

HOME and SCHOOL

A JOURNAL OF CHRISTIAN EDUCATION



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HOME AND SCHOOL

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Education of the Baby

BELLE WOOD-COMSTOCK, M. D.

"YES, I'll finish it tomorrow if the baby is good; but he's been so cross lately."

"No, I haven't even washed my breakfast dishes. The baby hasn't let me have a minute. I've just had to hold him or carry him all the morning. He screams the minute I lay him down."

"Yes, the baby has slept all morning, and I've had a chance to get something done. I'm so thankful."

Poor mother! Poor baby! Who would think the tiny one could be such a tyrant? Something is wrong. What is it?

I had a patient recently, a little Italian woman, tired out, run down, and nervous, with a nursing baby five months old.

"Oh, I have no rest!" she said, "my baby is so mean."

"Mean!" I exclaimed in astonishment.

"Yes, she cry all the time."

"Well," I said, "she must be sick."

"No, she not sick, she fat and well, she fine, no vomit. Yes, bowels good; she just mean."

"How often do you nurse her?"

"Oh, any time. She cry all the time. Whenever she cry, I nurse her."

"Will you do for the baby what I tell you?" I asked.

"Sure," she said.

I accordingly made out the following schedule:

"Nurse, 6 and 9 A. M., 12 M., 3 and 6 P. M.
Bath, 8:30 A. M.
Sleep, 9:30 A. M. to 12 M.
2 to 3 P. M.
7 P. M. to 6 A. M.

"After 3 o'clock nursing, hold her awhile, then let her play and kick in a little pen, or on the bed where she cannot fall. Do not take her up except for her nursings and bath and necessary attention. If she cries, let her cry. Put her



to bed for her naps as indicated, and leave her alone, even though she doesn't always go to sleep."

"Will you do that?" I asked.

"Yes, sure," was the stereotyped answer from the little Italian mother; and I wondered if she understood.

A week later, when she returned, I asked, "How's the baby?"

"Fine," she said.

"Does she cry?"

"No, not at all."

"Does she sleep?"

"Yes, fine."

And ever afterward the report was the same. The baby had at last found comfort and rest, freed from the nerve-racking irregularity of her former days.

The first thing in the education of the baby is to see that his physical well-being is properly looked after. The second is necessary discipline.

"Discipline! You can't discipline a tiny baby!"

Indeed you can, and should.

Baby's physical condition is almost entirely a matter of correct feeding and regularity of program, and so closely is the mental development allied with the physical that we might say almost the same of his early training. Proper feeding supplies the necessary background for physical growth. Regularity of program not only facilitates systematic working of all physical processes,

but also supplies the background for discipline, the beginning and foundation of all true education.

Fortunate indeed is the baby who is fed from the mother's breast during the first months; but even this baby may be irritable, fretful, and sick, as the result of irregular or too frequent feedings. The bottle baby, on a formula suited to its needs, and fed at regular intervals, may make strides, both physical and mental, far ahead of the nursing child put to the breast whenever he cries. So whether the feeding be from natural source or artificial, let a regular daily program be planned and carried out.

No arbitrary schedule can be made. Every baby is an individual, and must be planned for as such. The mother's convenience must also be considered, for the baby's development and well-being are to a great extent dependent on the mother's health and nerve poise. Therefore, if it is easier for baby to have his bath in the evening than in the morning, so let it be arranged. But let us avoid the irregularity of a bath at 9 A. M. one day and 9 P. M. the next. Such a plan is demoralizing to both mother and babe. Decide on the most convenient time, and *stick to it*. Let the motto be, "The same thing at the same time every day."

Most tiny babies do well on the three-hour schedule of feeding. Some do better on the four-hour schedule. A few may need to be fed every two and one-half or even every two hours, but in almost all cases better progress is made, there is less digestive disturbance and colic, and the baby is happier, on a feeding program which permits of at least a three-hour interval. A baby's stomach



needs rest as well as does an adult's. After the first three months, the four-hour plan is nearly always better, and never should a normal baby after the age of six months be fed oftener than every four hours, or four times daily.

(To be continued)

ONCE our baby boy was standing high on the stairs, higher than his father's head. Holding out his arms, the father said, "Jump, I'll catch you." Without question the child sprang into the outstretched arms. I asked him if he was not afraid. He said, "No, papa taid he would tatch I." O that we might have the simple faith of a little child, believing implicitly, without doubt or hesitation, every word of our heavenly Father!

Let Us Be Patient

MRS. MARTHA W. HOWE

I KNOW of no trait of character so necessary in child training, nor one so frequently and woefully lacking, as patience. It is "don't do this," and "don't do that," and "stop this," and "stop that," from morning until night in many, all too many, homes. And the tone of voice hurts even more than the words. I wish children who are subjected to this constant stream of impatience could be equipped with shock absorbers. Why not? I cannot think of a place where they are more needed. A sensitive child prefers a whipping to a scolding any time, and it is much less of a shock to the nervous system.

Well do I remember the words so often spoken to me in my childhood days by one who at that time had jurisdiction over me: "I wish you would keep your everlasting tongue still." I suppose I asked many questions. Most children do. This terrible sentence usually stung me into silence for a while, but then I would forget,— in my eagerness to know,— and again it would flay me into nothingness. I can remember my thoughts on those occasions as if it were yesterday, and it is because I do remember them after all these years that I am writing this now. It was not clear to me then, nor is it now, just why it should be a criminal offense to ask questions about why flies can walk standing on their heads, or why dogs hate cats, or whether somebody somewhere was making chains all the time so the endless chains I had heard mentioned would not come to an end.

When we feel our patience slipping, let us say, "Dearie, Auntie's head aches," or "Mamma is too busy," or "Papa is too tired to answer any more questions now. Don't you want to save them up until later? and then we'll have a special time, and see if we can find the answers to them all." And then suggest

something to interest the child for the time being, instead of setting in operation thoughts which may be remembered when you are gone; for "the thoughts of youth are long, long thoughts."

The days of childhood are such short, short days when they are past, but we act as if they were to go on forever. In just a few short years—or it may be even sooner—there will be time and to spare to rest from childish questions and problems. I would give more than I ever expect to possess in this world for the privilege of living over some portions of the years when my children were small. I thank God for the years that have been mine to redeem, but how glad I would be if *every* word and *every* act had been such as I now wish they had been.

If you knew that your loved one was soon to be taken from this life forever, would you speak the impatient words? Face it. It may happen. It has happened. No tears or heartaches would then avail, and always the memory of those impatient words would remain like scars from deep wounds. I have some such scars which will remain with me until Jesus comes to destroy sin and to heal the scars that sin has made. My little girl lived to grow up into young womanhood, and we had many happy years together, but the impatient words of years ago come back to hurt me, now that she is gone.

How easily the words come to our lips! How easily they slip from the tongue, and go like seeds on the wings of the wind, never to be gathered up! We may have overworked in making pretty clothes for our children to wear; we may have wearied ourselves in preparing dainties for our children to eat; or we may have in other ways overwrought the nervous system until we were not fit for the care of children. In Peter's ladder



of Christian progress, temperance comes before patience. A life temperate in all things is a vital necessity for those who have the responsibility of bringing up children, for without it patience is well-nigh impossible.

At one time while I was calling on business, at the home of strangers, the five or six year old son came into the room. The mother immediately began to scold him soundly for bringing in mud upon his feet. He looked timidly at his feet, at his mother, and at me, a stranger, and was silent. A beautiful home, a beautiful boy, and a beautiful mother! Can it be that we prize the inanimate houses of our hands more than the living houses given to us by God to prepare for the indwelling of His Spirit? Ah, no. But impatience is our besetting sin. Taking the trembling little hands in mine, I said to the mother, "Dear mother, my little one who used to track in mud sometimes, is dead. If I could only have her once more, do you think I would ever speak impatient words to her? O, be glad that you still have your

boy, and be patient while he learns the many, many things little folks have to learn."

If we would stop for a moment and visualize our dear one dressed for the long last journey, with the curls, never more to be brushed, entwined around the silent little face, and the flowers with their sad perfume, I am sure we should never speak impatient words.

Never in the history of the world was there such a time to breed impatience, but in God there is strength and help to develop a people noted for their patience. May we do our part to keep physically fit, and may we learn of Him who knew no impatient word or thought, whose mind was at peace because stayed upon God. May such a mind be in us that our choicest and most loving thought shall be for those whose restless feet are ours to guide, whose active minds are ours to train, whose tiny faces look to us for light, is my prayer for His name's sake. God grant that we may not need to learn patience through tribulation.

Standards and Measurements in Spelling

LOTTA E. BELL

COURTIS says, "The general welfare of our country demands that children in all grades acquire:

"1. A practical control over the spelling of a small number of common words which are used over and over again by all who write.

"2. A reasonable command over all other words which find their way into the children's writing vocabularies.

"3. A realization of the attitude of society toward misspellings, so that the slightest doubt in regard to the correct spelling of a word will operate to make them look up the spelling in a dictionary."

The best method will be the one that can accomplish all these results in the shortest time. The real test of ability comes in the transfer power manifested in using the words of the class spelling lists in dictation or composition work, when the mind is upon thought rather than upon spelling.

There are two essentials in this drill,—legible writing and an understanding of the meaning of the words to the extent that each can be used in a sentence. Errors will be avoided when legible writing is the habit. A child will pass in just as poor work as the teacher will permit, or he will bring just as good as she demands. She sets the standard.

The dictionary habit must be early established. A child in the fourth grade should have a small dictionary of his own. The pupil gains his first experience with a dictionary by using the glossary in his own Reader. He must also know the alphabet in order. Drills in copying the spelling lesson in alphabetical order will help in gaining this point.

When a pupil has been taught to find a given word in a dictionary, he then appreciates the knowledge previously gained by diacritical marks, without

which there is no correct pronunciation. There are other dictionary habits to be formed before he leaves the eighth grade: the use of abbreviations and the ability to select the appropriate meaning from the several definitions given. It is interesting sometimes to give a drill on dictionary habits to the whole class at once, seeing who can find a given word the most quickly, or who can report first on a given list of words. A teacher using an unabridged dictionary should be able to find and record the page where the words occur at the rate of three common words a minute.

As before stated, transfer power is best tested in the dictation drills or composition spelling tests. A child may spell a certain word correctly in a spelling list, but never in a sentence; therefore the dictation drills are given to train in the power of transfer. "A timed dictation test will on the average yield results 5 per cent lower than the same words in a list test. A sample of a dictation test follows:

Second hand of watch	No. of letters
1. (60) The <i>official</i> finally gave the <i>testimony</i> himself	() 41
2. (30) The <i>senate</i> proceeds with <i>ex-</i> <i>treme</i> care	() 32
3. (53) Etc.	

Ten such sentences comprise an initial eighth-grade test. Underlines [italics] indicate the test words. The numbers at the beginning show where the second hand on the watch should be when starting each dictated sentence. By following directions in "Teaching Spelling by Plays and Games," by S. A. Courtis, one may make out his own tests, if he desires to have some practice material other than the initial and final tests in timed drills.

The composition spelling test is also very interesting. Easy subjects, such as one of the following, are given from which to choose: "A Trip to the Country," or "My Favorite Pastime." A definite time of ten minutes is allowed for this exercise. At the close of the period, all words of more than three letters are counted and recorded alongside the total number of words and the total mistakes. From these the coefficient is derived:

Total words written	Words of more than three letters	Total mistakes	Co-efficient
75	26	2	77

This is considered good for a fifth grader. No general standards are available, I believe, from Courtis at this time, but it gives the opportunity to compare class papers in your own school. In scoring the papers, do not count grammatical errors, but rather all illegible words, those written over, or omitted. A syllable left off is counted as a slip; for instance, I *talk* to him yesterday, for I *talked*. Omissions of dots over the i's and crosses on the t's and hyphens are not counted as wrong spellings.

You will begin to see that there is little place in the plans of the better methods of today for oral spelling. Frequent reviews are desirable, a few of which might be oral.

Another common error in dealing with this subject is the assignment of too long lessons. Courtis says two hundred words are all that should be expected in a semester's time. Figure for yourself how many that would mean each day. Four hundred a year means three thousand two hundred in the primary department. Most spellers contain from five thousand to forty thousand words, which is a problem. "The investigations of many different persons agree in showing that fifty common words are used so often that they make up half of all written English, and that approximately one thousand different words would account for nine-tenths of all written English.

"When misspelled words are corrected in the daily lessons, it proves to be one of the most effective means for constructive teaching of spelling. Then the words learned outside the school-room make an important factor in spelling ability. Penmanship habits are acquired by requiring a similar standard in the spelling classes. Ayres gives the following penmanship standards, which should be expected in a spelling class as well as in penmanship:

Grade	2	3	4	5	6	7	8
Quality	38	42	46	50	54	58	62

We feel at Oakwood that it is essential to consider penmanship work in other classes than the drill period, if we hope to train the proper transfer power. We also feel that one of the most effective means of teaching spelling is to correct all errors in the written work of all classes. To this end our president gave each faculty member a two-color pencil, red at one end and blue at the other, blue for correction of subject matter, and red for errors in spelling or English. Red is a danger signal, and this inexpensive device is working wonders.

Buckingham's Extension of the Ayres Spelling Scale is invaluable in helping to find out the grade of work a pupil is doing in spelling. One caution, however: "A danger in using tests is that teachers who do not understand the significance of the testing work, will place an undue value on results without considering the method by which the results were secured."

In order to motivate the work in the primary spelling classes, Courtis gives in his book, already referred to, directions for the following games:

1. Syllable game
2. Jumbled letters
3. Initial game
4. Rhyming game
5. Derivative game
6. Definition game
7. Linked-word game
8. Missing-word game
9. Composition.

Besides the spelling of words correctly, the class training must include lessons of neatness, self-control, self-direction, promptness, and legible writing; the class must learn to receive dic-

tation and directions without repetition. Remember that one is often judged by his ability to spell.

"Society has come to look upon correct spelling as a mark of education. It is useless to point out that very few of even the worst spellers in our public schools misspell ten per cent of the words they write, that the average child in the

sixth or higher grade misspells but two or three words out of every hundred he uses in a letter or composition. After all is said and done, the fact remains that the misspelling of even one or two simple words in a letter will operate to produce in the average man an unfavorable impression of the education and ability of the writer."

Don't Attempt the Impossible

C. A. RUSSELL

"NOTHING succeeds like success." The character of the work done in our schools should be such that an investigation would prove the thoroughness with which the work is being done. No cheap, shoddy work can be accepted. We teachers practise upon material too precious to permit of experimentation.

A gentleman was once permitted to watch the performance of a very critical operation upon that most delicate organ, the human eye. He almost held his breath as the knife in the skilful hand of the specialist did its work. When it was all over, he remarked to the surgeon something about the wonderful skill required to perform such an operation. The great man replied simply, "I spoiled a hatful of eyes before I learned how to do that." Who wants to put his child into that sort of hat?

Too much emphasis cannot be placed upon the importance of laying a strong foundation in the education of the child. How frequently do we find men who are handicapped through life simply because the fundamentals have been neglected. Reading, writing, spelling, accounting, the correct use of English—these essentials must constantly be stressed. Much is said in the Testimonies concerning the value of the common branches and the thoroughness with which they must be taught. See, for example, "Counsels to Teachers," pages 215-218.

In spite of all this instruction, we find, occasionally, a school where one teacher is endeavoring to handle the elementary

grades and at the same time carry on class work above the eighth. Not only is such a program a physical impossibility, doomed to end in failure on the part of the teacher, but such schools are almost invariably lacking in the necessary teaching equipment for carrying on this advanced work. A science laboratory is lacking, as well as a suitable library for use in teaching higher English, rhetoric, general history, etc. Instead of forty-five-minute periods devoted to each class, fifteen or twenty minutes is usually the limit. But in spite of all this, the students taking such work under these conditions are expected to be given full credit therefor, when later they knock for entrance at the door of an academy.

An action was passed at the St. Helena Council, which reads as follows:

"2. *Amount of Work Carried.*—Not more than six grades, unless the membership is very small. Where all eight grades are represented in the school, we recommend an assistant. Under no circumstances should a teacher be expected to carry eight grades and teach classes in the ninth."

Where there is a large community of Adventists, where a suitable building is provided, proper equipment secured, a sufficient teaching force employed,—at least two teachers for a nine-grade school and three for a ten-grade,—an advanced day school may be conducted when sanctioned by the local and union conferences. Without these provisions, such a project can but result in disappointment.

Sixteen Per Cent of the Defects of Children

KATHRYN L. JENSEN, R. N.

FROM conclusions reached by the child health workers of the world and observation in our own church schools, we believe obstruction of the respiratory tract, either in the nasal passages or in the throat, to be the greatest single cause of defective nutrition, with its accompaniment of the underweight of children in relation to height. While this defect does not compare in number with teeth defects, it requires the parents' full cooperation and radical treatment before its harmful effects can be remedied. Whether it be enlarged tonsils or adenoid tissue in the nasal pharyngeal cavity, the average individual cannot discern the "small fox" that is beginning to destroy the strength and vitality of budding boyhood and girlhood or young manhood and womanhood.

So closely is the need of a well-kept breathing apparatus connected with proper growth in childhood, that habits which prevent an abundance of fresh air, such as cramped posture with its consequent crowding of the lungs and interference with free action of the diaphragm, or close, unventilated sleeping-rooms or schoolrooms, soon affect the normal development of the growing child.

One noted nutrition worker tells of a child, Esther by name, who was four pounds under her normal weight. She slept in an unventilated room with four older persons. She also had the habit of keeping her head under the covers at night. Every other habit of her daily life was corrected, and there was a slight gain in weight. As soon, however, as the habit of covering her head at night was corrected, she reached her normal weight in less than a month.

Mouth breathing at night is another detrimental habit of childhood. The nose

has other duties besides supplying air. It filters, warms, and prepares the air for its reception into the lungs. This mouth-breathing habit is in almost all cases due to some obstruction of the nasal passage. The child at night allows the air to follow the course of least resistance. As the obstruction becomes larger, he becomes a habitual mouth breather.

A short time ago the growth of a pair of twins was brought to my attention. Both were decidedly underweight; their posture poor—the typical "angel-wing shoulder blades" of the malnutrition child. They were both typical mouth breathers.

Upon careful examination, both boys were found to have but little breathing space through their noses. Adenoid tissue was obstructing the passage. This was accompanied by the usual enlarged tonsils. The formation of the lower jaw was beginning to show the result of mouth breathing. While the gulping of hasty breakfasts day after day, and other wrong habits of living were contributing materially to their undernourished condition, the fact that not enough oxygen was taken into the system to oxidize the food they did eat was the chief cause of their subnormal development. This conclusion was substantiated by the fact that the one with the greatest obstruction of nasal passage was not so fully developed as his twin brother.

Another actual illustration which shows the close relation of the intake of air to the proper development of the growing child, is that of two boys in one school who were both from the same family. Their home conditions were ideal. A Christian father and mother kept up the spiritual life needful for a normal child; the food supply, both in quantity and in quality, was not lacking.

Both boys had access to the same food. Happy in their work and play and study, both boys should have presented the physique of the normal child.

The elder was one of the bright pictures of sturdy boyhood, so refreshing to one whose experienced eyes see so few children enjoying positive health. The other youngster, while not yet in the stage of malnutrition under which the twins were classed, was decidedly underweight, and the texture of his skin, his posture, and his muscle tone bore testimony to the fact that something was undermining his normal development. In this case also, adenoids were the cause. An adequate supply of the air so abundantly provided us by a wise heavenly Father, was denied this growing boy because some one failed to make clear to the kind parents the actual harm being done the child. "James is naturally puny," or, "He takes after his grandfather," or some other apparently plausible excuse causes the parent to delay giving the child the benefit of a thorough physical examination.

Less than a year ago I was visiting with one who had suffered in childhood from such neglect. She had reached young womanhood, but with bitterness in her tone she spoke of her protruding teeth which made her mouth so deformed. Too late to be of any help to her, she had learned how the adenoids of her childhood had caused this condition which so detracted from her otherwise attractive features.

We deplore the fact that young women use rouge and other artificial means in their eagerness to appear beautiful. To replace artificial efforts to acquire a healthy appearance, we must begin in early childhood to inspire in them a desire to live a life in conformity with laws which will insure a well-developed, healthy body. First of all, the physical defects which prevent normal growth must be removed. Heading this list of defects, are extremely enlarged tonsils and adenoids.

Then with good health habits every

child will be given his or her rightful heritage — a sound body to help develop a life which is being built for eternity.

Of the effect of insufficient air or impure air, we read on pages 272, 273, of "The Ministry of Healing," by Mrs. E. G. White:

"In order to have good blood, we must breathe well. Full, deep inspirations of pure air, which fill the lungs with oxygen, purify the blood. They impart to it a bright color, and send it, a life-giving current, to every part of the body. A good respiration soothes the nerves; it stimulates the appetite, and renders digestion more perfect: and it induces sound, refreshing sleep.

"The lungs should be allowed the greatest freedom possible. Their capacity is developed by free action; it diminishes if they are cramped and compressed. Hence the ill effects of the practice so common, especially in sedentary pursuits, of stooping at one's work. In this position it is impossible to breathe deeply. Superficial breathing soon becomes a habit, and the lungs lose their power to expand."

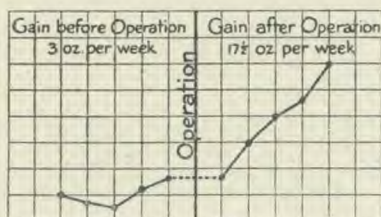
In "Education," page 198, by the same author, we read:

"Among the first things to be aimed at should be a correct position, both in sitting and in standing. God made man upright, and He desires him to possess not only the physical but the mental and moral benefit, the grace and dignity and self-possession, the courage and self-reliance, which an erect bearing so greatly tends to promote. Let the teacher give instruction on this point by example and by precept. Show what a correct position is, and insist that it shall be maintained."

With this admonition in relation to posture, we can better sense the statement by an authority on child health, that even such defects as adenoids and enlarged tonsils are often due to uncorrected habits of living. Through such uncorrected habits, Mrs. White adds, in "The Ministry of Healing," page 273, "an insufficient supply of oxygen is received. The blood moves sluggishly. The waste, poisonous matter, which should be thrown off in the exhalations from the lungs, is retained, and the blood becomes impure. Not only the lungs, but the stomach, liver, and brain are affected. The skin becomes sallow; digestion is retarded; the heart is depressed; the brain is clouded; the

thoughts are confused; gloom settles upon the spirits."

So essential is this life-giving oxidizer that we can readily see that if adenoids obstruct the breathing, even though ventilation, posture, and daily habits are perfect, not enough air is secured to meet the needs of a growing boy or girl.



Effect of removal of all of the diseased tonsil and adenoid tissue on fifteen children under observation in the nutritional classes of Dr. Emerson, New York City.

At the lowest estimate, 16 per cent of our Seventh-day Adventist children are crippled physically, mentally, and spiritually because of a lack of sufficient air, due to enlarged tonsils and adenoids.

The money spent in the removal of adenoid tissue or tonsils so enlarged as to obstruct breathing, will be saved many times later on in life, for we are told that without sufficient air "the whole system becomes depressed and inactive, and peculiarly susceptible to disease."

The Model Church School Teacher

ONE who is *serious*, but not gloomy; *dignified*, but not morose; *gentle*, but not fawning; *self-possessed*, but not self-conscious; *quietly masterful*, but not bossy; *alert*, but not fussy; *watchful*, but not nervous; *sympathetic*, but not lachrymose; *accomplished*, but not boastful; *humble*, but not uncultured; *positive*, but not self-opinionated; *kind*, but *firm*; *quiet*, but *can be heard*; *an unassuming master of his sacred calling*.—I. C. Colcord.

GOOD HEALTH ARMY

NURSES' REVISION

(With apologies to Grace Aikey.)

(Ten children, bearing cards on which are inscribed letters spelling "Good Health," stand. Each recites one verse.)

I WONDER what our missionaries in foreign fields would say,
If they could see our army, in all its full array.
I know they'd think Health Habits more than a bit of fun,
Because they help in heathen lands much more than sword or gun.

And we are strong, so strong, you see,
And we can missionaries be.
You wonder how—well, we will show
The way we make our strength to grow.

First, every morning when we wake,
We at the open window take
Three deep breaths, a one—two—three.
It makes us feel, oh, splendidly.

Then wash with care, oh, such a lot.
You couldn't ever find a spot
On any of us when we're through;
But still there's something else to do.

Our teeth we brush, round, up, and down,
As good boys do in every town,—
The kind you've heard them tell about,
Who're never known to frown or pout.

Then down to breakfast we all go,
And sit at table—all just so.
Oh, how we eat oatmeal and milk—
And all day feel as fine as silk.

At last we hurry off to school,
For promptness is, of course, our rule.
There, happy all the livelong day,
We make of our work merely play.

At luncheon, vegetables we eat,—
Whole-wheat bread, milk, but never meat.
We don't drink tea or coffee, no!
For then we shouldn't stronger grow.

At seven we are off to bed,
And when at last our prayers are said,
We dream of lands across the sea
Where peoples wait for you and me.

Don't you suppose the missionaries
In other lands would cheer
Our Children's Good Health Army,
If they were only here?

"If I cannot do great things, I can do small things in a great way."

The Story of the Church

The Angel That Stopped a Mob

IN the 1844 movement there was a young man named James White, up in the State of Maine, who started out to preach. It was in the wintertime, and the ground was covered with snow. He came to a country schoolhouse, and opened his meetings.

The first night there was a big crowd who listened to him fairly well as he preached about the coming of Jesus, though some rough fellows made a disturbance, and threw things at him.

When he was through, however, there came up a Universalist editor who asked to be given a chance to talk to the crowd against the coming of Jesus. But James White told him that he would dismiss the meeting, and if any wanted to stay and hear him preach, they could do so. Scarcely any one stayed, and this made the Universalist very angry. So he fixed

up a scheme with the roughs to break up the meeting the next night.

The next evening, just before the time of the meeting, Mr. White's friends came to him and told him there was a mob waiting for him at the schoolhouse, and they would surely beat him and perhaps kill him if he should go there. James White went apart and prayed, and he felt assured that God wanted him to go ahead and preach.

So he went down to the schoolhouse. He found it packed, mostly with women, while around the building was a great crowd of men and boys. They had taken all the windows out, so that they could see and reach inside.

Amid yells and catcalls, the young preacher made his way inside, and went up on the platform. The Universalist stood so near him that he could touch him, and looked angry enough to strike him. Mr. White stood up and prayed,



then hung up his chart and opened his Bible to preach.

But at once the crowd began shouting and throwing snowballs. Very soon his Bible was wet with melted snow, and the noise was so great that he could not be heard. He closed his Bible, and faced the mob, telling them of the great events of the judgment day so soon to come. They grew more quiet, and then James White, taking a big nail from his pocket with which he had been hit the night before, said:

"Some poor sinner cast this spike at me last evening. God pity him. The worst wish I have for him is that he is as happy as I am. Why should I resent this insult when my Master had them driven through His hands?" And stepping back, he raised his arms, and placed them on the wall behind him, like one hanging on a cross.

The people were struck to the heart. Some cried, some groaned, and some called out, "Listen." The young preacher called on sinners to hear the message of mercy from Jesus, and to come to Him. From all over the house many rose in response, nearly a hundred of them.

James White prayed for them all, and then, taking his chart and Bible, he stepped down and went out through the quiet crowd.

As he passed out of the door, some one stepped up and locked arms with him, to guard him through the mob. He did not know the man, though somehow his noble face seemed familiar. The mob opened a way for them to pass through, and not one offered to harm him or even to touch him.

As soon as they were clear of the crowd, James White turned to thank his protector; but he was gone. He never saw him again, nor ever learned who he was, nor how he went without his seeing him. Was it not an angel sent from God to protect His servant? s.

"At the sound of fervent prayer, Satan's whole host trembles."

The Eyes of a Child

I AM BROWN, or blue, or black, or gray. I have faith in every one and everything. I trust the world, I still possess the crystal clearness of innocence. I see nothing sordid or unlovely. The pictures I send to the baby brain are magical. I am not for sale—I cannot be bought—I am priceless!

I am sensitive. I require care and thought, but I grow weak with overwork or ill health or strain. I resent indifference or neglect. When I am not as strong as I should be, I protest against overexertion in the schoolroom, I rebel against long hours of study or reading at home where the lights are so dim that I cannot see.

I sound my warnings daily. I cause misery to the brain and a throbbing head. My punishment is relentless. I worry myself into aching, twitching, burning coals of fire. I cannot work—I cannot sleep—I can only weep. The parents of the baby body in which I dwell blame fretfulness, illness, apathy, dulness, and stumbling gait, but I am the cause. I fairly sing and dance and thrill with light and joy and gladness when I am healthy and strong and rested. If I need aid from the skilled men who know me, who study me, who give me what I must have, then I respond in sheer gratitude.

If I have behaved badly and have caused pain, it is only because I have needed help. With the assistance these learned men can give me, I live until I am no longer wanted. I never return once I go. I go reluctantly if go I must. I speak that all parents may hear.

Remember, I am the eyes of a child! I may be the eyes of your child!

Conserve the eyesight of your child. It is a duty you owe the child, yourself, the community, the State, and the nation. But above all, you owe it to your child.—*Eyesight Conservation Council.*

"THE soul of the little child that believes in Christ is as precious in His sight as are the angels about the throne."

A Morning at the Junior Meeting

EMILIE CROUCH

It was Wednesday morning—the morning for our Junior meeting. And as the boys and the girls entered the room, they seemed to wear a brighter smile than usual. Every pair of eyes seemed to say, "I think we'll reach our goal." We had determined a few days before to send our flag to the top of the pole this morning.

Each head was bowed for a moment in silent prayer; the Morning Watch drill was conducted; and the leader and secretary took their places at the front of the room.

"If I Were a Sunbeam," was the opening hymn. We knelt while sentence prayers were offered, and felt the Saviour's presence nearer as one thanked the Lord for Junior meetings, and another prayed, "Help us to be kind on the playground, and help us to earn money for our mission goal."

Several presented offerings earned the night before, and before we realized it some one cried, "That makes \$50." Yes, our goal was reached. A delighted clapping of hands could not be restrained. How happy we were! Surely our prayers had been answered, for we had been planning and praying and working for several weeks to raise our share for missions. Many times we had been tempted to think our goal too high for such a few living so far from any city, but we now realized more fully that "with God all things are possible. We were happy that prayer had been heard.

All took part in the experience meeting that followed, and these are some of the testimonies given:

From a girl of twelve years: "I went to Wisconsin Rapids one Saturday night, and received \$5.14 in my can. I wrote a letter to grandmother, and received 50 cents from her. Mother gave me 25 cents. I enjoy Harvest Ingathering work, and hope I can do more next year."

From a third-grade boy: "I sold some rags to a rag peddler for a quarter. I also raised some chickens and gave the money."

Myrtle said, "I earned mine by picking up potatoes. I worked two Sundays and got five cents a bag for them."

This from a little boy of nine years: "I picked up potatoes, too, only I didn't get paid for it; but I'm glad I have a sister who gave me \$2 of hers. I hope that next year I can do something myself."

Calvin surprised mother by going to bed and getting up without being told, and received 10 cents.

Frankie raised popcorn and beans, which brought him more than \$2.

Kenneth's testimony was, "I wrote a letter to grandpa. He waited an awful long time, and then sent me a dollar. I found a little money, and mother gave me 77 cents. I'm going to sell candy tonight to pay her back."

Marie sold popcorn balls, and ended her testimony with, "I know the Lord helped me sell them, and I'm glad I could do it for Him."

The report of last week's meeting was read, the report blanks given out, and we sang to close, "'Tis Love That Makes Us Happy."

DOROTHY CANFIELD FISHER, in her book, "Self-Reliance," gives the following good game that will appeal to older children:

"Surround a table covered with oil-cloth, if convenient. Give each child a lump of clay and a piece of paper. He writes on the paper the name of an animal and puts it in a box. When all have done this, the box is shaken, and each draws out a slip at random. Without showing to the others the name of the animal written on it, he sets to work to model this in clay. The animal recognized by the largest number of those present, wins the contest, and if desired, the artist may be awarded a simple prize."



EDITORIAL

Teacher Training

A RECENT survey shows that of the 10,260 teachers in the State of Washington, 77 per cent have had one year or more of professional training; 40 per cent, three years or more; 27 per cent, four years or more; leaving only 23 per cent with less than one year of training. Five years ago, when a similar survey was made of our own teachers, the results were not so good as those mentioned above. But so much advancement has been made since then, we should be glad to have superintendents or secretaries send in to HOME AND SCHOOL a brief account of how this matter stands today. We have heard of one conference that now has 79 per cent, and another 90 per cent, of their children in our own schools — most laudable achievements. We believe there are conferences, and possibly unions, that can show equally good attainments in teacher training, and we should be glad to publish some of the best returns on this question.

“As Dear Children”

I KNOW of no softer, more caressing word in the Bible than this expression, “as dear children.” What a picture it brings up of a home where love reigns, where the children are harmonious with brother and sister and obedient to every wish of their parents, and where parents are mindful of the needs and training and pleasure of their children.

Out of the jangling world, the crossing of wills, the bitterness of dispute, the struggle and turmoil of men's affairs, how sweet to drop into the sanctuary of the well-ordered home, where peace and joy are expressed in look and tone and deed. Such should be our every home.

But it can be such only if the lives of ourselves, the parents, are conformed to God's plan and purpose. “Be ye therefore followers of God, as dear children.” Eph. 5:1. We cannot order our households aright unless we ourselves are ordered of God. Why was it that Abraham could command his household after him? It was because he, as a dear child, was obedient to every word of God, his Father. And so with you and me: we shall have homes of the order God wants, only if we sense and acknowledge our relationship to Him in the family of heaven.

Let us be, in the things of God that affect our physical, our social, and our spiritual affairs, “as dear children.”

Motherhood and Teacherhood

SOME one has said that motherhood has grown beyond protecting and sheltering one's own child. Mothers are working for better schools for every child, and for equal educational opportunity for all children alike. The true mother heart follows her own children into the school, for they are still her own, though intrusted to another for part of the day. But the real mother instinct, planted in her nature by the Creator, reaches out also to the welfare of all the children. This is one great reason why she should be an active member of the Parent-Teacher Association. She really gets the best conditions for her own children by working unselfishly and large-heartedly for the highest interests of all.

On the other hand, it may be as safely said that the true teacher's conception of her trust expands beyond the walls

ETCHINGS



of the schoolroom and the playground into the sacred precinct of the home. She ever recognizes that the school is really but an annex to the home. She can never make the school efficient without an intimate knowledge of the homes it represents and an acquaintance with the natural mothers of the children. This is one great reason why the teacher should be an active member of the Parent-Teacher Association.

Such a society is the meeting place of motherhood and teacherhood.

Starving and Stuffing

WHAT opportunities the most of us parents miss! Our little children come to us tirelessly with, "Mamma, see this!" "Papa, what's that?" with Why? What? and Wherefore? And we answer carelessly, thoughtlessly, misleadingly, or impatiently, the eager, developing minds that are searching for truth. We turn them down, we turn them back upon themselves; and piteously crying with mental hunger, they fail to develop as they should.

Then, oh, blessed relief! when they are five or six years old, we can pack them off to school. Now then, hustle up! Children, stuff your minds with knowledge, knowledge for the most part foreign to your daily life. Learn to read, learn to spell, learn to write, learn to figure. Leave your play; you have to study! "I shall be ashamed if you don't keep up with the other little boys and girls."

Let the fathers and mothers starve them, let the teachers stuff them, poor little pigmies with stuffed minds! Aren't you ashamed, fathers and mothers?

You Have a Plan

You do not build a house — not if you are civilized — upon a piecemeal, come-as-it-happens order. You have a plan. You know where the living-room, and the kitchen, and the chambers, and the porches are to be. You put down the foundation first, and then raise the superstructure, and shape the rooms to your plan.

You do not build a child's character — not if you are civilized — in a haphazard way. You do not wait until an emergency comes, and then utter a hasty, ill-considered command. You have a plan. You know what is to be taught his baby mind, in obedience, in patience, in self-control. You consider in his childhood what lessons he must learn, not only of science, but of industry, helpfulness, generosity, and cheerfulness. You have a plan for his physical, his intellectual, his social, and his spiritual life. And you teach him loyalty to the guiding principles which you make plain, rather than trust to extemporaneous decisions about conduct, and ill-considered commands. True, worthwhile obedience comes from a sense of reverence for authority and loyalty to principle. You give your child a chance to be truly, intelligently obedient, by giving him a plan of life.

That is, if you are civilized.

"THE teacher's main duty is to train his pupils into right habits of thought and action. All the books, recitations, and regulations are but means to this end. Each lesson is thoroughly learned and assimilated, not so much for its own intrinsic value, as for the habit of doing well whatever is to be done."

Christian Education

F. W. GALUSHA

WE hear Him from a lowly mount proclaim the living word,
In temple court and synagogue His thrilling voice is heard.
Scribe, Pharisee, and Sadducee are there with vision dim,
But some say, as they homeward turn, "No man e'er spake like Him."

We see Him halt the march of death beside the bier at Nain;
He speaks, and lo, dead Lazarus comes forth to live again.
The lame, the maimed, the halt, the blind, to Him for healing turned,
Demon-possessed, and leper too,—not one of them He spurned.

By seashore and on mountain slope He taught the multitude,
From city and from countryside, the cultured and the rude.
The common people heard with joy the story of God's love,—
Of faith and purity and hope that's linked with things above.

Where did this Master Teacher learn the mystery of His art,—
The writing of His Father's law upon the human heart?
How was He trained in early life? What was His guiding star?
Could we but learn those methods now, 'twould "swing the gates ajar."

His heritage of sinful flesh was just like yours and mine;
The fact that one's of royal birth, of virtue is no sign.
By day He trained at Joseph's bench, at eve at Mary's knee,
With sacred scroll and moral code He must familiar be.

"I come to do thy will, O God; Thy law is hid within."
That was the secret of His life; that's why He knew no sin.
To rabbi's lore and doctor's cant He gave but little time,—
A sparkling stream is not improved by adding dust and grime.

To bring His listeners back to God by thinking on His works,
That was the method that He used; that's where His secret lurks.

A simple, unassuming man, no trace of outward show,—
The Monarch of the universe was here in station low.

He who had been creation's Lord in all that phrase implies,
The builder of unnumbered suns that blaze in evening skies,
Was seated on some grassy hill or 'neath the goodly trees,
And to the people gathered round, He said such things as these:

The lilies of the field toil not, and neither do they spin;
The ravens and the other fowls possess no barn nor bin;
But yet our Father feedeth them and keeps them day by day,
And Solomon did not approach the lilies' bright array.

His parables are wonderful in their appeal to us,—
Simplicity and clarity that are quite marvelous.
The shepherd and his flock are used by Him to teach a truth,
The growing plant, the evening sky, the children and the youth.

Now let us take a backward glance to days of kings and seers,
And scan the lives of those great men—we do not have their peers.
When God gives some great task to man, He furnishes the tools,—
The super-prophets of those times were trained in prophets' schools.

The ten great precepts formed the base of all their teachings then,
They studied well the history of how God deals with men.
The great, wide-open nature book was by them understood,
They praised the Lord with song and verse, with instruments of wood.

Elijah and Elisha stand like two great mountain peaks,
For any higher, more endowed, in vain one looks or seeks.
Those men were men of faith and prayer and good, sound common sense,
They had no use for pomp or show or foolish sentiments.

Before that great and dreadful day that tries
the souls of men,
The spirit of Elijah will revive the church, and
then
We'll leave behind that lukewarm state, the
deadly monotone,
Receive that sacrificial flame that melts the
heart of stone.

The schools they founded in those days are pat-
terns for us still,
Don't think because of lapsing years that God
has changed His will.
But in these dark, degenerate days, before the
days of wrath,
Let's get back on the raised highway, and on
the ancient path.

'Tis not by institutions grand, nor yet by cul-
ture broad,
That we shall train our children up to know
the living God.
'Tis not by human might nor power this work
is going through,—
Unless the Lord doth build the house, there's
naught that we can do.

Our youth today the training need that Daniel's
mother gave;
The Spartan self-denial; in the heart, a purpose
brave.
Leave out the myths and fairy tales that hail
from Babylon;
Cast out the harlot-fashioned dress designed to
tempt your son.

The worldly wisdom that is naught but foolish-
ness with God,
False science and philosophy are stalking all
abroad.
Can we still say as on we drift toward that fatal
line,
"Am I my brother's keeper?" and "It's no
affair of mine"?

Our past mistakes we should forget, and press
on toward the mark;
No use to falter and give up because the clouds
look dark.
Keep thinking that above the storm the sun
is shining down;
That after this hard school of life the Master
gives a crown.

"THE teacher who is whole-souled and
enthusiastic, who is constantly setting
high ideals of attainment before his
pupils, will have but little need to resort
to punishment. There is something seri-
ously the matter with the teacher who
is always punishing."

What I Saw in the Schoolroom Today

FIRST of all, the little teacher was what
I saw. The artist perhaps would not
have picked her out as especially pretty,
but she was neat and clean, tastefully
dressed, and decidedly attractive. And,
too, she was very patient and cheerful.

It was springtime, and the tulips were
in bloom. The long blackboard covering
the front of the room had these pretty
flowers tastefully arranged at its upper
corners and down its sides. The inner
part of the board itself was well covered
with lessons ready for the day's work.
There were a few pretty pictures on the
walls. One of them was a historical
scene; another, a "Mother and Babe;"
again there was "The Angelus;" also
there were one or two instructive and in-
teresting animal pictures.

On one wall were grouped samples of
the children's work. Above, as a border,
was a row of bright-colored mats woven
from paper strips, while below this were
pictures copied from the drawing books
and also those drawn from the nature
lessons; there were pictures made with
brush and ink, and in water color; also
those made with pencil. There were ani-
mals, etc., sewed on perforated cards,
besides other things made by the chil-
dren's hands.

High on one wall, seemingly in the sky,
was a flock of birds flying toward some
desirable feeding or resting place. In
one place there was a border of cows and
calves; in another, one of rabbits; while
down next to the floor, seemingly on the
ground, were some hens picking up
dainty morsels; near them were some
ducks and turkeys, and an old hen with
a brood of chickens busily engaged in
getting their breakfast. All of these
paper cuttings indicated that the little
children had been kept busy with edu-
cative work.

There were some fine maps on the
walls, and also blue prints of things in
the plant world.

At the opening the children sang in
an interesting and attractive manner

several songs that were new to me. Long ago I discovered that children like something new by way of songs.

In the little people's Bible class I noticed that even the very little ones could repeat the three angels' messages word for word and with less hesitation than most grown people. They also repeated many other texts.

This school not being a very large one, the little people had a nature class separate from their Bible class. Today they had a pleasing little game. They had previously read in their supplementary reader about a large number of common insects; now each represented himself as one of these insects, sketching his life story, while the class listened eagerly and finally guessed what insect he was.

The little beginner of just a few weeks' schooling was reading sentences from the blackboard, and I noticed that she did not hesitate. Though her reading vocabulary consisted of perhaps not more than fifty words, she could both read and write them.

The fourth grade nature class was studying squirrels, and the teacher had ready an interesting story of a squirrel which she had been watching. It is needless to say that the class was a lively one.

At one time during the day I saw a group of small children (with an older one overseeing) very busily engaged in buying and selling groceries, etc., and learning to make proper change. The merchandise was represented by cards on which were written the names and prices of the articles, and the money was the regular pasteboard money obtainable at any school supply house.

This particular school has its Junior meeting on Friday afternoon, and this being Friday, I attended. The program laid out in the *Gazette* was quite closely followed, nearly the whole school taking part. The teacher and one of the older girls sang a pretty duet not found in the regular program. This, together with several other little extras, gave an orig-

inal touch to the program. The meeting closed with a social service. This is their usual custom, and all take part in both prayer and testimony.

These are just a few of the things I saw today.

F. H. W.

The Circle

ENNIS V. MOORE

It is generally conceded that one of the words dearest to every human heart is "home." Closely associated with this word, and that for which it stands, are the words "father" and "mother." Then, what would a father and mother do without "love"? One may have a house, an elaborate palace, but he cannot have a home, a real home, without the element of love. He may have a hovel or a mansion, but these do not mar or make his home. It takes something more. Yes, it takes love, ardent love.

These four words, or that for which they stand, exist in all earth's languages. In the Portuguese they are *lar*, *pae*, *mãe*, and *amor*. It will be observed that in these four little words, that have a world of meaning, exist just seven different letters. The vocable *amor* (love) contains the seventh letter (o) that does not exist in any of the other words.

The Bible teaches that seven is the symbol of perfection, and it takes that little "o" in the word *amor* to complete the symbol in these four words. The one word that covers all is the word "love." Without love the other three are incomplete.

When a home is established on the basis of true love, when the wedded pair are ruled by love, then it is that the height of earthly perfection is realized.

It is love that completes and maintains the family circle about which we hear so much.

"God does not require us to give up anything that it is for our best interest to retain."

The Origin of Life

SOONER or later every normal child will be curious as to his origin. Fortunate is the one whose mother realizes the importance of answering truthfully this natural question of origin, and of answering it soon enough, that is, before harmful and ugly thoughts have been put into the child's mind by ignorant or vicious persons. Any mother can prepare the way for a full answer as soon as her child is old enough to be interested in planting a seed and watching it grow. If there is no out-of-doors garden at hand, a pretty way to impart the knowledge is to plant a bean in a flowerpot, and interest the child in watching its growth from day to day.

How pleased he will be when the bean plant begins to blossom! Try to make this blossoming important, and thus hold his interest. Show the little blossom to his friends and playmates, or better still, encourage him to show it. Tell him that he must not pick the blossom, because from it will come more beans. How can that be? Wait and see! If possible, place the plant in an open window where the bees can find the flowers.

After a time, the flower will wither and its pretty petals fall off, but there is left behind a tiny green pod which grew in the heart of the flower. Watch it become larger and larger as the days pass. Finally, the pod will be filled with little bean children. Hold the plant against the light, and show the child the tiny beans in the pod without picking it. Each bean is attached to the pod by a tiny stem. Tell the child how the life of the mother plant passes into the little young beans, and feeds them and enables them to grow until they are large enough to leave the mother plant and start out in life for themselves. When the young beans are fully formed and quite ready, the bean pod opens and the beans fall

out, and if they fall on good soil, in time they too will begin to sprout and grow into other bean plants.

Show the child as many seeds and seed pods as possible, those hanging from the trees, those growing on the plants and weeds in the garden. All flowers grow from seeds. Everything that lives seems to come from seeds. Why, yes, even the little young kitten started as a tiny seed that grew in a place prepared for it within its mother. We should be very careful of the mother cat, very kind and gentle with her, and never hurt her. Teach the child to respect motherhood in the animals as well as in humanity; give him a lovely thought about mothers and their young children, and thus make motherhood beautiful and sacred in his mind.

Make the development and birth of the infant life so familiar and so natural to the child that when the time comes for him to ask questions, the answer can be easily given by the mother, and easily understood by the child who has been prepared and who will often answer the questions himself with a little help from his mother. She might say, "You remember about the seeds, don't you, and how they grew in their little home at the heart of the flower? You remember how we talked about the little kittens, and how they started the same way as the little seeds?"

The child will often ask, "And was I a little seed like that?" If not, the mother can say, "You were once a tiny seed like that. Everybody was. And think what a lot of growing you did to make such a dear, big child with hands and feet and ears and eyes and everything else."

Where pure thoughts are lodged, loose thoughts cannot enter.—*Margaret W. Morley, author of "The Insect Folk" and "The Renewal of Life."*

THE COMMON TOUCH

I WOULD not be too wise — so very wise
That I must sneer at simple songs and creeds,
And let the glare of wisdom blind my eyes
To humble people and their humble needs.

I would not care to climb so high that I
Could never hear the children at their play,
Could only see the people passing by,
Yet never hear the cheering words they say.

I would not know too much — too much to smile
At trivial errors of the heart and hand,
Nor be too proud to play the friend the while,
And cease to help and know and understand.

I would not care to sit upon a throne,
Or build my house upon a mountain top,
Where I must dwell in glory all alone,
And never friend come in or poor man stop.

God grant that I may live upon this earth
And face the tasks which every morning
brings,
And never lose the glory and the worth
Of humble service and the simple things.

— *Edgar A. Guest.*



PRAYERS

Preparation for Prayer

BEFORE our words of prayer are said,
We close our eyes and bow our head.
We try to think to whom we pray,
And try to mean the words we say.

Now before we work today,
Let us not forget to pray
To God, who kept us through the night,
And brought us to the morning light.
Help us, Lord, to love Thee more
Than we've ever loved before.
In our work and in our play,
Be Thou with us through the day.

WHEN at school and when at play,
May I do all things I ought;
May I hate each wilful thought.
Help me to love and trust in Thee
Now and through eternity.

FOR this morning with its light,
For rest and shelter of the night,
For health and food, for love and friends,
For everything His goodness sends,
We thank the heavenly Father.

We are little children,
We are apt to stray.
Father, keep and guide us
In the heavenly way.

Our Father,
Make us kind and gentle,
Loving, pure, and true.
Be Thou ever with us
In whate'er we do.

Prayer for Lunch Time

GOD is great and God is good;
Let us thank Him for our food.
By His hand we all are fed.
Give us, Lord, our daily bread.

A QUESTION

WHAT have I done this day to pay
For blessings that have come my
way?

What have I done to vanquish
wrong,

How have I helped some one along?
If I cannot answer this,
Then all my day has been amiss.

— *Florence Crocker Cook.*

Taken from "Uncle Radio's Scrapbook"

How to Train a Boy Down

1. LET him have plenty of spending money.
2. Permit him to choose his own companions without restraint or direction.
3. Give him a latchkey, and allow him to return home late in the evening.
4. Make no inquiry as to where and with whom he spends his leisure moments.
5. Give him to understand that manners make a good substitute for morality.
6. Teach him to expect pay for every act of helpfulness to others.
7. Allow him to occupy a seat in church with the boys, rather than the pew with his parents.
8. Permit him to regard the Sabbath school unsuitable for a boy on the verge of young manhood.
9. Let him spend the Sabbath hours between services on the streets.
10. Tease him about his "girl" or "sweetheart."
11. Scold or censure him before "company."
12. Make him regard that *fault* as his peculiarity, something against which it is vain to strive.
13. Never talk with him confidentially.
14. Never give him what was *promised*.
15. Let him go to moving-picture shows and see a "hold up," a "train robbery," and other things rude and vulgar.
16. Be careful never to let him hear your voice in prayer for his salvation and spiritual growth.

How to Train a Boy Up

1. Make home the brightest and most attractive place on earth to him.
2. Make him responsible for the per-

formance of a limited number of daily duties.

3. Never punish him in anger, or without just cause.
4. Do not ridicule his conceits, but rather talk frankly on the matters in which he is interested and toward which he has a "bent of mind."
5. Let him feel free to invite his friends to your home and table.
6. Encourage his confidence by ready sympathy and advice.
7. Do not discourage "collection manias" nor fondness for "pets." They help to give information and fix habits of investigation and perseverance.
8. Be careful to impress upon his mind that the making of character is more important than the making of money.
9. Teach him to regard his sister as his "best girl."
10. Make him feel that father and mother consider his education a good investment.
11. Teach him that "almost" is a dangerous word; and that he must never be satisfied with "fairly good," "pretty good," or "good enough." It was said of Stradivarius that when asked why he took so much pains in the making of his violins, he replied, "O, I make them for eternity."
12. Teach him that the best fruit this earth can hold up to its Maker is a "Christian gentleman."
13. Live Christ before him all the time; then you will be able to talk Christ to him with power when the occasion offers.
14. Provide proper recreation, and go with him where he can see and hear that which is interesting and instructive.
15. Teach him that obedience is the highest form of worship.
16. Be much in prayer for his salvation and spiritual growth.

Suggestions on Discipline

From the Kindergarten-Primary Magazine

1. SECURE good sanitary conditions and physical comfort.

2. Make surroundings — including yourself — cheerful, pleasing, and stimulating.

3. Adapt surroundings to the children's scope of appreciation from esthetic and other points of view.

4. Let children co-operate in adjustments, adapt these to the children's needs and interests, and make them more and more a means of self-expression.

5. Establish social and common interests, and secure social and common purposes.

6. If the children are inattentive and unruly, look first to yourself and to environment for remedy.

7. The teacher's example is a keynote. Respect, love, earnestness, enthusiasm in the teacher breed their like in the children. So do their opposites. "Ideals of speech, of demeanor, of morals, are absorbed just as surely as dry sand sucks up water."— *Oppenheimer*.

8. Ridicule, irony, sarcasm, are the worst of school sins.

9. The apparent necessity for corporal punishment invariably indicates weakness, lack of experience, lack of tact or judgment, or lack of self-control on the teacher's part.

10. Rudeness, bluster, and loudness may be natural, but naturalness is not an excuse for any vice or weakness. True strength lies in gentleness, which implies self-control; not in rudeness, loudness, and bluster, which follow impulse.

11. Let your signals be few and quiet; your requests simple, direct, positive.

12. Let your orders be "do" rather than "do not."

13. Be, if possible, more watchful of your own shortcomings than of those of your pupils.

14. Be slow in judging, and especially in looking for malice and intentional wrong-doing. Children err mostly from ignorance and weakness. They need in-

struction and support, rather than reproof or punishment.

15. Reprove, and punish if you must, privately so far as possible; public censure, scolding, and the like arrest development.

16. Be all in all to your children. Counsel with your superiors in office, but carry out directions or conclusions yourself.

17. Keeping children after school to learn lessons or to do school tasks *as a punishment*, is reprehensible; but it is proper to have them make up tasks or to permit them to finish work in which they are interested.

18. Be patient and wait; give the pupil time to hear and understand. Failure to heed this is liable to confuse and arrest them.

19. Encourage all honest efforts, no matter how poor and scanty in outcome.

20. In common and other social work make use of special ability, but let the poorest have a share.

21. Pedantry and routine are among the worst foes of true discipline. They dull the moral sensibilities and put the mind to sleep.

22. Look out for symptoms of fatigue, particularly in very young children. When fatigue is manifest, change the occupation or secure rest.

23. In individual cases of persistent failure for which you find no cause in yourself, look for the cause in the child's physical condition or home environment, before you venture upon punishment.

24. "I know no other order, method, or art than that which resulted from my children's conviction of my love for them."— *Pestalozzi*.

"As the teacher, so will the school be. So long as the zeal of the teacher does not lag, the pupils are not likely to lose interest. But let the spirit of the teacher droop for an instant, and the whole school catches it. If he stretches, the school yawns."

FATHER AND SON

Come On and Play

I CAME home tired from my day's work, and wearily sank down on the steps of the front porch. My children called, "Come on, papa, and play with us."

"No," I said, "papa's tired. You go on and play without me."

Then the three of them lined up solemnly before me, and the older boy said, "Aw, we can't play if papa doesn't play!"

He couldn't have hired me as well with a gold eagle. I got up and romped with them, first in tag, then in hide-and-seek. And when we were through, I declare I felt more refreshed in body than had I sat still; and certainly I was more refreshed in spirit, for I had my children with me.

If we want to retain the confidence of our children, and preserve that intimacy which is so essential to our teaching and guiding of them, we must associate with them in their play as well as in their work.

Father, play with your children. Your dignity will not be hurt at all, and your bones will not be hurt very much, by getting down on all fours in the evening and playing horse or bear with your little ones. And oh, how they do love a rough-and-tumble on the floor, or a race out-of-doors, where something happens so Daddy doesn't always win.

And when they come on up into the days of boyhood, how your sons appreciate the fact that you can catch their balls—and even more that you can sometimes muff them! That father who



played ball one day with his young son and some other fellows, received the greatest compliment of his life when, as they were going home, his boy squeezed his arm affectionately and exclaimed, "You're the champion dad of the world!"

I stopped the other day for a few minutes to watch a vacant-lot game of ball between some Boy Scouts and their fathers and leaders. The inning changed, and a youngster, as he came out to his place in right field, passing near me, remarked with a most serious air, "This is a hot game, I tell you! And we're holding them men down!" He had found a plane of equality; he was the more a man for it.

Of course life is not all play, for either man or boy. The boy must play more, the man less; but the associations of both in the things that each does will serve to bind them close together. In that association there is opportunity for the father to teach by example and sometimes by word, the ethics of fair play, generosity, and unselfishness. If a man is a man, a worth-while father, he can show it on the playground as well as in the classroom and the shop or field.

Come on and play! s.

Notes by the Wayside

THE VISITOR

I SPENT the most delightful fifteen minutes in our church school this morning. Just a moment or two after the morning exercises, I stepped in at the rear door, and there before the rest of the little ones knew I was present, one of the lads in the third grade brought me a chair, seeming pleased at the privilege of serving.

This was the primary room of our school, and I knew that some interesting topic was to be presented, by the eagerness of the children to have the teacher begin. I soon found that I was meeting with the "Courtesy Club."

Some gentlemen were seated in a car, and several ladies entered, looking for

straps by which to hold on. But it did not take long for the little gentlemen to offer their seats to the ladies, and as quickly did they remove their caps. However, they had to be reminded of the fact that they could replace their caps, or they might take cold.

Soon an elderly (?) lady tried to board the car, and as a little gentleman was standing by, he took pleasure in assisting her.

A row of seats was then filled with young people who were in church. At the close of the service a lady started to put on her coat, but found that some one was at hand to help her. While doing this, one little tot called out, "It is never right to help a lady on with her coat, unless she is having an awful time doing it herself." But it was the gentleman who found it "awful" hard to manage the coat with a collar in the way, and he was glad to have a member of the third grade help him out.

But time was up and the children turned to their work, and I left for my office, realizing that all lessons are not found in books, and that this had indeed been a profitable period.

PRES. EDNA DEAN BAKER, sponsor of "Mothercraft" training, defines this course as "a vocation demanding the broadest education and finest specialization, linking art and science, literature and industry, philosophy and dietetics, psychology and religion, to make the mother in the home a poet and a bread maker, a priest and a teacher, at one and the same time."

"There never was a time in the history of the world when the needs of little children were greater, or their right to a good education more pertinent for the safety of democracy and the ideals of civilization," says President Baker.

"LET it be engraved upon his heart that the test of a teacher is his own pupils. They will exemplify his own teachings."

YOUNG MOTHERS

To New Young Mother's Societies

SOME societies are still being organized. The members subscribing for the Lessons will receive the complete file, beginning with January.

We recommend to such societies that, if possible, they plan to meet every week for awhile, instead of just twice a month, and that at each meeting they cover one lesson (there being two lessons in each month's instalment), beginning with the January Story-telling, and so proceeding till they have caught up with the current number. We believe this will be more satisfactory than attempting to carry the current number and a previous one at the same time.

However, it will be well for the leader to read through all the Leader's Aids to date, so that if there is anything in them or in the current month's lessons which needs immediate attention, she can bring it up.

HOME COMMISSION.

A Social Evening

ON the 29th of March the Sawtelle Young Mother's Society gave another of their delightful vegetarian suppers, followed by a very pleasant social evening. The function was held at the home of Mrs. Alma Kennedy, who proved herself a very thoughtful and gracious hostess. The following menu was served:

Mashed Potatoes (very light and creamy)
Mock Chicken Gravy
Baked Beans, Creamed Carrots, Noodles
Bread and Butter
Cabbage Salad (extra nice) Fruit Salad
Date Pie (also delicious) Postum

After supper, there was music, recitations, memory tests, and innocent games. Twenty guests were present.

ONE OF THEM.

Program for Young Mother's Society

MRS. W. L. BATES

First Meeting in June, 1923
Part I, Lesson 6

OPENING SONG.

Prayer.

Children pass to the playroom.

To recite the "Little Stint," pass around the class, each member repeating a verse in its regular order until all has been repeated.

Ask for volunteers to repeat the "Big Stint."

Practise the Christian Story Songs.

Secretary's Report.

Roll Call.

General discussion of the Reading Course work:

Name the books in each course so far given.

Who should read it?

When should it be read?

Is this a necessary part of the work in order that the "Certificate of Credit" cards may be granted at the end of the year?

Have the children return to the meeting, and call on different members of the society to tell them a story taken from the lesson. Have as many stories told as the remainder of the time will permit, allowing for a ten-minute discussion to close. During the progress of the stories, let the other members of the society take notes on any points that should be criticized or that deserve approval. Note especially the interest of the children; for *that* more than anything else measures success in story-telling.

The teacher will again take the children out *before* the discussion.

Assignment of next lesson.
 Closing Song.
 Mizpah.

Second Meeting in June, 1923
Part II, Lesson 6

Opening Song.
 Prayer.
 Secretary's Report and Roll Call.
 Children pass to the playroom.
 Poem: "Daffodils," by Wordsworth.
 Five-minute papers on the following subjects, each paper to be followed by a short, general discussion:

1. Play, for the Baby and the Older Child.
2. Food: Its Choice, Preparation, and Serving.

3. Housekeeping — What Should Be Especially Emphasized?
4. Sewing: To What Degree Necessary?

How can an untrained mother learn?
 How can she teach her children?
 Animal Study, to be conducted by the leader.
 Lesson on Garden Work.
 Pass out July Lessons.
 Closing Song.
 Mizpah.

Forgive Our Trespasses

Just the other day I was speaking to a group of parents about companionship with their children, and I mentioned

that one cause of estrangement is the reluctance of fathers and mothers to confess to their children when they have done them a wrong; and on the other hand, that the asking of forgiveness in the right spirit will make a bond of sympathy and confidence.

After the meeting a young mother said to me: "You are right about that. A few days ago my little girl was very annoying, and after I had told her several times to stop, I lost my patience. I was real angry. I took her up and set her down hard in a chair, and shook her savagely, and said, 'Now you sit there till you can behave!' I went on with my sweeping, but when I glanced over to her, her pitious little face, watching me with such a

When Little Samuel Woke.

JANE TAYLOR.

DR. C. STROGALL.

1. When lit - tle Sam - uel woke, And heard his Maker's voice, At
 2. If God would speak to me, And say He was my Friend, How
 3. And does He nev - er speak? Oh, yes; for in His word He

ev - 'ry word He spoke, How much did he re - joice! Oh, bless - ed,
 hap - py I should be! Oh, how would I at - tend! The smallest
 bids me come and seek The God that Sam - uel heard; In al - most

hap - py child, to find The God of heav'n so near and kind.
 sin I then should fear, If God Al - might - y were so near.
 ev - 'ry page I see The God of Sam - uel calls to me.

4 And I beneath His care
 May safely rest my head;
 I know that God is there
 To guard my humble bed;
 And every sin I well may fear
 Since God Almighty is so near.

5 Like Samuel let me say,
 Whene'er I read Thy word, —
 "Speak, Lord, I would obey
 The voice that I have heard;"
 And when I in Thy house appear,
 Speak, for Thy servant waits to hear.

hurt and uncomprehending look, went to my heart. I knew I had punished in anger when I should have been patient, and that I had not spoken as Jesus would have spoken. I was sorry, and I went over and knelt beside her and put my arms around her.

“‘Baby,’ I said, ‘mamma is sorry she was cross and spoke to you so. Forgive mamma, dear.’”

“She put her little arms around my neck and said, ‘I’s sorry too, mamma. Now let’s kneel down and ask Jesus to keep me from being bad, so you won’t be naughty any more.’”

All of us make mistakes. We are not perfect parents. We must avoid all the errors we can, and become more and more nearly perfect in our handling of our children; for every mistake leaves its scar. We do not want to be under the necessity of forever asking forgiveness because we are continually in fault. But let us know this: that we cannot right our wrongs by ignoring them. When we have trespassed against our children, let us be Christians to the

point where we will ask their forgiveness. And so shall we help to bind our children to our hearts. s.

A WISCONSIN mother, writing concerning last year’s reading course, says:

“The more I read of Sister White’s writings regarding home and education, the more determined I am to read the ‘Testimonies’ through, and find all she has for us on this. ‘Home Making’ has given me a desire to read more of most any subject that would help make a home more like what God intended it should be.

“I am going to try harder to find mothers among our lay members to study these excellent books. I feel that not enough are taking advantage of this offer, and therefore failing to get the benefit.”

“SUCCESS is not attained by lying awake at night, but by keeping awake in the daytime.”



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I WAS WONDERING

And So I Thought I'd Ask You

Do you believe in telling our children fables and other fiction?

First, let us make a distinction. The fable is not fiction. The fable and the parable are forms of allegory, which is a figure of speech, an extended metaphor. The allegory is a story teaching a lesson, the real actors in it being disguised under the form of other persons or objects. The parable uses human beings as its characters, the fable uses animals or inanimate objects. Our Saviour's use of the parable is well known. There is one fable—and only one—in the Bible; that of Jotham's, in Judges 9, the trees anointing a king. In either the parable or the fable, the intention is to make the tale so simple and the lesson so obvious that the literal meaning is clear; and so no false impression is conveyed.

Whether or not, then, we should use fables depends chiefly upon the character of the particular fable. Good fables often convey great lessons. In the April Mothers' Lessons of the Young Mothers' Society is a fable, "The Chicken Who Wouldn't Eat Gravel." The child who hears it is not deceived into thinking that chickens talk, but he does get the lesson that it is well to mind your mother.

The fable is not to be confused with the myth and the fairy tale. These are not figures of speech, but stories the intention of which is to make the hearer believe in the literal existence of their characters. They are fiction. We do not sanction their use.

True stories are always preferable to fiction, on the ground that they do not give misinformation. As a matter of fact, however, many stories which supposedly give only fact are so carelessly and illy told that they fail to give as

true impressions as some fiction. The historical romance or novel, for instance, sometimes shows greater fidelity to truth than certain biographies. But in our selection of stories for children, we will do well to adhere to true stories truly told.

What would you advise the teacher to do when the school board will not lead out in organizing a Parent-Teacher Association?

Plan and work to get a parents' meeting, inviting all adult church members. Get a few persons interested in some subject vital to the children of the church. Use much tact in selecting the subject. Find two or three capable persons who are willing to write papers or give short talks (talks are better) on different phases of this subject; after these talks, the subject may be opened for general discussion. Plan it carefully, make it spicy, and usually those present will desire more meetings. These may be developed into a regular Parent-Teacher Association. For the school to have the best of success, there should be complete co-operation between parents and teacher, and the Parent-Teacher Association is one way of getting it.

In some places the school children have attended the association meetings, and made them attractive by some little parts in the program. In the main, however, we think it better, if children must be brought to the meeting, that some young worker in the church read to them, tell them stories of the right character, or entertain and instruct them in the children's Sabbath school room or in some corner of the church.

"THE groves were God's first temples."

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