take a similar course. Please inform me concerning these important matters."

Many of the perplexing problems connected with the organization and functioning of a church school could be solved if a Parent-Teacher Association were

actively working in every church where a school is maintained.

First, such an organization is *not* independent of the church, any more than is the school itself or any other department of the church organization, as the Sabbath school or the Missionary Volunteer Society. The church is the unit, and must hold any integral organization within its confines under its control.

The election of officers is in the hands of the church. On page 123 of the School Manual for Elementary and Intermediate Schools is found a model constitution for the Parent-Teacher Association, in which occurs the following paragraph:

"The officers shall be elected *by the church* in June of each year, and shall enter upon their duties July 1 following."

This makes clear the time and manner of election. In most churches, no doubt, some officers will need to be chosen at the beginning of the second half of the year, and this election of Parent-Teacher Association officers can be taken care of at the same time.

Plans will need to be devised and put into execution during the summer, looking toward bettering the school equipment, improving its surroundings, etc., and so it is thought best that the newly elected officers correspond quite closely with the school year.

So far as "socials" or entertainments are concerned, great care should be exercised that such should properly represent the high ideals of this message.

In the Manual, four committees are suggested: A program committee, a membership and attendance committee, an equipment committee, and a disbursing committee. For further information concerning the Parent-Teacher Association, see School Manual, pages 115-124.

C. A. R.

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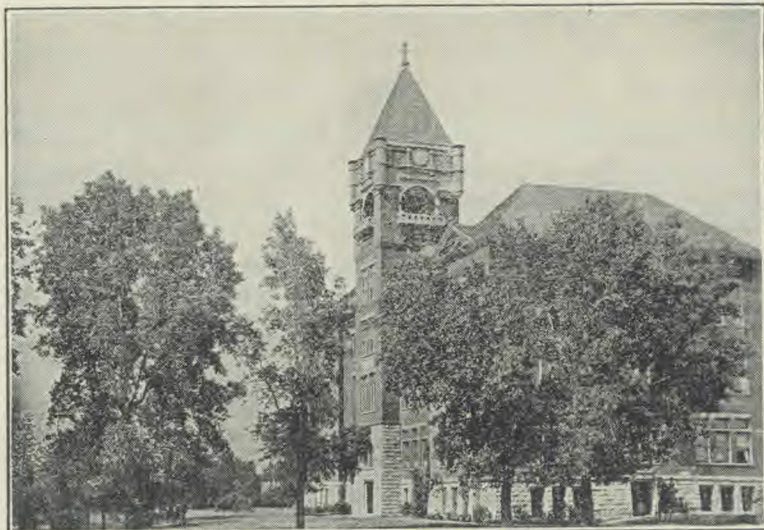
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