

HOME and SCHOOL

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HOME AND SCHOOL

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Old Year Memories

Let us forget the things that vexed and tried us,
The worrying things that caused our souls to fret;
The hopes that, cherished long, were still denied us,
Let us forget.

Let us forget the little slights that pained us,
The greater wrongs that rankle sometimes yet;
The pride with which some lofty one disdained us,
Let us forget.

Let us forget our brother's fault and failing,
The yielding to temptations that beset,
That he, perchance, though grief be unavailing,
Cannot forget.

But blessings manifold, past all deserving,
Kind words and helpful deeds, a countless throng,
The faults o'ercome, the rectitude unswerving,
Let us remember long.

The sacrifice of love, the generous giving
When friends were few, the handclasp warm and
strong,
The fragrance of each life of holy living,
Let us remember long.

Whatever things were good and true and gracious,
Whate'er of right has triumphed over wrong,
What love of God or man has rendered precious,
Let us remember long.

So, pondering well the lessons it has taught us,
We tenderly may bid the year "good-by,"
Holding in memory the good it brought us,
Letting the evil die.

— *Susan E. Gammon.*

Do You Know What We Learned?

AGNES LEWIS CAVINESS

WE learned something the other day. I had an appointment at the village for mid-afternoon, so I told Nita she and the children might get ready and we would all go to the "sandy beach;" then at four o'clock I would go on to the village, and stop for them as I came back. Everybody was excited about this. The "sandy beach" was a special treat, for there are no stones there to hinder digging operations or hurt the little brown feet, while our own lake front is a bed of stones—all washed smooth by the water, of course, but annoying enough all the same. In a little while we were ready. Nita took Babe in the cart, with bathing suits, pails, and wooden spades "to dig the sandy shore," spilling out at the four corners, and the children and I trudged along together.

We passed the fishermen's houses, crossed their garden, and raced down the cliff path, where we saw Old Rene drying his nets by the boathouse; then along the path to the left, skirting the lake, past the fishermen's stone breakwater, to the sheltered place on the other side where the sand is soft and clean, and one can dig canals and see the water slip in to fill them up.

But we were to be disturbed today. It was a holiday, and a number of young men from the village had appropriated our corner, and were diving from the breakwater and swimming all about, shouting and playing in high sport. We

watched them for a few moments, thinking they would soon be leaving; but they seemed settled for the afternoon. Indeed, presently several others joined them.

Plainly I could not leave the children and Nita there alone for an hour; so we gathered up our belongings and went back nearer the boathouse, thinking I might press Rene into service as guard, if not chaperon, while I should be gone on my errand. But the boathouse, while affording protection, was redolent of the recent fish-cleaning, and not to our liking. Rene sensed our aversion, and kindly suggested we go to the hollow where the school children come with their teacher week days. Being a holiday, there would be no one there. It was sheltered, and the sand was good.

By this time the afternoon's play seemed to have turned into a walking expedition. It was quite a distance to the hollow, and the road was too indirect a route, so Nita and the children took the woodsy path parallel to, but a bit back from, the shore, while Babe and I, with the cart, which was too wide for the path, clattered along the stones, bumping from one to another, spilling spades, hats, or sandals every few steps. Finally we reached the hollow, and found the children undressing and shouting for their bathing suits. They had hardly gotten into the water, and Nita and I had just settled ourselves nicely in the



shade, when we realized that the mosquitoes were there before us and refused to give place.

We were discussing the question of what next to do, when the children came clambering back to us, declaring they had found "just the place,—nice big trees, no mosquitoes, no fishy smell, not many stones, and heaps of sand! On up this way, not very far!" And we were to come right away—please!

It was now too late for me to make my appointment; my friend would be inconvenienced. I was tired, and the afternoon was spoiled anyway,—one more move would make no difference. So again we collected our belongings and stumbled along the stones to "just the

place." And we found it—perfect. The stones were not many nor large, there were no mosquitoes, everything was satisfactory. In two minutes the children were digging a reservoir, Babe was pouring sand over his feet, Nita had produced her crocheting, and I was supremely content in the long slanting sunshine that sifted through the leaves.

After a while I began to explore, wandered out of our little cove, around a cliff, and, behold!—our own water front, benches, and bathhouse! The perfect spot we had discovered after an afternoon's searching was on our own land! And so we learned something—at least I hope we did. Do you know what it was?

Standards and Measurements

LOTTA E. BELL

It is quite noticeable that one cannot pick up an educational journal without finding some article with the following or a similar heading:

"Reading Tests and Standards of Achievement."

"Lesson Plan Emphasizing Silent Reading."

"Material Used for Determining Oral Reading Rate."

"Material Used for Determining Silent Reading Rate."

"Handwriting Efficiency."

We read with wonder a paragraph like the following, quoted from the *Normal Instructor* of February, 1922, and begin to investigate for ourselves to see if there may not be more in standards and measurements than we had at first anticipated:

"In Denver, Colo., standardized tests are to be given in all schools, and all pupils will be classified according to mental age. Vocational guidance will be undertaken in the hope of reducing the number of misfits and failures in industrial and professional life."

Today, the struggle in the commercial

world is to eliminate waste; and sometimes business and professional men attack the school system as not being economical or a timesaver. We find the commercial world putting its work, when possible, on a piece basis in order to get just returns to both employer and employee—the one who does creditably twice as much in a given time being worthy the greater recompense.

Not so in the school under the old régime where the child who took three hours for a test or given task was given the same credit as the one who did it equally well in a much shorter period. In fact, I have seen teachers question a rapid worker to make sure whether or not he were careless in doing the work so quickly.

Let us consider one subject at a time, beginning with the last named in paragraph one. Speed and accuracy in this drill, penmanship, are the two common goals. By the former we do not mean to "speed up" the child, but rather, by practice and study, work up his speed as a natural consequence of his efforts. These two named qualities are means

leading to one great end,— economy of time for the writer, as well as to the reader, in conveying thoughts by script.

The speed tests in penmanship begin in grades one and two, when the first "oval" exercise is taught to a speed of eighty to one hundred counts in a half minute; the "over-over" drill to twenty or more counts in a minute; the "small e," twenty or more a minute. The teacher should not guess, but use a watch with a second hand and note carefully the time. By rhythmic counts, and sometimes with the children counting aloud,

As we rake our gardens small—
As we rake our gardens small.

CHORUS:

"Raking, raking in our gardens,
Raking, raking in our gardens,
Raking, raking in our gardens,
With our rakes so very small."

We have used the piano also, after first drilling the pianist to play at our desired speed, simply as a bit of variation, as before stated. The counts vary in the many drills, so must the piano, thereby wasting much time if this kind of music is used to any extent.

In the Business Writing book, the first



PART OF THE 151 OAKWOOD STUDENTS WHO HAVE RECEIVED PALMER AWARDS WITHIN THE LAST TWO YEARS

the teacher will eventually learn to count automatically at the proper speed.

Children love concert drills and rhythmic movement. For variety one might sometimes use the piano, simply as a variation, if there is some one who is a good player. The instrument is unnecessary, however, as the teacher's voice serves the purpose equally well.

A little verse enjoyed by our children, sung to the tune of "Battle Hymn of the Republic" and used with the push-pull or oval drills, is the following:

"We are raking in our gardens
With our rakes so very small;
We will keep our feet so very flat,
And sit up straight and tall;
We'll keep our muscles moving,

lesson starts in with a standard speed of four hundred counts in two minutes for the ovals, and the same for the push-pulls in the second drill. We come next to drills on words, and find the standard for

Mine is 18 per minute; for
Uses, 20 per minute; for
Sell, 22 per minute; for
Capital A, 75 per minute,

And so we might go through the text.

It is not safe to say how fast the pupils in the grades may progress, as that depends upon the "knowledge of the teacher, mental caliber of the pupils, their interest in the work, length of daily lessons, and the amount of right kind of outside practising that pupils do."

I am most concerned now with the first point of the preceding quotation, and in our department we have adopted the policy of seeing that each normal graduate completes, as a part of his teacher-training equipment, the Palmer course in penmanship, meriting a final certificate. If the teacher is prepared for his work, he will supply the enthusiasm which is catching, and thereby inspire interest in the children. Success in penmanship falls back on the teacher.

In testing accuracy, a measuring scale for handwriting may be obtained from the Department of Education, Russell Sage Foundation, 130 E. 22d St., New York City, for only ten cents. A chart for diagnosing faults in handwriting, by Frank N. Freeman, may be obtained for twenty-five cents, from Houghton Mifflin Company, New York, Chicago, or Boston. The Zaner Scales and Standards from the Zaner and Blosser Company, Columbus, Ohio, is also a part of our equipment for teaching penmanship efficiently.

Literature explaining the Courtis Standard Practice Tests in handwriting may be secured for forty-five cents from the Word Book Company, Yonkers-on-the-Hudson. Their supervisory and research tests are not for practice, but for testing.

It is well in giving tests of the latter kind to have the children, when ready and in position, place the right elbow on the desk, with pen in hand and hand raised. The teacher watches for the second hand to give the signal. One second before the hand reaches the figure, she says, "Ready, go," and all start at once. At the signal "Stop," every elbow is raised to the original position, with pen in hand.

I am convinced that ordinarily teachers grade too high in penmanship. Seldom do they fail a pupil in this drill. For this reason, a standard scale would prove invaluable. When one considers that a percentage of eighty-five to ninety-five brings the final certificate, it will easily be seen that these grades stand for legibility and speed. Too many children use a different set of habits in the

penmanship class than is required in others. There must be a transfer of the power gained in the drill, or the teaching is defective.

Two credit marks are required to tell the whole truth in penmanship. One mark is misleading, for both rate and quality must be considered to give the real value. The Ayres scale runs like this:

Grade	II	III	IV	V	VI	VII	VIII
Rate	31	44	56	65	71	76	80
Quality	38	42	46	50	54	58	62

"Persons who have not acquired habits of close industry and economy of time should have set rules to prompt them to regularity and dispatch."—*Testimonies*, Vol. IV, p. 411.

In looking over the period examination papers which came to my office this week, I selected some from pupils who had had penmanship regularly for two years, and found upon comparing these with the scale that they easily scored between sixty and sixty-five. Nothing had been said concerning writing during the examination period; however, the transfer of class habits had been made.

When Miss Bryan, the Palmer representative for this section, visited us the last time, she picked up a similar set of examination papers that had not yet been filed, and said with surprise, "Why, this is the best written set of examination papers that I have seen."

We have found in our Normal Department that since studying the Palmer standards for efficiency the speed for grades one and two is easily obtained, and that when the child has won his two primary buttons, representing two distinct goals in his progress, he has little trouble in attaining to the standards set for the grades above. With only a twenty-minute period three times a week during the past two years, some of our seventh and eighth graders have completed the course, receiving the final certificate from the Palmer Company. The cut accompanying this article represents pupils and Normal students who have won awards from the Palmer Company, and it is a testimonial in favor of standards and measurements in penmanship.

A Business Venture

Third in the Series, Precious Stones

LAMONT THOMPSON

"I HAVEN'T the money, Sonny," I said, "to buy you so many things. Mamma doesn't have everything she wants; and I don't have all I want."

He wasn't quite four yet, but he had already developed a very adult frame of mind in that his wants were beyond his needs, and also beyond my purse.

"But," said he, "you can *make* the money. You said when I asked you why you went away so much that you had to work for the Lord and make money. I want you to make *me* some."

It was a clear case. "Make," to him, meant what "manufacture" means to me. All I had to do was just to "make" money. I enjoyed his mistake and the problem it presented. I told him about my work, and how I was paid only a certain number of dollars; and when all those dollars were spent, we couldn't even buy things to eat and wear. So we must not spend our money unless we really needed to do so.

"Yes, but when you give the man in the store some money, he nearly always gives you what you buy, and gives you back a lot of money. Sometimes I think it is more money than you gave him. Anyway it looks like it." Buying things looked easy and even profitable to the Boy.

"I am going to Worcester. Would you like to go with me?" I invited. The invitation was already accepted. This Boy has extended to me a standing acceptance of all invitations, for trips. So we drove to Worcester.

We parked the car in front of a florist's shop. "Oh, I want a flower," he cried. "Buy me a flower!" Lovely red and white carnations pressed their faces against the window, and every one of them said to him, "I grew for you, little boy." "Buy two," said the Boy,

"one for mamma and one for me. Oh, aren't they be-e-autiful!"

He was already out of the car, and stood pressing his nose against the window where the flowers seemed to join with him in his eagerness.

He turned around. With his blue eyes and ruddy face, he was to me—foolish and fond parent—a splendid addition to the attractiveness of the window. It was a fine combination to cost me something. How I delight to see him delighted! A flower would do it.

"But I don't believe I ought to spend the money," I told him.

"But I have some of my *own* money. Can't I buy one for mamma, anyway?" came the prompt rejoinder. He held forth three pennies; the sign in the window said, "Fifteen Cents Each."

I agreed to the purchase, and sent him in alone while I watched through the window.

The smiling florist came forward, and the Boy pointed to a large red carnation. But when, with the flower in one hand, he reached out the other hand bearing three pennies on the up-turned palm, things somehow went wrong. The florist shook his head and reached for the flower, which the little purchaser in tears and consternation reluctantly released while the pennies fell to the floor.

We met at the door, for I couldn't longer stand my own style of teaching, and anyway I was sure the lesson had been learned. "What is the matter? Haven't you your flower?" I asked.

"No," he wailed, "the man says I haven't enough pennies, and he won't let me have it, he won't."

We picked up the three pennies, and one by one I added to his supply until the fifteen pennies were in his hand to buy the flower.

Fifteen cents is too much to pay for a carnation,—but not for a lesson.

As we drove home, the Boy remarked, "I must be *awfully* careful with this flower. It cost an awful lot, didn't it, Daddy?"

He was wiser and happier, and that is better than being wiser and sadder. And I was happy and wiser, and for no special reason glad to be alive and be

called Daddy. And we were, and still are, chums.

When we arrived at home and his mother was helping him out of the little black chinchilla coat her own hands had made for him, he remarked that we had had a "fine time in town, just a fine time. But that carnation I gave you cost Daddy a lot too much. But it is be-e-eautiful, isn't it, mamma?"

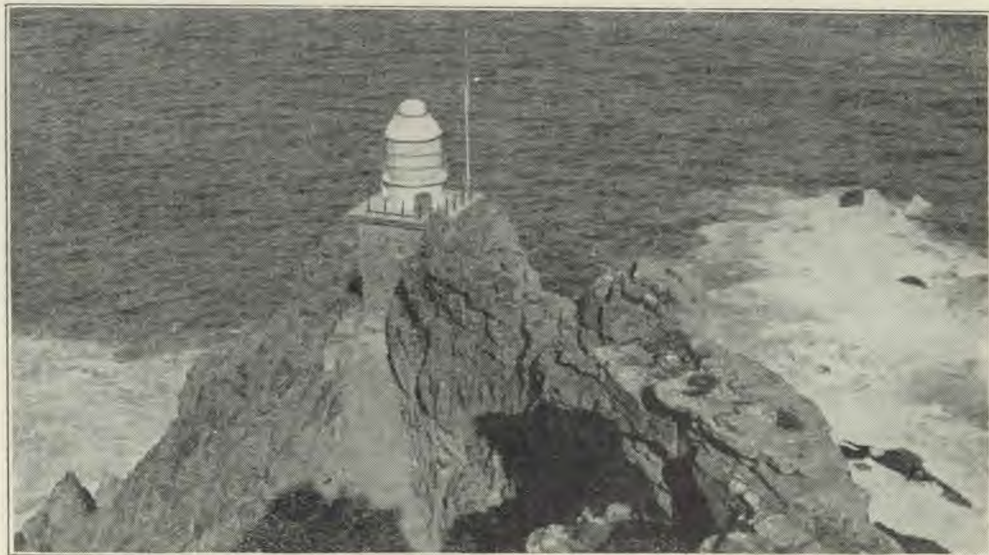
Some Missionary Geography

W. E. HOWELL

THE first thing we saw in approaching Cape Town after our seventeen days' voyage from England (Did you get the number of days right last month?), was the lighthouse on Dassan Island, some forty miles from Table Bay. You may be sure it was a welcome sight, as we had not seen any land or sign of human habitation since we passed Cape Verde about twelve days before. As the great light flashed out intermittently in its rotation, it seemed to beckon us on our way and spell out a welcome to Africa. I first caught sight of it while taking my usual evening walk up on the boat deck before

retiring. I started to call Pastor Thompson to come and enjoy the sight with me, but he had gone to bed. I went down to my cabin with a deep sense of gratitude to God for His wonderful care that had brought us safely on our way.

When we arose next morning, we were at anchor in Table Bay, and had our first view of Table Mountain overlooking the harbor and the city of Cape Town. It is so named from the flat summit looking like the top of a great table. White mist or a low cloud is often seen hanging about the top of this mountain, and the people who live round about call



NEW LIGHTHOUSE, CAPE POINT, CAPE COLONY, AFRICA

it a tablecloth, saying, perhaps, "Well, I see the tablecloth is spread this morning," which means that rain is expected.

It was right at the foot of this mountain, in the upper edge of the city, that the work of Seventh-day Adventists was first established in South Africa. When I was in old Battle Creek College as a student, I used to earn part of my expenses doing stenographic work, serving at one time as stenographer to the secretary of the Foreign Mission Board who, at that time, was Elder W. C. White. I soon learned the addresses of the offices in foreign countries to which we used to write letters. Though that has now been more than thirty years, when I reached Cape Town I remembered the old address, 28A Roeland Street, and inquired if we still had an office there. Sure enough, there stood the old Seventh-day Adventist church, with tract society and conference offices on the ground floor the same as before, except that the number is changed to 56. One thing that helped me to remember the address was that I wrote the longest letter there in my experience as a stenographer—twenty-six pages single space. It was to Mrs. Druillard, now at the Madison school in Tennessee. Pastor G. R. E. McNay is now president of the Cape Conference and has his office there. Look in the Year Book, and you will find the names of other workers there.

This is one of the many marked examples to be found all round the world where the work of the third angel's message made a small beginning years ago and has continued to grow into the large proportions we find today. From the start made at the Cape, our work has now extended northward to within eight degrees of the equator. Look on the latest map of Africa you can find, and you will probably see a railroad extending up into the Belgian Congo from Rhodesia, with its terminus at a town called Bukama. A full hundred miles beyond this town, Songa, our northernmost mission station for the natives, is located. Two white families are living there, both named Robinson, one English



AS THEY GROW FROM THE CAPE TO THE CONGO

and the other American, working loyally side by side to give the gospel of the soon-coming Saviour.

Why These Interruptions?

MRS. D. A. FITCH

TIME was when it was considered a breach of good manners to interrupt another who was speaking. I have often queried why one who considers himself well bred can gain the consent of his mind to perform such an unkind act, for it certainly belongs to that class.

There may be two reasons for this procedure. It is possible that the one who interrupts is hard of hearing and does not realize that another is speaking. He certainly is not dumb. Usually it appears as if it is considered that what is being said is not of enough value to be listened to, and so the interrupter thinks he will give that which is worth hearing.

Too often in the social circle as a narrative is being given, some one who is sure he can tell it better will take up the thread and finish relating the incident, or, perhaps worse, go back to the beginning and correct all mistakes made. Such things will not be practised where Christian love prevails.

The Essentials of Home-Making

ARTHUR W. SPALDING

WHAT makes a home? Not brick and wood and stone; not house, nor land, nor money, though all these may be blessings in home-making. But there are certain essential things without which you cannot have a home, and without any one of which you have a faulty home. And these essentials are: love, service, companionship, instruction, system, and good environment.

Love

Love is the greatest force in the world; the greatest power in the home, the greatest power in the church, and despite a common opinion to the contrary, the greatest power in political life. It is not great armies and mighty navies which make the power of nations. A strong nation may war upon a weaker, may win victories, may devastate the resources of its enemy; but war does not build up either victor or vanquished. What makes nations great is the broad-mindedness, the power of adjustment, the comity that has its wellspring in good will. Love is the greatest power in the world.

"Love is strong as death" (Cant. 8:6); and love which, rightly used, is life, may become death. Go up on the elevated railways or down into the subways of a great city, where the trains stream by like lightning. Look down upon the roadbed, and you see, not alone two lines of rails upon which the wheels run, but a third rail. And what is that third rail for? Oh, it is the conductor of the power that drives those trains. Through it is shot the electric current that makes possible the movement of the crowds, that ministers to the business of men, that keeps the wheels of life awhirl. But let a man get down upon that track, let him touch with but a finger that third rail, and what happens? Death, sudden and terrible death. Why? Because he misdirected the current. And that

which in its rightful course, and controlled, is wholly beneficent to man, becomes his blasting curse.

So it is with love, the electricity of the psychic life. Let it be rightly guided and controlled, it brings to men all the joy and benefit of life; but let it be misdirected, and it becomes death. For to what are the crimes of humanity due but to misdirected love? The man who hates, who murders, does it because he has turned the current of love in upon himself until he believes that the aims and actions of another are against him, and, stricken with his inturned love, he blasts his own soul in striking another. What are sex sins and crimes but misdirected love? Uncontrolled, the pleasure of sense, from a trickling current becomes a searing, death-dealing bolt that kills soul and body. Love, which is life, when uncontrolled becomes death.

The home is founded upon love. Marriage is the seal of love; parenthood is the fruit of love; childhood is a dependence upon love. God made the first home by bringing together the first husband and wife; and he gave to them each a capacity for love. All true love comes from God. "We love, because He first loved us." 1 John 4:19, A. R. V.

Oftentimes in courtship, as in marriage and parenthood, selfishness is mistaken for love. Many a man desires a certain woman as his wife, not for love of her, but for love of possession of her, of her beauty or her charm. And many a woman has the same selfish motive. Such love will not endure. The love of God is a love that is unselfish, that will hold through thick and thin to the object of its devotion, no matter what misfortune or what fault may overtake the one loved.

True love of children is manifested first in the willingness to bear children, who, rightly conceived, are the most wonderful gift of God. In our training

of them, true love is manifested, not merely when they are bright and entertaining and affectionate, but also when they are wayward and perplexing and burdensome. Love is not petulant, nor hasty, nor capricious. It takes account of the evil as well as the good in our children, and fights against the evil as it directs the good. "Love suffereth long, and is kind; love envieth not; love vaunteth not itself, is not puffed up; . . . beareth all things, believeth all things, hopeth all things, endureth all things." 1 Cor. 13:4-7, A. R. V. The love of God in the home would solve all the problems of society.

Love is not lust; love is not foolish sentiment. Only the self-controlled can truly appreciate and rightly enjoy conjugal love. Only those who discipline themselves and who are able to apply discipline firmly and sweetly, are able rightly to love their children. Love takes into account all factors of life, and gives them true value in word and act.

Service

Service is the result of love. Love "seeketh not its own," but instead, like the greatest Love, comes, "not to be ministered unto, but to minister." We must teach our children to be willing servants of their fellow men's necessities; and to do this we must first give service to them. We never teach anything by words alone; our acts are our lessons. You must fill the pitcher before it can pour out for the thirst of the world. Naturally we do serve our children from their earliest years, but whether with wisdom always is a matter for our careful consideration. Grudging service, with unkind words and ungracious manner, springs, not from love, but from selfishness, and plants the seed of churlishness and hatred. Let our service be from the heart, with sweetness of look and word. Children should not be left in ignorance of the fact that the care they receive costs something,—not mere money, but the time and strength and unselfish devotion of their parents; and they should be taught that, since they

receive much, they are under obligation also to give. Not in a nagging or fault-finding way are they to be impressed with this; but with a cheerful expectation that they will want to help in return, as they truly do.

Service, loving ministry, is taught in the home both by assigning regular duties and by inspiring voluntary acts of kindness. See that each child has his home duties, suited to his age and capacity, and see that he does them. Dwell upon the pleasure that is given to the recipient of a favor, a pleasure the more spontaneous when the favor is the more unexpected. The little child is filled with a latent love of seeing the pleasure of mother, or brother, or friend, to whom he has brought the surprise of a service. Cultivate that quality. Let no act of his by which he intends to give another pleasure, go by unnoticed. He needs, not extravagant praise, but simple appreciation shown in due degree. When the home is built upon this platform of loving service, it becomes truly "a little heaven to go to heaven in."

Carry the principles and practice farther. Beyond the confines of the home the help of parents and children is also to be given, in helpful ministry, physical, social, and spiritual; for the Christian home is to be the center of service to the community. We may not be wealthy, we may have little to give others; but it is not the costliness of the gift, it is the spirit of love behind it, that makes the gift of value. A smile that is meant is worth more than a check that is given in ostentation. The habit of ready service is the fruit of true love. And only by training our children in such habits of life can we make for them a happy future.

(To be continued)

HE who never reads will never be read;
He who never quotes will never be quoted;
He who will not use the thoughts of other men's
brains,
Proves that he has no brains of his own.

— *Spurgeon.*

The Bad Boys of Bethel

THERE was a rough, stony road, going uphill. There was a bald-headed man walking along the road. There was a crowd of boys coming down the road out of the city. And the city was Bethel.

He was a good man, and his name was Elisha. But they were bad children, those boys of Bethel. Their fathers and mothers had not taught them to be good to older people, nor to love God. Elisha had just seen Elijah, the great prophet, go up into heaven, and he had told the people of it. But these boys and their fathers and mothers made fun of it.

So the boys come down the road, and when they saw Elisha toiling along toward the city, they made fun of him. They picked up sticks and pretended to walk as he did, and they laughed and jeered at him, and they shouted: "Go up, thou baldhead! Go up, thou baldhead! Elijah went up! Go up too, thou baldhead!"

Elisha would not have cared for himself; but he knew that if those children grew up to be so naughty toward older people, and to hate God and His servants, they would do even more wicked things. And he must teach a lesson. So he turned around and looked at them, and in the name of God, he cursed them.

Then, oh, how the children screamed and ran and screamed! For out of the woods by the roadside came two she-bears, and they ran right among the children, and they caught this one, and they caught that one, and they caught another one, and they tore them. And the children ran and screamed and ran; and the bears ran after them, and they caught more until they had caught forty-two of the bad boys of Bethel.

And the rest of the children ran into the city, and told the people how the

bears had torn so many. And they told the fathers and mothers of the children who had been torn. And then those fathers and mothers wished they had taught their children to be good and kind to people. And all the people remembered, ever after, the time when God was insulted, and His prophet was insulted, and how God had sent the bears to punish those children. And none of the children, I hope, were ever so wicked again.

S.

A New Leaf

HE came to my desk with quivering lip —
The lesson was done:
"Dear teacher, I want a new leaf," he said:
"I have spoiled this one."
In place of a leaf so stained and blotted,
I gave him a new one, all unspotted,
And into his sad eyes smiled,
"Do better now, my child."

I went to the throne with a quivering soul,
The old year was done:
"Dear Father, hast Thou a new leaf for me?
I have spoiled this one."
He took the old leaf stained and blotted,
And gave me a new one all unspotted,
And into my sad heart smiled,
"Do better now, My child."

— Selected.

A Happy New Year

THE New Year has come, once more it is here,
And on every lip is "A Happy New Year."
The new year so young, so bright, and so fair,
Has taken the place of the old year, to share
Our joys and our sorrows, our hopes and our
fears,
Our victories, failures, happiness, tears.
The record is clean, the page is all white,
Our purposes new, our prospects are bright.
O! let us not mar them as often we do,
But make Jesus happy, and some one else, too.
Let's give to the Saviour our services sweet,
Count nothing too dear to lay at His feet.
Let's be thankful and loving, be kind and true,
Make every day happy all the year through.

— K. B. W.

Speaking of Salaries

ALFRED W. PETERSON

CHURCH school teachers do not teach church school for the money there is in it, or they would all go out of the business. But there are some considerations which should be noted in the payment of our teachers.

A true teacher is a leader, and, as a leader, must have a salary commensurate with self-respect and independence. A teacher who is cramped and constantly feeling the pinch of poverty, loses self-reliance and comes to feel himself an object of pity and charity. That individual cannot be a strong determining factor in the molding of sturdy manhood and womanhood. The boy or girl who is placed under that influence fails to have built into his life those qualities of self-reliance and independence which make for strong character.

There is dire need in the teaching profession for men and women of strong personality, enthusiasm, and energy. A poorly paid profession is not inviting; ambitious young men and women will go to vocations which are more attractive. Our people must do something to stabilize our church schools, and to make teaching attractive enough to hold strong young men and women capable of molding the lives of boys and girls. Within the last week, parents have spoken to me about their efforts to encourage their daughters to get into other lines of work.

Preparation for teaching requires years of training, including not only a general education, but professional training. Teachers are required to keep abreast of their profession, and to keep "fresh" by attending summer schools and keeping up with the current reading courses. Otherwise, they, as other classes of workers, would get into a rut, and their work would lose the freshness and vigor which promotes growth among the boys and girls.

The teacher is employed only eight or nine months out of the year, and the sal-

ary which he receives during that time must be spread out to cover expenses during twelve months. It can be seen very readily that wages which seem large, when spoken of "by the month," are small indeed when one takes into reckoning that the salary for those nine months must cover expenses for a year. Between the closing and opening of school, it is not easy to find other work and to transfer one's interest from school work to another vocation. In too many cases this has been done, with the result that school work has been abandoned permanently.

A teacher must dress neatly and tastefully, and in the schoolroom cannot wear clothes that are unattractive and dowdy. Her ideals, as expressed in her appearance, are educating the children in refinement or slovenliness. Only recently I was talking to a teacher about going into a certain church school. She is an excellent teacher; but she felt she could not afford to buy the clothes which would be expected of the teacher in that place, and that church failed to secure this first-class teacher.

Paying the salary of the church school teacher means more than paying for a month's work. It is an investment which will bring tremendous interest returns in the after-life of boys and girls down through the years. With church school teachers, the salary is not the great object; but with them, as with all other people, the problem of making ends meet is very real. It is strange indeed that churches in which are families who think nothing of maintaining automobiles and who spend freely for trifles, should find it so difficult to keep up with the payment of the teacher's salary.

There is no class of workers who must work such long hours preparing for the next day's work, and upon whose nerve force there is such great drain, and who

(Concluded on page 157)

Just Try It

MARTHA WARNER

WHERE there is a family of children, story-telling is the magic oil which, if liberally used by the mother, will yield better and quicker results than scolding or nagging.

To a mother who was having difficulty in getting her children to help her with the work, I suggested telling them stories. But that was one thing the mother could not do. Story-telling was "out of her line;" therefore, because this mother is mentally lazy, she continues to scold and nag the children, while the children slam dishes and doors, and cry and pout about everything they are told to do, until in sheer desperation the mother cries, "Get out of my sight. Go to school, outdoors, anywhere, just so I can have a little peace!"

Children are not slow to obey such a command. And so, instead of learning valuable lessons *with mother*, which would be a help to them all through their life, they rush off to learn lessons *away from mother*, which God and God only can blot out.

A child will almost forget he is working while listening to an interesting story. It may be the mother's work will take her away from the kitchen just at the time Helen should be washing the dishes. But if she will say, "Now, Helen, mother has work upstairs to do this morning, but if you are through with the dishes by the time she comes down, she will take a ten-minute recess. And while she is resting she will tell you the nicest story ever was, about a—Dearie me! If I don't look out I will be letting the cat out of the bag," why, Helen will attack those dishes with a merry laugh; and mother may rest assured that there will be no loitering, or pouting, or slamming that morning.

Helping mother becomes something to look forward to with delight, when mother does her part. And oh, it is so much easier to tell stories than it is to scold or nag. Just try it, mothers, and see.

"She openeth her mouth with wisdom,
And the teaching of kindness is on her tongue."

Letter Writing via Advertisements

NELLE P. GAGE

ALL school activity is more effective and, therefore, more successful if it has an objective from the child's viewpoint as well as from the teacher's. Merely doing one's work because one is told to do so, may be all drudgery, but working for some object vital to child interest may become great fun.

I taught business letter writing in the grades with indifferent success until I set the children to answering advertisements in current magazines, and now the results are happier for both the children and myself. I am getting what I wish—very excellent letter forms; and

the children are getting a variety of interesting and educational ideas and things. The letter forms may become incidental to them, as their tiny cakes of soap and doll's blankets are to me, but the eagerness with which the children bring the material results of their letters to me for inspection is proof that there is new life in an old problem.

Many of the advertisements in the magazines, especially those for the home, are written with the idea of attracting a child's attention. Answering some costs nothing more than the stamp to

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EDITORIAL

Just a Matter of Cultivation

A GOOD deal of the adult exasperation at the manners of modern youth is simply peevishness and senility,— worn nerves, hardened arteries, and inability to come in touch with youthful impulses. But on the other hand, there is without doubt something of license in the conduct of youth today which threatens disaster to grace and virtue. Admit it. What then? Can we turn the tide by throwing sticks at it? Does it do any good to curse what we think is evil, and tell the young people we never did so in our youth? Most likely we have forgotten, anyhow. And if my children don't do better than I did as a youngster, I shall be disappointed in them and in myself as a father.

The fact is, our young people are just what the homes have made them or have allowed them to become. I am writing this down in Florida. A Florida landscape looks like paradise, or else it looks like sin. Lakes and sand and certain vegetation: what can you do with them? You can by patient and persistent effort—fertilizing and watering and cultivating—make the most beautiful and generous gardens in the world. Or you can let the sand and sun take the grass, and dry up the truck, and starve out the fruit, and make a desert mourned over by long, crêpe-like moss hanging from the trees. It does no good to grumble at Florida wild land; it takes a good heart, and a good back, and sometimes a good bank account as well, but these certainly do get wonderful results.

And so it is with our young people. We can do anything with them in our homes that we have the love and the patience and the skill to do. They look pretty good to me on the whole, even with bobbed hair and flashy ties; for

they have life and a desire for success, and you can do anything with these when you put in the water and food of real companionship and Christian teaching. We have our land; let's become better farmers.

Do You Say, "Good Morning"?

WHEN you have finished your night's sleep, and get up and come out to meet the family, do you smile and say, "Good morning"? or do you say, "Huh!" or do you say nothing at all?

The day goes as you begin it. A happy word with your heavenly Father first, a calm, trustful state of mind, then a cheerful "Good morning!" to everybody—these give you a good running start in the day's race, and there's no reason why you should let troubles get ahead of you.

It isn't always easy to say, "Good morning!" Maybe we have a sour stomach: that always draws the corners of the mouth down. Maybe we have bills to meet and no money in the bank: that's likely to bring wrinkles around the eyes, and not funny ones either. Maybe we have sins and wrongs on our conscience: that creases our brows between the eyes.

Go back to the causes and get rid of them. Find out what's the matter with your diet, and use the Christian's courage to right it. Find out where your financial fault is, and—what is sometimes harder to do—increase your income and decrease your expenditures, all the while trusting your heavenly Father to bring you out safely. Find out what sins and faults are depressing you, and—hardest of all for the natural heart, but easy in God's power—confess your sins and put them away.

All that is cheap to pay for an everlasting, happy "Good morning!"

ETCHINGS



What Is Attention?

WHETHER YOU are a parent or a teacher, you have felt annoyed and perhaps somewhat helpless when trying to impress an important lesson on your child, and suddenly he asked you a question entirely irrelevant to the subject. Perhaps your subject related to spiritual truth which you knew was of vast importance to him, or perhaps it was an example in long division, and you very patiently said, "Now listen and I will explain," and you tried again, and—failed again. Then you said, "Now if you can pay attention, I can make you understand." And quickly the child's eyes and, apparently, his mind were on the subject in hand, but only for a moment. After a while you came to realize the truth of the statement, "A child cannot give continued voluntary attention."

Then you, a grown-up, began to analyze your own mind. You considered how it works, and you thought of the many times you had failed to listen to the preacher. Yes, failed after you had told your ears to listen and your mind to comprehend. Then you remembered another time when you were so interested that you forgot to take your eyes off the minister, in fact, you forgot everything except the subject he was discussing. Then you felt sorry for the child, and said, "There is a better way."

What Is the Better Way?

ATTENTION is voluntary or involuntary. If extended voluntary attention is practically impossible, our interest centers on the kind of attention given when one is not being required by himself or others to give it. We well know that this is the involuntary type. Ex-

perience teaches us that we give involuntary attention to those matters in which we are deeply interested. Then our holding the child's attention resolves itself into keeping to the subjects in which he is concerned.

He is not interested in the thing he knows nothing about, but he must learn many such things. How? By our skilfully joining the teaching of these to some related matter which he *does* understand and in which he is interested.

What splendid examples of this we have in the work of the Great Teacher! He did His work pedagogically. When He wanted to make fishermen understand the separation of the righteous from the wicked at the end of the world, He said, "The kingdom of heaven is like unto a net, that was cast into the sea," etc. Matt. 13:47-50.

If He wanted a commercial man to understand the value of salvation, He said, "The kingdom of heaven is like unto a merchantman, seeking goodly pearls: who, when he had found one pearl of great price, went and sold all that he had, and bought it." Matt. 13:45, 46.

Paul likewise understood "the point of contact in teaching." When he would teach the idolatrous Athenians of the one true God, he passed by and observed the altar inscribed "to the unknown God." They knew about this altar, and why it was there. Hear him say, "Whom therefore ye ignorantly worship, Him declare I unto you." By his skilful use of the thing they knew, he taught them the thing they did not know.

It takes the ability to learn to do this to make a teacher, and every parent is called to be a teacher, and must, if he would succeed, qualify as surely as he who would be hired to teach.

Teaching Suggestions for January

Nature Five

RUTH E. ATWELL

REVIEW! Does that bring joy, or a feeling of dread? The answer depends to some extent upon the thoroughness of the work of previous months. More than that it depends upon the teacher's willingness to do a little extra planning at this time.

To review some of the earlier lessons it will be well to let two of the children work before the class experiments that they thoroughly understand. If some principles have been forgotten, it may be best for the teacher to perform the experiments that illustrate them, and make sure that the principles are clear.

For a review of the heat belts, paper may be passed out, and each pupil asked to draw the hemispheres, representing the zones on them. The same plan may be followed in reviewing the distribution of water. Some may illustrate it at the blackboard.

In considering insects and land animals, the children will enjoy a "spell-down." As the teacher names a family, the child replies with the name of a member of that family and spells it. Or the teacher may name an animal, and the child spell the name of the family to which it belongs. It may take more than one day for the class to be able to do this well.

For a review of Chapter XI, some of the more difficult lessons may be assigned to individuals and oral reports be given in class.

Chapter VIII, if studied during the latter part of this month, should, in the Northern States, be supplemented by field work near the close of the year. But members of the class have had interesting experiences with some of these animals. If they are allowed to tell some of these, it will be almost as real as if the animals were there for observation.

Bible Six

FEDALMA RAGON

PERHAPS you have, at some time, listened to a sermon and said to yourself, "How good those thoughts are! I must remember them." But when you went searching through your mind for those very thoughts, a few days later, did you ever find to your dismay that they had escaped you? Yet too often we expect boys and girls to hear or read a thing once and remember it always.

The study of individuals is one of the many—do I dare say fascinating?—tasks of the teacher. She ascertains which minds are capable of retaining a fact following the first recitation of it, and which minds require several repetitions of the same fact. It will soon be discovered that there are more of us who possess minds of the second type than of the first, which fact makes constant review necessary. The careful teacher will scarcely pass a day without finding natural and easy ways of reviewing, and will feel amply repaid for the two to five minutes which she takes from the regular recitation of the lesson.

Suppose we are teaching sixth-grade Bible and we have the lesson, "The Centurion's Servant." Of what other story does this remind you? Quickly compare points of similarity and difference, and let the lesson of three weeks ago, on "The Nobleman's Son," help to impress the lesson of the day. When a character is prominent in a lesson, take a little time to talk about past occasions when the same man has been mentioned. Call it a test of memory. Most children will stretch their minds to the utmost in order to demonstrate their ability to remember. The mental process is good for them. If the lesson is one on healing, make a list of similar acts in the past. If it is a study of a discourse, recall other sermons of Jesus and the place at



which each was spoken. When you study lessons 65-67, notice that in this series the power of Jesus is shown over elements, demons, disease, and death.

One of the most interesting ways of reviewing is by means of comparison. But no matter how good or well put the requirement, it is of little value unless every member of the class is required to think for a moment before any one is allowed to answer.

Remember always to plan your questions and requirements before the class recitation. Make each one a surprise, and so hold the interest of your class. The extra time and effort which you put into it pays.

“IN the schoolroom more than anywhere else, perhaps, ‘cleanliness is next to godliness.’ It is impossible to conduct an orderly school in a disorderly room. Children are strongly influenced by their surroundings.”

Physiology Seven

LOTTIE GIBSON

GERMS are everywhere, but let us not talk germs until the child is afraid to eat or drink for fear he will get one, or fears an infectious disease if he goes upon the street. Teach him cleanliness in all his habits. Teach him to keep his body strong and able to combat disease germs, and above all teach him that when he has done his part, he should trust God to keep him well. (See “Testimonies,” Vol. II, p. 374.) If you do not already have some sort of drinking fountain and individual cups, this is the time to get them. Teach physiology by example.

We feel so secure with regard to fermented drinks that we are liable to pass lightly over that point. But our children should be intelligent on this subject. They should know why fruit juices are healthful (1 Tim. 5:23) and why fermented drinks are forbidden (Prov. 31:4, 5). Let them know that while

they abhor drunkenness, they may bring upon themselves much the same effect by overeating. (See "Testimonies," Vol. II, pp. 362-364, 374.)

Psalms 104: 14 may be woven into our first lessons on food and digestion. A growing carrot or turnip may help us to show how God brings food out of the earth and prepares the four essential food elements for the maintenance of animal life. We can hardly hope to prepare a seventh-grade class to choose quickly a balanced ration from the food that is placed before them, but they should know what foods are rich in certain elements, and be able to tell whether they are getting all the necessary food elements in their usual diet.

"Busy Work"

WINNIFRED JAMES

"WELCOME, New Year! We are to walk together;

I know not what you'll bring,
But this I know:

Come cold or hot; come bright or stormy
weather,

You'll age; I'll grow."

Although the past month was so rich in material to draw from, and so many interesting days have passed, we turn to our work with new spirit, and if the year does age, we grow.

We enjoy watching these small boys and girls grow, too, for they grow by working. It has been thus expressed: "The child is a born worker. Activity is the law of his nature."

We shall still follow this outline for January.

Monday — room decoration

Tuesday — paper folding

Wednesday — card sewing

Thursday — weaving

Friday — paper cutting

First Monday

Trace large bears on white drawing paper. These are carefully outlined with black crayola, and cut out to use for a border. They are very effective on the blackboard, especially if the teacher

adds a few igloos and a little snow here and there.

Second, Third, and Fourth Mondays

Enlarge these designs until the vase,



for instance, is at least twelve inches tall. All others in proportion. Trace these on black cover paper or any bright paper you may choose. (Black stands out nicely on white wall.) Cut out and decorate with conventional or other designs. You will find ideas for these in "Applied Art," pages 30, 60, 73, and 75.

Have designs as suggestions for the children. Give them small pasteboard patterns of leaves, petals, and other designs.

First and Second Tuesdays

Make a wagon from the sixteen squares as a basis. Give careful dictation of all parts of square. In fact, every time the sixteen squares are used, give a quick drill as suggested in first month of this outline.

Cut one row of squares from the sixteen to use for wheels. Give child a pasteboard circle large enough to fit into squares. Make an oblong for the body of wagon, and cut a narrow strip for the tongue.

Third and Fourth Tuesdays

We shall begin to make household furniture, and shall first make a table, using the sixteen squares as a basis.

Make a square box from one set of sixteen squares. For the legs use four extra squares. These are folded diagonally and pasted in, the fold being

placed exactly in the corner and the lower half of the square forming the table leg.

Keep the furniture in a small house, if possible. You might use a wooden box about twenty inches square, dividing it into four rooms. It will please the children to see their work in the house. Only very careful work goes into the house, you see.

First, Second, Third, and Fourth Wednesdays

In the card sewing we are still following creation week. Light being the subject, talk to the children about light. Tell stories of what light has done, etc.

Sew a 2-inch square blue, $2\frac{1}{2}$ -inch triangle indigo, and rectangle $3\frac{1}{2} \times 2$ inches violet. Sew the outline of a cup. This represents part of the work done on the third day. The cup holds water.

First, Second, Third, and Fourth Thursdays

Use yarn or raffia, and make any three of the models given on page 166 of "Worst." This book is given as a text in our course of study.

First, Second, Third, and Fourth Fridays

In free-hand paper cutting, gradually leave the circle for other forms. Begin with the potato, then the strawberry, the

parsnip, and finally the plum and leaf on a branch. All models should be cut before the children, while they watch. Then they cut while you watch. You may draw the outline on the board if they find the cutting a little difficult.

Especially in paper cutting, some children will feel as if it can't be done. They are learning. Have them repeat this stanza often:

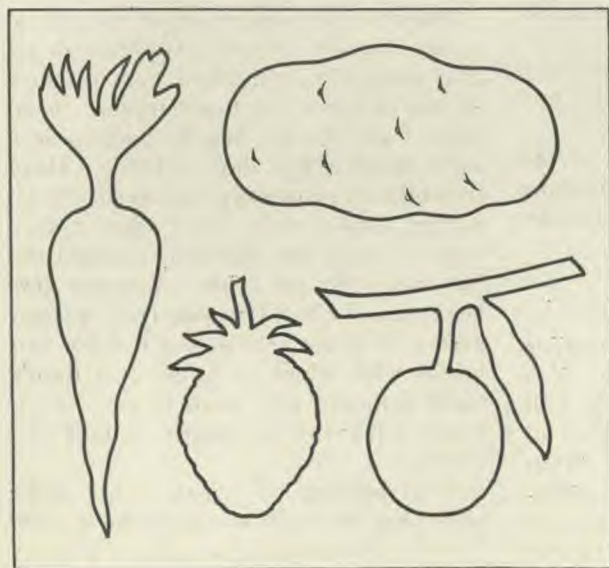
"I'll do my best, my very best,
And do it every day,
And then my best, my very best,
Will better grow each day."

Letter Writing via Advertisements

(Concluded from page 148)

post, while others may cost ten or fifteen cents, but the children get more than value received. At the same time, letter-writing day is one of the *real* things we have in school life. It gets away from the artificial because its application is in the doing. Of course, if we expect answers, our letters must be written in the best possible form, on correct stationery, and placed in envelopes perfectly addressed and stamped. So our letters are written with careful precision, hopefully mailed, and in due time an answer arrives, and is hailed with delight.

In the current issue of one magazine I found advertisements of the following articles that will interest children: A baby record book, a book of recipes, samples of yarn large enough to make a doll's cap, samples of adhesive tape, a book of outdoor games, a booklet on bird houses and how to win birds, trial tubes of several kinds of tooth paste, a biography of Luther Burbank, illustrated literature on a trip up the Hudson River, a book on the care of the baby, miniature cakes of several kinds of soap, and samples of a new kind of pencil.



Progressive Lessons in Phonics

MRS. CLINTON D. LOSEY

Lesson Three

(To Teach the Phonogram S)

THE hissing of the goose is used to teach the sound of s. However, the goose is not familiar to all children, so the following song may be taught:

Windmill Song

Key of F, six-eight time.

- s₁ | d— r : m— l | s—s : m— | r—r : s— | m—m : d—
1. If I should have a wind - mill, wind - mill, wind - mill,
 2. I'd build a ver - y little pond, little pond, little pond,
 3. The ducks would flap their little wings, little wings, little wings,
 4. The geese would stretch their long necks, long necks, long necks,

s₁ | d— r : m— l | s—s : m— m | f— f : t₁— t₁ | d— : d—

If I should have a wind - mill, I know what I would do.
I'd build a ver - y little pond, For ducks and geese to swim in.
The ducks would flap their little wings, And they would say, Quack, quack!
The geese would stretch their long necks, And they would say, S-s-s!

Letters indicate name of note.

Dashes indicate length of tone.

Suitable action for song —

Stanza 1. — Stand children in pairs, back to back. Have each child put right arm up and left arm down to start with. Thus each pair of children forms a "windmill." Have them move arms up and down alternately while singing, keeping time to music.

Stanza 2. — Hold arms in front with fingers touching, forming "pond."

Stanza 3. — Putting hands in armpits, flap arms as if they were wings.

Stanza 4. — Stretch neck forward each time when singing "long necks" and when saying "s."

Taught in this way, the hiss of the goose is unforgettable. After teaching the song, use presentation card and develop as in previous lessons.

Lesson Four

(To Teach the Phonogram F)

"Children, this morning we are going to learn how to run an automobile. You know our car will not run very well if all the cylinders aren't working; so all of you must be sure to do your part. What sound does a car make on a cool morning like this? Yes, it says f-f-f-f, doesn't it? Now it will take four of us for the cyl-

inders of the engine." (If there are more than four in the class, let one crank the car, and the rest pretend they are passengers.)

When the car is warmed up, with all the cylinders working properly, produce

a picture of an automobile you have previously cut from a magazine, put a dab of paste on the back, and stick lightly to the board, writing f-f-f-f beneath. Develop as in previous lessons. (Teachers who have had trouble teaching f with the "cross kitty," give this a trial.)

Lesson Five

(Review)

The fifth day is a review of the phonograms already learned. Go through all four carefully, and when you are sure all the children are familiar with them, write "an" on the board (learned as a sight word a few days before). Have the children pronounce this word. With colored chalk write "m" just before "an." Invite the children to sound the two, one after the other. You are now beginning to build words from phonograms. Explain that as you had but two blocks with which to build, you didn't build a house, just m-an to put into a house (drawing a square around the word).

Then putting "f" with "an" make something the man uses when he is very

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PARENT-TEACHER ASSOCIATION

Parent-Teacher Association Program

(The following articles were arranged into a program by the educational superintendent of the California Conference. After the reading of the New Year Resolutions, the program called for a response from those present.)

New Year Resolutions

MRS. HIRAM NELSON (*A Parent*)

ONCE more we are closing accounts with another year. The year 1922, with all its cares and perplexities, its joys and sorrows, is in the past. Another chapter is closed forever. We are disappointed, for we have accomplished so little. We are grieved, for our efforts have been so feeble and full of mistakes. Our heavenly Father lays His hand lovingly on our poor, unfinished work, and tells us that He will make it beautiful and strong. In our humanity we did all that we could. Divinity will take our unfinished task and bring it to completion.

As parents, our responsibility was never so great. The enemy was never so determined in his efforts against our children. It was never quite so hard for our children to be good. The enemy is studying the situation day and night, and it is only as we are prepared moment by moment that we can hope to win the battle.

Our children are watching our every act. They are studying the very intents and purposes of our hearts. We cannot deceive them. We can best lead them to a new experience by experiencing in our own hearts a reconversion to God and His great message for these times. We are a reformatory people. We stand for dress reform; for reform in diet; for reform in word and deed and thought. Let us take our stand anew for those reforms that characterize the people who will be ready to meet Jesus when He

comes. Too long has there been halting and compromising. The children are puzzled. They are unable to recognize proper standards. Let us as parents who believe that the end of all things is at hand, take our stand with no uncertainty. The boys and girls will follow in our footsteps, for they are stepping where we step. May God help us to step decidedly and with conviction, and to lead the children day by day away from the awful precipice of sin.

Let us pause on the threshold of this new year and ask ourselves a few candid, heart-searching questions.

Do we begin the day in our homes with prayer?

Do we take the time to pray and to read with the children?

Are we providing the children with good books and encouraging them to read them?

Do we know our children, or are we blind to their faults?

Do we overlook little irregularities until they become fixed habits?

Are we keeping our feelings and temper under control in all our dealings with our children?

Are we keeping in close touch with the teacher at school?

Are we sure that we understand just what the teacher's problem is in dealing with our children?

Are we refraining from gossip and criticism in the home?

Are we encouraging the children to think well of every one, and especially those in authority?

Are we living with our children, entering into every little experience that touches their lives, and safeguarding them from temptations that they are not able to withstand?

Do we realize that the children are in the habit-forming period, and that each

experience has its influence upon character building?

If we have come short in any of these matters, may God help us to improve the future and co-operate with Him in the carrying out of His program for the children.

Let us study the special instruction the Lord has given us in the books, "Counsels" and "Education." Let us enroll in the Parents' Reading Course, which has been instituted for our special benefit. We must be well fortified if we would accomplish that special work for the children that the seriousness of the times demands shall be accomplished. Today is our day of trust. Tomorrow is our day of reckoning. May we prove true during the year to come.

[Note the writer's suggestion to take up the Parents' Reading Course. Those who are intrusted with the care of children cannot afford to proceed blindly. Ask your educational superintendent for a leaflet describing the course.—Ed.]

New Year Resolutions

NORMA CARLSEN (*A Teacher*)

OUR hearts are full of courage as we face the possibilities of 1923. May it be a year of rich satisfaction to each teacher. May the privilege of serving the boys and girls grow sweeter as the years go by.

We are concerned that our children pass well in their tests in subject matter. This is right and proper. Are we as concerned as we should be that the children pass in the character tests that come to them each day? If they are not passing well in these tests, how can we hope that they will be ready for the great tests of life that will determine their final destiny? May each teacher have at this time a new vision of the importance of the smallest experience of each day with the children.

Children do once what we tell them to do. They do nine times what they see us doing. This helps us to appreciate something of the tremendous power of

example. We know that the boys and girls are influenced by our every thought and our every deed. It is not what we are exhorting them to be that counts, but what *we are* that molds their young lives. We cannot be one thing in the privacy of our own rooms and another thing when we stand before the boys and girls. If we have been doing one thing the past year that we would not have the children do, by God's grace we must put this one thing away, and live in private and in public that fully surrendered life which will win the children to God.

We as teachers must also pause just now and examine ourselves before offering our lives in service for a new year. We cannot afford to be and to do just as in 1922; 1923 must see a change. We must be better teachers, better Christians, better men and women. Before making our resolutions for the New Year, let us cross-examine our work and our hearts:

- Am I self-disciplined?
- Am I a teacher of prayer?
- Am I a student of God's word?
- Am I practising what I preach?
- Am I living as if I believed that the end of all things is at hand?
- Am I fully in sympathy with child life?
- Am I finding the avenue of approach to every heart?
- Am I particular about details?
- Am I neat? my belongings? my room? everything about me?
- Am I finding the avenue of approach physically, and spiritually, to stand before the children?

We believe that God is very near the Christian teacher, and we can with confidence make our resolutions for the New Year, for we know that His grace is sufficient for each one. By God's grace we are determined to be better teachers, stronger teachers, teachers mighty in prayer, teachers with whom and through whom the Holy Spirit can work in the accomplishing of this "nicest work" committed to human beings.

New Year Resolutions

LOYS WILLIAMS (*A Pupil*)

As we look back over the past year's experience, we can see many mistakes. We do not want to go blundering through this precious new year, making the same mistakes. It is quite fitting that we should resolve to do better. There must be a change in our lives. Therefore let us all resolve, at the very beginning of the new year, to overcome the unlovely things in our lives.

My dear fellow student, let us not be afraid to make resolutions in Jesus' name. He is our Mighty Helper, and there is no such thing as failure if we allow Him to grip us by the hand. Those who are studying in Seventh-day Adventist schools have the greatest privilege of any young people of the day. We are not only receiving an education, but are receiving a preparation to carry a life-saving message to a dying world. Let us not fail to see the great work before us, and to be ready when our call to service comes. We resolve now to be what God wants us to be in the very smallest things.

We as students should regard the new year as a gift from the Father above, prize it as a precious pearl, and do everything in our power to make its work a success. He has been with us day by day in the year that has closed. Often, had it not been for His guiding Spirit, we might have fallen into the snares of the enemy. Now He has given us a new year to live for Him and profit by the mistakes which were made in the past. What are the young people in our schools going to do with this prize? What are you going to do with it? What am I going to do with it? Should we not grip ourselves with a new determination, in view of the serious year that is before us?

Never before in the history of the world was there a greater need for men and women who are true to principle and who are honest in the very smallest details. Fidelity of purpose and truthfulness at all times should characterize every act of our lives.

Each day we go through our day's study and recitation without very much thought of the small things that happen while performing assigned duties. But did you ever stop to think that it is these small things that go to make up the larger ones? Where would the great things be were it not for the smaller matters that go to make up life? For example, where would the dollars be if there were no cents? "Why," I hear some one say, "there would be no dollars were it not for the pennies." Just so it is in our experience. We are never going to hold a responsible position in the Lord's work if we do not give the minor things a prominent place. Have we in our studies failed to prepare them, in the smallest detail, as we should? If we have, let us take hold of ourselves and resolve to do better in the future. By His grace we can resolve and do.

Will you not with me resolve to put everything out of your life that is undesirable, and always to stand true to principle, as did Daniel of old? Shall we not try our best to make this year that is coming to us in all its beauty and freshness, the very best of our lives? May 1923 be a year of service for every student enrolled in our church schools.

A Prayer for Parents and Teachers

O GOD, awaken us to our responsibilities. Stir us up to our incomparable privilege. Make keen within us the conviction that we have no work more vital to do than to prepare our children to be the finishers of God's work in the earth.

NEARLY all our church school children have taken an active part in this noble work (Harvest Ingathering). They enjoy the work. Our Media school, with an enrolment of only eight, has raised over \$150. Of course, I helped them some. —*Ernestine Hochschorner, Superintendent East Pennsylvania.*

YOUNG MOTHERS

We Are Off!

THE Young Mothers' Society has been launched. Some societies have been organized, and are ready to take up the lessons with the first of the year. We hope that others who have shown their interest by sending for the Outline, will not long delay to organize their societies and send in to the Home Commission their report and subscriptions for the Mother's Lessons. We plan to publish for a time, perhaps throughout the year, the names and places of the various Young Mothers' Societies organized. That will help toward community of purpose and effort.

The Mother's Lessons, which will be sent out monthly to subscribing members, are being prepared by a corps of experienced and practical teachers. This "faculty" is made up of two mothers, two fathers, and one nurse.

Before half the year is past, we ought

to have a hundred societies organized. Would it not be a grand good thing to know that a thousand Seventh-day Adventist mothers were studying together to make their homes "little heavens to go to heaven in"? And then by and by five thousand? "The restoration and uplifting of humanity begins in the home. The work of parents underlies every other." Here is the foundation being laid for the early triumph of the gospel work and the coming of our Lord. Have you started a Young Mothers' Society in your community? Remember, every mother is young until she thinks she is old. If you want to go with us, send for the explanatory Outline of Young Mothers' Society, to the Home Commission, Takoma Park, Washington, D. C.

Don't wait. You will have so much the more to make up if you start late. Write now.

SHEPHERD LULLABY

ARTHUR W. SPALDING
p Andante

Old Melody

Sleep, my ba - by, sleep, Thy Fa-ther tends the sheep Up - on the hills, a -
rit. pp
long the rills, He guides a - far His gen - tle sheep, Sleep, ba - by, sleep.

SLEEP, my baby, sleep.
Thy father tends the sheep;
Upon the hills, along the rills,
He guides afar his gentle sheep.
Sleep, baby, sleep.

Sleep, my baby, sleep.
Sometime thou'lt tend the sheep;
And thou shalt love afar to rove
To guide thy flock of pretty sheep.
Sleep, baby, sleep.

Sleep, my baby, sleep.
We'll take for thee a sheep,
With wool so white, and eyes so bright,
Thou'lt dearly love Thy little sheep,
Sleep, baby, sleep.

Sleep, my baby, sleep;
Thou art thyself a sheep.
Thy Shepherd mild the little child
Will safely gather with His sheep. *f*
Sleep, baby, sleep.



THE SIOUX CITY LITTLE MOTHERS' SOCIETY

Upper row, left to right: Mrs. Nellie Bates, Mrs. E. M. Fredricksen, Mrs. T. R. Cox, Mrs. W. L. Bates, Mrs. W. A. McKibbin, Mrs. W. L. Rule, Mrs. Anna Engen.
 Lower row, left to right: Mrs. Perry Halstead, Mrs. Groth, Mrs. O. J. Harman, Mrs. H. E. Boyer, Mrs. Pearl Frances Nelson, Mrs. H. L. Dunn.
 Other members not present were Mrs. Paul Leitner, Mrs. G. C. McGraw, and Mrs. John Shore.

Our Pioneers

WE do not profess to know who organized the first Young Mothers' Society. Very likely the mother of little Enos marched over to Eve's house and said, "Now, Mother Eve, let's get together and study how to bring up this beautiful boy." For it's very certain that Enos came out all right. But we do know who furnished the inspiration to form *our* Young Mothers' Society. Before we had undertaken this organization, we were acquainted with Seventh-day Adventist Mothers' Societies in Sioux City, Iowa, South Lancaster, Mass., and Loma Linda, Calif. Doubtless there are others of which we have not learned.

It was the organizer of the Sioux City society, Mrs. W. L. Bates, who brought the project of a church-wide organization to the attention of the General Conference. For about two years, in letters to different officials, she urged this matter, and when the Home Commission began to function, the correspondence was turned over to its secretary. Finally, at the Fall Council last September, the work was authorized, and we have begun.

We present above a photograph of this society at the time of its organization in 1918. They named themselves, "The

Little Mothers." They have now reorganized as a Young Mothers' Society, and stand at the head of our list as the first to report. Mrs. O. J. Harman is the present leader, Mrs. Bates having removed to California. We salute our pioneers!

A Suggestive Program for the Young Mother's Society

MRS. W. L. BATES

First Meeting in January, 1923

AT this first meeting of the new, regularly organized Young Mothers' Society, let us stand, and with our hearts filled with thankfulness to God and with love for all the dear mothers in whatsoever place they may be gathered at this hour, petition, in the words of our Saviour:

"Our Father which art in heaven,
 Hallowed be Thy name.
 Thy kingdom come.
 Thy will be done in earth, as it is in heaven.
 Give us this day our daily bread.
 And forgive us our debts, as we forgive our debtors.
 And lead us not into temptation, but deliver us from evil:
 For Thine is the kingdom, and the power, and the glory, forever. Amen."

Opening Song: "Love at Home," No. 580, "Christ in Song."

Prayer.

Secretary's Report (if there has been a previous meeting).

Explanation and discussion of the plans and purposes of the society.

Complete the organization and elect officers (if this has not previously been done).

First lesson in the Science of Story-telling (Mother's Lessons for January).

Learn together "Luther's Cradle Song" and "Shepherd Lullaby."

Paper (previously assigned to and prepared by some member): "The Parents' Reading Course for 1922-23."

Exercise briefly in the Bible memory work suggested in the Mother's Lessons.

Assignment of papers for next meeting, subjects selected from Lesson I, Part II, of the Mother's Lessons.

Closing Song: "Now the day is over," No. 840, "Christ in Song."

Benediction: All stand and repeat the Mizpah: "The Lord watch between me and thee, when we are absent one from another."

Do not be afraid of repetition in the memory work of songs and Bible verses, only suit your exercises to the minds of your members, and avoid monotony. If not so much in the society, then the more at home must the lullabies and the Scriptures be made familiar. The mother's songs and stories, dropping on the little minds like seeds day by day, will finally spring up in fruitful harvest. Far greater their value because they are repeated over and over again, than some very wonderful thing the children hear only once. "The earth is devastated by a flood; it is strengthened and made fruitful by countless minute raindrops."

Second Meeting in January, 1923

Opening Song: "Scatter Seeds of Kindness," No. 568, "Christ in Song."

In concert repeat the "Memorial Scripture," Isaiah 55: 10, 11.

Prayer.

Secretary's Report.

Roll Call: (Each member respond by giving some good thoughts gleaned from the past two weeks' progress in the Parents' Reading Course. Be brief.)

Five-minute Paper: "The Daily Program." Discussion, 5 min.

Five-minute Paper: "Regularity in Eating." Discussion, 5 min.

Five-minute Paper: "The Worship Hour." Discussion, 5 min.

Five-minute Paper: "God's Great Clock." Discussion, 5 min.

Distribution of Mother's Lessons for February.

Assignments for next meeting and for intervening home study and reading.

Closing Song: "Abide with Me," No. 655, "Christ in Song."

The Mizpah.

The lesson for this meeting is on "System in the Home." The conduct of the meeting will be a practical test of that system. The above program is upon a ninety-minute schedule. Let each member with a paper be sure that its reading comes within the time limit; let the leader test her ability as a chairman in inspiring and limiting discussion and in keeping the program up to schedule. Plan it beforehand, and graciously but successfully live up to your program.

[We will present a suggestive program each month. This program is not obligatory upon any society, but unless you have a better one, we believe it will be well to follow this. We shall be glad to receive suggestions from members upon future programs, and to use those suggestions.—ED.]

THE altar fires of the home are lighted from the altar fires of the church; but the first church on earth was a home, so the home is a pillar of the church, and can claim to be the most stable institution in the world. A man loves his church to the degree that it makes his home life better and happier, although that may not be the object of his religious devotion.



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If I Could Be the Old Year

If I could be the old year, that's passing swift
away,
I'd hasten to the children, and to them I would
say:
"O happy, romping children, that I have loved
so dear,
I hope you'll not forget me, though I may not
be near."

If I could be the new year, I'd take them by
the hand,
And kiss their smiling faces as joyously they
stand,
And bid them all a welcome, the fondest that
I knew,
And hope they'd learn to love me, and be my
good friends too.

— *Selected.*

Speaking of Salaries

(*Concluded from page 142*)

stand between the upper and nether millstones (public opinion outside the school and the discipline in the schoolroom), and who receive so small yearly salaries, as our church school teachers. If our boys and girls are to be brought into

contact with red-blooded, virile, intellectual men and women in the school-room, something must be done to invite men and women of this kind to the classroom and to hold them there. Until this is done, our children will be cheated out of their rightful heritage.— *Southwestern Union Record.*

Progressive Lessons in Phonics

(*Concluded from page 150*)

warm (fan). Now you have two phonetic words. Write them in a memorandum book, adding others as learned, and keep it for this purpose alone. Now erase from the board, and write quite a list of sight words already learned. Include in your list the two phonetic words. The children will pronounce them as readily as they do the others, perhaps more so. The facility with which they learn phonetic words is astonishing. In a short time such words as "un-der-stand-ing," "for-got-ten," "be-gin-ning," will be pronounced readily, without help from the teacher.

I WAS WONDERING

And So I Thought I'd Ask You

How can family worship be held when the husband and father is not religiously inclined?

The "divided home" does indeed present a problem, not alone in the matter of family worship, but in all the home life. Unless the parents have the same ideals and purpose and spirit, and assist each other in the training of their children, their home and their lives cannot be wholly successful. Nevertheless the duty remains to do all that the grace of God can enable us to do in maintaining the principles and practices of the Christian home.

If, because of the attitude of the father, family worship cannot be held with the family together, the mother may at least find regular times to take her children and with them read God's word and pray. More than one son has been held to the faith of Christ by his mother's private teaching; more than one daughter has grown up a Christian woman and a force for righteousness in the world because of her mother's devotion.

But let it be remembered that it is piety, not piousness, that tells. Religion is a matter, not of the closet alone, but of the kitchen also. The patience, courage, tact, and cheerfulness of Christ manifested in the round of daily duties will be the body that justifies the heart of prayer. And the two together may win not only your children, but the husband and father as well. s.

PLEASE give some good suggestions for indoor games. We must have something interesting for rainy days.

Yes, we *must* have something for rainy day recesses. First of all, let it be said that out-of-doors is the proper place to spend recess time under ordinary conditions. There should be lively,

invigorating exercise that will send the blood bounding along its courses, take away mental fatigue, and make both children and teacher feel like work.

But every teacher must have a store of rainy-day games, and he should have them so well learned that he will not have to hesitate.

Do we all know the game which begins, "I am thinking of a person whose name begins with C"? (Use names of Bible characters, or it may be played with names known in history.) If this game is not well known to our readers, we will give it, as we have found it fully written out, in our files.

The Curriculum, pages 183-199, describes many games, some of which may be played in the schoolroom.

"Games and Exercises, Outdoors and In, for All Grades," A. Flanagan Company, Chicago, is a helpful little pamphlet.

"Games, Seat Work, and Sense Training Exercises," by the same publishers, is good help for school hours and recess.

"Language Games," by Myra King, is valuable also for language drill and for play time. It may be obtained from Educational Publishing Company, Boston, New York, Chicago, or San Francisco. w.

IMPORTANT NOTICE TO TEACHERS

We are informed by the publishers that the price of the book "The Teacher and the School," by Colegrove, has been advanced from \$1.50 to 1.80. So the prices of the Teachers' Reading Courses will have to be changed as follows: "A" Course, \$4.45; "B" Course, \$4.60.

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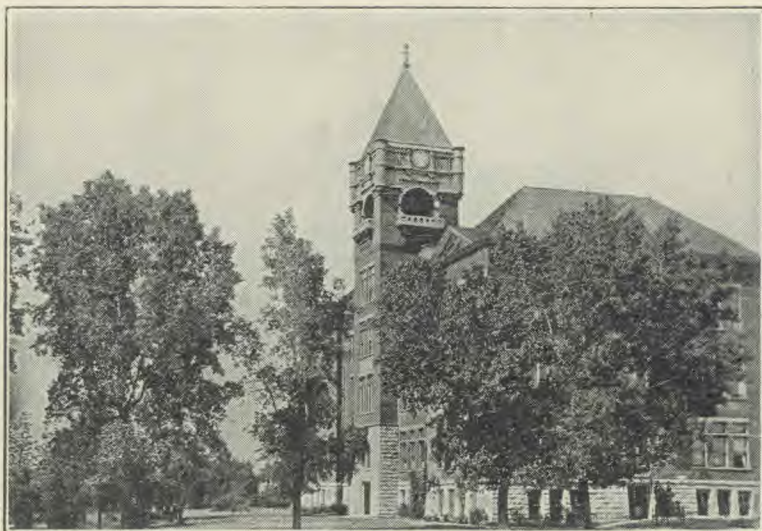
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