

OUR SUMMER SPECIAL

HOME and SCHOOL

A JOURNAL OF CHRISTIAN EDUCATION



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The Best Kind of Fruit Growing in the World

Learn a Parable of the Orchard. How the Church May Bring Forth Precious Fruit

C. A. RUSSELL

THE sales from a certain large nursery were seriously affected, several years ago, through a report which became widely circulated that the young fruit trees grown by them had become infected by San José scale. Whether true or not, their business fell off very materially. Fruit growers know that scale infests all orchards, more or less, and that they must keep up a continual fight to conquer the pest, but they do not care to set out young stock which has already become diseased.

How many stock raisers would place at the head of their herd an animal known to be infected with tuberculosis? He might have a pedigree gilt-edged and blue-ribboned; his progenitors might hold world records in the production of butter fat. But no stockman would think of paying a dollar for such an animal.

San José scale is bad; there is something worse. Tuberculosis is worse; there is something still worse. It takes only three letters to spell it—s-i-n. Lime-sulphur solution is not a cure. Tuberculin is not a test, nor fresh air a panacea.

If the fruit grower and the stock raiser are so particular to guard against sources of contamination in young trees and animals, how about the child? The *child*! Most beautiful, most wonderful, most precious object this side of heaven. With what loving care should this tender plant be cherished! With what solicitude should the young life be guarded from all possible sources of contamination! What a pity that often more time and attention are given to the breeding of blooded stock than to

the rearing of children. "O Consistency, thou art a jewel!"

The contagion of sin is in the land. Little children are not immune. The wave of juvenile delinquency which is sweeping the country is appalling. Judges of juvenile courts are working overtime. It is high time for parents to heed the warning cry:

"Gather your children into your own houses; gather them away from those who are disregarding the commandments of God, who are teaching and practising evil. Get out of the large cities as fast as possible. Establish church schools. Give your children the word of God as the foundation of all their education."—*Testimonies*, Vol. VI, p. 195.

"Let these schools now be started under wise direction, that the children and youth may be educated in their own churches. It is a grievous offense to God that there has been so great neglect in this line, when Providence has so abundantly supplied us with facilities with which to work. But though in the past we have come short of doing what we might have done for the youth and children, let us now repent and redeem the time."—*Id.*, pp. 199, 200.

Duty of the Church

The plain duty of the church, in view of the state of society today, is made emphatic in the following paragraph:

"The church has a special work to do in educating and training its children that they may not, in attending school, or in any other association, be influenced by those of corrupt habits. The world is full of iniquity and disregard of the requirements of God. The cities have become as Sodom, and our children are daily being exposed to many evils. Those who attend the public schools often associate with others more neglected than they, those who, aside from the time spent in the school-room, are left to obtain a street education. The hearts of the young are easily impressed; and unless their surroundings are of the right

character, Satan will use these neglected children to influence those who are more carefully trained. Thus before Sabbath-keeping parents know what evil is being done, the lessons of depravity are learned, and the souls of their little ones are corrupted."—*Id.*, p. 193.

Responsibility of Parents

The responsibility resting upon parents in the training of their children is greater than words can express.

"Every child born into the home is a sacred trust. God says to the parents, 'Take this child, and bring it up for Me, that it may be an honor to My name, and a channel through which My blessings shall flow to the world.'"—*Counsels to Teachers*, p. 145.

"It is the duty of Christian parents, morning and evening, by earnest prayer and persevering faith, to make a hedge about their children. . . . Will the Lord of heaven pass by such homes, and leave no blessing there? Nay, verily. Ministering angels will guard the children who are thus dedicated to God."—*Id.*, p. 110.

A worker for God! What more exalted privilege? Guard well the garden soil of the child's heart. Take care what kind of seed is sown there. The enemy still has tares. The good seed will grow and bear abundant and precious fruitage if the tares are not given a place.

"An angel paused in his onward flight,
With a seed of love, and truth, and light,
And asked, 'Oh, where must this seed be sown,
That it yield most fruit when fully grown?'
The Saviour heard, and He said as He smiled,
'Place it for Me in the heart of a child.'"

"By their fruits ye shall know them." May I give you a few samples of choice fruit which I have found growing on some of the trees which our churches have planted?

Priceless Fruitage

I was holding a convention. On Sabbath the elder said, "If an opportunity were given, I think there is a brother here who would like to unite with the church today, and perhaps a sister, also." I said, "The door of the church can be opened as well on convention day as on any other." So an invitation was extended to any who might desire to unite with the church. The brother and sister came forward, and then, without another word of invitation, one by one the children from the church

school began to come, until there were five of them on the front seat. I knew that the teacher had been having a hard time. In fact, she was at the point, once, of giving up her school. I looked over to where she was sitting. Tears were glistening in her eyes. I said, "Have any others of your children given their hearts to God this year?" "O yes," said she, "this makes thirteen who have come to Jesus, and now it is a pleasure to teach the school, for my children are trying to do what is right." Precious, priceless fruitage!

Little Lizzie's Prayer

I was visiting one of our church schools, a new one. It was Wednesday, and the time for the meeting of the Junior Society. I wondered if it had already been organized. I was not left to wonder long. The teacher called the school to order, and a little fellow about twelve years of age took his seat at one end of the desk, and a little girl of about the same age at the other. They were the leader and the secretary of the society.

The meeting was opened with song, and then, of course, would come prayer. I thought quite likely the leader would call on me to offer prayer, and I said to myself, I'll try to be simple in my use of words, so that all the children may understand. Not at all did he call on me. Instead he looked down the aisle a few seats to where a little child of ten was standing, as he said, "Lizzie, will you lead us in prayer?"

I wish you might have heard little Lizzie's prayer. In the beautiful simplicity of childish faith, she just talked with the Lord and told Him what she wanted. She asked Him to help them to be good children that day; to help them to get good lessons; to keep them from quarreling on the playground. She prayed for her teacher. And she remembered the stranger who was visiting their school. Scarcely was little Lizzie's "Amen" heard, before another childish voice began, and then another and another, until seven or eight beauti-



ful prayers had been sent through to the throne room.

As we arose from our knees, I felt a moisture in my eyes. I looked over to where the teacher was sitting. Her eyes were glistening, too, and I said, "It sounds good to hear your children praying for you, doesn't it?" A smile through the tears was her only answer, but it spelled love—love for those precious lambs of the flock of God.

Were there space, how gladly would I share with you stories of other precious fruit just as beautiful and just as sweet. Surely this kind of fruit raising is the most important work in the world.

Let the Church Arouse

"Nothing is of greater importance than the education of our children and young people. The church should arouse, and manifest a deep interest in this work; for now as never before, Satan and his host are determined to enlist the youth under the black banner that leads to ruin and death.

"God has appointed the church as a watchman, to have a jealous care over the youth and children, and as a sentinel to see the approach of the enemy and give warning of danger. But the church does not realize the situation. She is sleeping on guard. In this time of peril, fathers and mothers must arouse and work as for life, or many of the youth will be forever lost.

"While we should put forth earnest efforts for the masses of the people around us, and push the work into foreign fields, no amount of labor in this line can excuse us for neglecting the education of our children and youth. . . . To train the young to become

true soldiers of the Lord Jesus Christ is the most noble work ever given to man."—*Counsels to Teachers*, pp. 165, 166.

THE CHILDREN

The children bring us laughter, and the children bring us tears;
They string our joys, like jewels bright, upon the thread of years;
They bring the bitterest cares we know, their mothers' sharpest pain,
Then smile our world to loveliness, like sunshine after rain.

The children make us what we are; the childless king is spurned;
The children send us to the hills where glories may be earned;
For them we pledge our lives to strife, for them do mothers fade,
And count in new-born loveliness their sacrifice repaid.

The children bring us back to God; in eyes that dance and shine
Men read from day to day the proof of love and power divine;
For them are fathers brave and good, and mothers fair and true,
For them is every cherished dream and every deed we do.

For children are the furnace fires of life kept blazing high;
For children on the battlefields are soldiers pleased to die;
In every place where humans toil, in every dream and plan,
The laughter of the children shapes the destiny of man.

—Edgar A. Guest.

Fairy Tales and Heaven

AUGUSTA B. JORGENSEN

It was on a crowded street car in a Wisconsin town. I had just spent the day visiting our church school there, and felt happy as I had seen, on the part of teacher and pupils, a spirit of study and a deep interest in spiritual things. My heart was silently thanking the Lord for church schools, when the conversation of two young ladies in the seat just behind me attracted my attention. Evidently they were teachers on their way home from their day's work in primary rooms of the city schools.

"You would have laughed to read the funny descriptions my youngsters gave me today about heaven," said the younger of the two teachers. "I was quite delighted with the way they used their imagination, and I wrote down the description little nine-year-old Willard gave me. Here it is!" Reading it aloud:

"Heaven has three stories and a basement. The floor is the clouds. God sleeps on the first two floors and Santa Claus with his reindeers and toys lives on the third floor, and the angels sleep in the basement. The houses are made of ginger bread, and the rivers are all of different colors, red, blue, pink, green, orange. That's all."

At this the two teachers had a good laugh, and the older one commented: "That's great! Don't those fairy stories help a lot to develop the children's imagination!"

At the next stop the teachers alighted, and I was left again with my musings, which ran something like this:

"Yes, the imagination *is* developed at the expense of the *facts* which are of such vital importance to our dear boys and girls. No wonder the Lord says it should make parents tremble to send their children to the schools where God's word is disregarded and neglected. No wonder He has said, 'Every Seventh-

day Adventist should be interested in Christian education.' No wonder He has said that all our churches should have a church school, even if there are no more than six children to attend. No wonder He has instructed our ministers that 'new churches are not to be left by workers without arrangements being made for a permanent day school for the children.'"

By this time I had reached my destination, and it was indeed refreshing to find the young people where I was to spend the night, planning definitely to move to the other side of the city, so that all three of their sweet little daughters might attend our church school next year and thus be fitted to share in the finishing of the work which is to be done, we are told, by "children who have been rightly trained."

Paragraphs

FROM PARENTS

THE church school has meant a great deal to my children. They learn the Bible, which if learned when children are young, will never be forgotten. It also is the training school for missionaries. If we did not have the church school, we would not have missionaries to send abroad. Very few children who attend church school go out into the world, compared to those who attend public schools. It means a sacrifice to the parents to keep these schools going, but it pays manifold. Mrs. A. W.

The church school surely was ordained by a kind and compassionate Father who, looking down the stream of time to these last days, saw the perils in which our children would be placed. Then in His great mercy He provided a place of

(Continued on page 348)

The Little Shaver

ARTHUR W. SPALDING

He stood on a chair before the mirror, this three-foot scion of a noble sire, and gravely, sedulously he passed the dull old kitchen knife adown his cheeks and over his chin and upper lip,—“Shaving, just like Daddy!”

We laughed at his earnest burlesque, and his father cried to him, in that indescribable tone of paternal pride and affection: “Oh, you little shaver!”

Well, the Little Shaver has kept a-growing, and I have watched him grow. He has not forgotten, either, his early pattern, and in this way and in that way I have seen him making every effort to shape his experience and his ideals “just like Daddy’s.”

I have seen him go a-fishing with a bent pin and a grocer’s string and a crooked apple branch, to catch “whoppers” in the muddy rivulet of a summer shower. And he imitated as well as he could that backward flirt of his line and that expert cast to just the right spot which he had watched his father make in the trout stream.

I have seen him drive a Kiddie Kar with all the gravity and all the flourish that belong to his father’s finished handling of his Cadillac. His swiftly paddling feet could not detract from the dignity of his pose up above, nor affect at all the grand manner of his dismounting and giving one superb backward glance at his stately vehicle as he strode in to his office appointment.

And I have heard him argue like a lawyer for some point he had determined upon, with childish rationality, without tempestuousness or weakness. He had watched his lawyer father do it.

And so I cast my thoughts along the path the Little Shaver is going to tread through the years to come. What shall form his ideals, what determine his decisions, what make out his course? The things his father upholds, the track of



his father’s reasoning, the way his father walks. To him his father is a living epistle, to be read and believed and followed. And while other men will have their influence upon him, and he may vary in particulars from the aspect of his father’s life, still the main pattern will be that early mold in which he was cast and to which he consciously shaped his soul. If the Little Shaver is to become a man tomorrow, his father must be a man today.

Well, what about your Little Shaver? What will you have him be? Will you have him obedient, law-abiding, and law-honoring? That depends upon your obedience. Does he observe that you hold to the principles he hears you talk about, in diet, in dress, in speech, in worship? His obedience, or lack of it, will be formed upon the model you set. No father is able to enforce obedience

to his law if he is not himself obedient to a higher law.

Will you have your boy courageous? Let him see you meet the trials of every day with undaunted heart. When your cow is killed or your books are not selling, when the frost cuts off the fruit, or the floods sweep away your goods, when men have told a black lie about you, or when the value of your real estate is going down, what sort of front do you put up to your family? Courage that holds on the battlefields of the great world is courage that was born and bred in the trials of the home.

Will you have your boy self-controlled? Then be the master of your own appetites and passions. No Reuben can make a Moses. A man may preach temperance on the platform, and wreck temperance in his home. If a man cannot go without meat, can he expect his son to refuse cigarettes? Appetite is the master of both. If a man scolds and frets in his home, can he expect his son to keep his temper on the playground or in the shop? Passion controls both. If a man is not the master of his own thoughts, can he expect to teach his son purity? Lust is in the blood. But the man who for his son's sake keeps under his control the appetites and passions of his body and mind, and makes them the legitimate servants of his necessities, that man can be the worthy teacher and father of a son who will be an honor and a blessing.

Would you have your son reverent? Then let the world be to you God's temple, and walk softly therein. Commune daily with God through His Word and His works. Make the family worship hour in form and spirit a time of quiet, reverent, but happy communion with the heavenly Father. Let the sacred things of life—courtship, marriage, parenthood, home, church, the service of God and humanity—be matters of serious, not of frivolous consideration. Be reverent yourself, and you will see your sons come to appreciate the sacraments of life and walk in them as God's noblemen.

The Little Shaver is watching you, father. In him you may repeat your life, and if you will, make and mend it into the better, the higher ideal that your experience has made you know. What are you doing with the Little Shaver?

Reader, Pause a Moment Here

WE have something solemn to say to you. Will you pause a little, and listen, and weigh well?

It is no idle tale we want to tell, no fanciful notions of our own, nothing to amuse or even entertain. Rather, it is a message to your heart. And it is told from the heart by many whose hearts God has touched and whose lives are enriched by heeding the message conveyed to you in this special number of our home and school magazine.

Will you pause and read these messages? Read the parable of the orchard and its precious fruitage. Read that uplifting study of "A Little Child," and meditate upon what it means to you. Read the sketch of the "Little Shaver," and think on what you are doing with yours. Read how a college president looks upon the high office of teaching children. Read the tragic story of one who admits that "a person is the product of his education." Do not fail to give heed to the remarkable instruction we have received on providing our own schools for all our own children, and to note the wonderful results achieved in schools that have already been established.

Reader, wherever and whenever this magazine may reach you, and whatever the pressure to do other things, pause a little in the rush to contemplate these messages to your heart.

"We must refuse mental standing-room to discord, and by right thinking call into existence a wholesome and inspiring environment."

A Little Child

His Worth in the Sight of Heaven

The Secret of Success in Training

MRS. L. FLORA PLUMMER

A SPEAKER addressing a large organization of workers devoted to the welfare of children, said: "Were I to ascend a lofty mountain rising peak above peak, and at each step were lost in wonder and amazement at the stupendous grandeur and beauty of the scene — were I to gain that summit, and on reaching it, find there a *little child*, I should behold an object far more worthy of my regard and admiration." And he was right.

Childhood was forever ennobled when the Son of God came to this earth and became "the child Jesus." The story of the Babe in the manger at Bethlehem forever united the heartstrings of heaven and earth. One who really sees Jesus as a child and cherishes loving thoughts of Him, cannot help recognizing the pre-eminence of childhood.

When Jesus was asked, "Who is the greatest in the kingdom of heaven?" He called a little child to Him, placed him in the midst of the twelve disciples, and gave an object lesson that answered the question for them and for parents and Christian workers for all time. A little child — whom I am set to teach and train, but who truly teaches and trains me! In simplicity, in faith, in earnestness, in love, in dependence, he is my model. For our own sakes, as parents

and teachers, we should love and cherish our children, living with them more than we do.

So jealous is the Good Shepherd for the lambs of His flock that we are warned: "Take heed that ye despise not one of these little ones;" and destruction is threatened upon one who "shall offend

one of these little ones that believe." "Forbid them not," was the rebuke of the Master to those who would hinder the children in their desire to be near the Gentle One.

In contrast to the attitude of the twelve is the example set us by the missionary Francis Xavier. His faithfulness greatly endeared him to the people for whom he labored, and he was constantly thronged by the multitude seeking his counsel and the comfort of his ministry. At



one time he became almost exhausted, and said to his servant, "I must sleep, or I shall die. No matter who comes, do not wake me." The good man crept into his tent, leaving his servant on guard outside. Presently his servant was startled to see his master in the tent door, pale and trembling. "I made a mistake," he said, in a frightened tone. "I made a great mistake. If a little child comes, awaken me." Indifference or neglect upon the part of those who should lead a child to Christ, is in

reality putting a hindrance in his way.

Many parents are strangely indifferent to the value of a child and to the needs of a child. There are many children, and they are all alike — why worry about *one*? True, there are many, but the Son of God would have come to this earth if there had been but one. How can we look upon any one of them with unconcern? No two of them are alike; we cannot avoid individual study of the need of each, if we are responsible for supplying the need.

The home should be more than a shelter, a place to eat and sleep. Even in these respects the proper care of the child in the home is often a matter to which less thought is given, and upon which less money is expended, than in providing for the care of the thoroughbreds in the stall or pasture. The real home not only provides a safe shelter, the best food and water, and proper clothing, but it provides equally well for the nourishing of the mind and the spiritual nature of the child. Every home should be a sanctuary where a little one is safely kept and properly trained. There is no obligation that comes to men and women that is greater than this. The child first, should be the unwritten law in every home.

Not long ago a parent said, "I do not wish to influence my child in religious matters. I wish him to grow up perfectly free; and when he is old enough, he can make his choice intelligently." Strange, is it not, to influence one's child as to what he should eat and drink and wear and study, and in all that pertains to his physical and intellectual development, and leave him to stumble blindly in that which makes all else worth while? Why should he not be early, strongly, persistently, but wisely and lovingly, pressed toward the kingdom of heaven? Why should not the knowledge of the loving Jesus be lodged in his heart so early and so deeply that it will give mold to his first thoughts, his first affections, and later color all his aspirations and desires?

Human love is not sufficient for the teaching and training of a child. Mother love, pure and fervent and unselfish as it is, does not qualify one for this holy and sacred work. It is only the love of Christ in the heart in overflowing measure that fits one to shepherd a little lamb. Anger, impatience, unkindness, injustice, or harshness mars, wounds, tarnishes the soul for all time to come. Lack of firmness, of proper restraint, of careful guidance, of wise discipline, and the little child is the helpless victim of his own uncontrolled spirit, and self reigns and rules.

"Not by might, nor by power, but by My Spirit," is the divine method, the secret of all success, in the work of training a little child.

Why Should I Teach?

"WHY should I teach?" I ask. "Is it for gold —

That shining, glistening gold which men since time

Began have loved, then cursed; have hoarded to

Their bosom, ere long finding it an asp
Envenomed, bringing only torturing death?

For gold, just gold?" My soul makes answer, "Nay!

For that alone, the price is far too great.

Thy recompense in coin cannot be named,

Because its substance is a finer thing,
Enduring when the visible has passed."

"Speak on, my soul," I said, "and tell me what
The teacher's recompense." Thus spake my soul:

"In service only comes the great reward,
Soul-satisfying, bringing happiness;
Today, this comes to him who hears the call
To teach the youth, to mold the tender lives
Who are our country's citizens tomorrow,
To teach, to watch development of mind.
But lovelier far, watch character unfold
Beneath the magic touch of sympathy —
This rich reward awaits him who would teach."

"O let me teach," I cried; "let all that's best
Within my heart and mind be dedicated
To this, the grandest, noblest work of life!
Because I am a patriot, it is
A duty to my country that I owe;
Because I love my God, I'll heed the call
To teach and serve my God's humanity."

— Clara Louise Dentler,
in *The Progressive Teacher*.

Some Results of Church School Work

LUELLA WELLS

I SHALL never forget the first church school that was started in a certain small church in West Michigan. A young lady from Battle Creek, with no previous experience, was sent to pioneer the way. It was looked upon as an experiment, but the teacher was a Christian, and the Lord was directing.

The school had been in operation only one year when my sister and I made up our minds we were going to be church school teachers. Sickness and death in the home prevented me from taking up the work for three years. But after twelve years of experience in the church school work I am glad to say I have never for one moment regretted the day I stood by the kitchen window and made up my mind to become a church school teacher.

Some one may ask, "Has it paid?" Ask one dear sister in Illinois who took in washings and paid half of my salary one year. Often has she told me with face beaming with joy how grateful she was that, though she was far from being well, the dear Lord gave her strength to work so she could keep her children in the church school. Her husband was not an Adventist, and I consider the church school the one thing that kept the children in the truth, as there were no other Adventist young people in the city.

Ask the father and mother who for more than twenty years were the staunch supporters, the pillars, of one of the oldest church schools in West Michigan, if it paid. They will point you to their children, who are all in the truth, and four of whom are actively engaged in the Lord's work. Theirs was a faith which worked, and is still working and bearing fruit for eternity. Do you think they would exchange the training their children received in the little white school-house under the walnut trees, for all the

public school could give them?

If the answer is still doubtful, please step into the school-room some morning when the teacher has asked the question, "How many would like to have a prayer band this morning?" See the eager faces and uplifted hands.

If you listen quietly, you will hear their earnest petitions, asking Jesus to come into their hearts and give them kind and loving thoughts, to help them to overcome sin so they may be ready to meet Him when He comes. One of the smaller girls expresses it this way, "Help me to be awful good." And when the testimony meeting begins, there is no time lost until the last one has told that for which he is especially thankful.

Watch the children who have a few



minutes' spare time in school, take out their Bibles and read a chapter or two so as to keep up with the "Bible Year."

Then there are the far-reaching results of the Bible stories. At one place where the children of non-Adventist parents attended the school, we were studying the story of Jacob when he went up to Bethel to worship God. We read how they gave up all their jewelry before worshipping. One of the little girls who had been wearing a ring, came the next morning without it. The Holy Spirit had impressed the lesson in such a way that she knew just what she ought to do.

This year, when teaching the story of Enoch, the thought was especially em-

phasized how we should live so Jesus might walk and talk with us. Only a day or two afterward, one of the little ones came to my desk and said in her sweet way, "Jesus talked to me last night." I replied, "That is nice. What did He say?" Drawing a little nearer, she said, "He told me that I was to be the best little girl that I had ever been." I then inquired how she knew it was Jesus. She said, "I told papa, and he said it was Jesus talking to me."

Surely the Lord in mercy has given us the church schools to help train the children for His use. And blessed are those who will co-operate and give the Lord a chance to save their children.

Two Families I Know

FLORENCE W. OSTER

I KNOW two families in the same town who had for their aim the training of their children for a place in the Lord's work, but they used two different methods to attain that end. Parents and children of both families were Seventh-day Adventists.

The parents of Family No. 1 thought it was not really necessary to send their children to church school. They would have liked to do so, but thought they could not afford it. They would rather save that amount and send them to one of our colleges when they were older and could understand better the advantages of a Christian education. Both parents were hard workers; often the mother took in washing that there might be a bank account sufficient to give the children the desired advanced education.

The parents of Family No. 2 worked equally hard; they, too, needed money. But as quickly as it was earned it was spent in sending the children to church school, buying good books for them to read, etc. The children were taught to give a portion of their small earnings to the Lord; the parents also gave liberally of their scanty store. They all thought and talked of the message, and prayed daily that they might have a part in it.

Ten years later, when I met these families, I was not surprised at the result I found. Family No. 1 had a beautiful home, but the children had lost their interest in the message and in attending college that they might have a part in the Lord's work. A few years in the public school had seemed to satisfy them, and they took up worldly vocations. The parents wept as they told me how first one and then another of the children had given up the truth and gone into the world. They would gladly have given all then if their children would love the Lord and take a part in His great work.

I found Family No. 2 quite different. I learned that the father had died while the children were still young, but they had all worked hard, and had sacrificed many comforts that the children might be kept in church school and later in college. They were all in the message and had different positions in the work. One, I found, was at the head of a mission station in a foreign field. The mother beamed with satisfaction as she told me of the whereabouts and success of the children, and then said that she had no bank account here, but her treasure was laid up in heaven. It surely paid well.

THE STORY CIRCLE



When Little Children Preached

WOULD you like to hear how the Lord at one time had little children preach His truth?

Let's imagine that you and I are living away over in Sweden, eighty years ago. It is the time of the second advent message, and you and I have heard it whispered about that the Lord Jesus is coming soon in all His glory. But we have not heard much about it, because the priests have had those who preached it shut up in prison, and they have said that any one else who talked it would be shut up there too.

But then one day a neighbor comes to us and says, "Do you know that there are children now preaching about the Lord Jesus' coming? Well, it is so! And if you want to hear a little child preach, you come with me tonight to the house where I am going, and you shall have your heart's desire."

Oh, of course we will go! For not only did we never hear a little child preach, but we are all so anxious to hear about the coming of the Lord Jesus.

And so at night, with our good neighbor and several others, we start out over the snowy fields to the little cottage under the hill. We knock at the door, and the good people within open it and let us in out of the cold into the big, warm room. There are the father and the mother, and the big brother, and the little brothers and sisters. And there, smallest of all, so small that the priests would not dare shut her up in prison, is the five-year-old girl who they say will preach.

And what do you think she is doing? Why, she is playing reindeer sledge with her brother, just as you would play horse, with an overturned chair, and a

whip, and reindeer that nobody can see.

But soon the room fills up with people who have come to hear the message. And then, when all is ready, the little girl stops her play and comes forward a little into the room, looking at the people gravely with her big blue eyes. And the people whisper, "The Spirit is upon her!"

Then the little girl starts to sing a hymn, and all the people join in. After that, her father lifts her up on a table, where every one can see her, and then she opens her baby lips to repeat: "Fear God and give glory to Him; for the hour of His judgment is come: and worship Him that made heaven, and earth, and the sea, and the fountains of waters."

Then she goes on to warn the people of their sins and to tell them to get ready, for Jesus soon is coming. And she tells of the love of Jesus, and that He will receive every one, no matter how greatly he has sinned, if he will repent and come to Jesus.

Many there are who repent of their sins this night, and when the little girl has finished the message that the Holy Spirit has had to speak through her, an old man prays for those who have been converted through her words, to join us all in preparing for the coming of Jesus. And then we all go home.

Yes, that is the way that little children preached of the coming of Jesus, far over in Sweden, eighty years ago.

S.

"MAKE a little fence of trust
Around today;
Fill the space with loving works,
And therein stay;
Look not through the sheltering bars
Upon tomorrow,
God will help thee bear what comes,
If joy or sorrow."

An Education With or Without Religion

GRACE EVANS

CHARACTER development should be the outstanding aim in education. To be convinced that it is the goal set up by the public schools of our country, one need but read the writings of educational leaders of the day. In a paper read before the National Educational Association in 1921, John H. Phillips, former superintendent of schools in Birmingham, Alabama, says: "Character training should be the supreme aim of American education, and morality as a basis of citizenship should be the chief objective of the school and its processes."

As a result of this desire, emphasis has been placed upon moral teaching in the schools. Much discussion has arisen as to the method to be employed, the time to be consumed, and the like. Codes of ethics have been adopted by some schools, and classes formed, in the hope that something might be done to relieve the appalling state of morals in the grade and high schools. Why, then, do we frequently read of the "petting parties," and the "pajama socials," where liquor runs freely, holding forth until early morning hours, and in which the participants are high school students? Do not these young people know better? Have they never been taught the immorality of such escapades? Yes, without a doubt. Let us see, then, why their moral teaching has failed to function.

The closest relation has always existed between moral and religious training. In the early days of our country the principal course in education was one in Biblical literature and theology that would do credit to a modern church seminary; the spelling book, the reader, and even the arithmetic obtaining a large proportion of their contents from the Sacred Scriptures. Moral training was not taught as such, but was considered a natural outgrowth of religion.

The following are the words of Clifford W. Barnes, executive chairman of the International Committee on Moral Training, Chicago, Illinois:

"Moral training and religious training have ever gone hand in hand, maintaining the closest relation to each other, finding strength in union and weakness in separation. . . . I cannot refrain from saying how monstrously absurd and sinfully dangerous I consider it to be for any organization controlling the educational force of a great sin-burdened city, to deliberately refuse official recognition to the greatest power in all the world which makes for righteousness."

Ex-President Roosevelt is quoted in an editorial in the *Chicago Tribune* as saying that "people educated in intellect and not educated in morals and religion, will become a menace to our nation;" and the editor continues, "We would add that moral and religious instruction, if it is to have effect, must be given in youth, while mind and character are forming."

Religious instruction has of necessity been eliminated from the public schools, and with it has gone the rock foundation of moral teaching. A reverence for God and faith in the Scriptures as the inspired word of God, which might still have been maintained, has to a large extent gone also, leaving the condition still more hopeless. John H. Phillips further pictured the condition before the 1921 meeting of the National Educational Association as follows:

"The old religious sanctions for moral conduct have been too generally ignored, and futile efforts have been made to find adequate sanctions for morality in the field of science or sociology. As a result the social and economic heresies emanating from some of our leading educational institutions are threatening the very life of the state."

An alarm is also sounded in the *Sunday School Times* by Dr. William Douglas Mackenzie, president of the

Hartford Theological Seminary. The following is an excerpt from his article:

"No prospect awakens greater dread in the minds of any audience than to suggest the possibility of a generation of children arising for whom religion has become a superstition and the knowledge of the Bible a puerile and needless irritation. Yet the churches are to act quickly if such a generation is not to be raised in our own time."

(He suggests as the remedy the co-operation of the churches with the schools in offering some religious instruction a number of school hours each week.)

I have emphasized this unavoidable lack of successful moral teaching in the public schools in order that we might be the more thankful that God has given to us a system of schools, the rock foundation of which is the word of God, for we are told in the spirit of prophecy: "If morality and religion are to live in a school, it must be through a knowledge of God's word." Why, then, should some of our good fathers and mothers hesitate to place their children in our own schools, where the opportunity for the development of Christian character is unimpaired?

The Church School Boy

A. E. GREEN

THIS is the clay we work on; this is the stuff we shape;
Changing the carefree boyhood into man's estate.
Giving tone to his laughter, bent to his love of play;
Leading him unto Jesus, teaching him day by day.

ABOUT five years ago, I dropped into the Sabbath afternoon meeting in a large church. Imagine my surprise and pleasure to see before me, enthusiastically leading, a bright young man whom I had last known as one who had lost out and gone to the world. At the close of the meeting, he came to me with extended hand, and after the greeting, I asked, "What changed you?" His answer I well remember. It was, "I never could quite forget the things my church school teacher taught me." Not long after this, he entered the ministry.

F. W.

"WHAT I do, I will do well."



Courtesy of Community Service

MY BACK YARD — MY CHILDREN STAY AT HOME

The Boy and His Picture

A. E. GREEN

ALL that was necessary to get the picture of this boy was to expose a sensitized film under the right conditions of light and focus. How like the sensitive film is the brain of the boy! What impressions of light and darkness are constantly being recorded in those minute cells! Are scenes of crime and immorality making their impressions on his mind? Or, happily, is it the things that are true and pure and lovely that are leaving their imprint there? The photographer carefully guards his films, that at the proper time and under the right conditions he may expose them, recording beautiful pictures. How much care do we take with the boy?

Dr. John R. Mott, speaking recently to the members of a Western Ministerial Association on the problem of recruiting young men for the ministry, said: "Confront men and boys with Christ, and Christ will make His own impression."

It is not the purpose of the church school merely to keep our boys and girls away from the evils of wrong associations, but to place them in better associations, to "confront" them "with Christ." If the brain film of the boy or girl is constantly exposed to Christian thoughts and Christian doctrines in the home, the Sabbath school, and the day school, what pictures will be recorded! You, parents and teachers, are responsible for the right impressions.

What One Church School Accomplished

(From a superintendent's letter to his constituency)

ABOUT thirty years ago a country church of Seventh-day Adventists decided that they must have a church school. This school continued in operation for about twenty-five years, or until most of the members had moved away. For about fifteen of those years, the writer was secretary of the church school board. The times were not few when the school board or the church body seriously considered the advisability of discontinuing the school.

Occasionally (about one year in five) the teacher did not give the best of satisfaction. At times disgraceful things happened in the church school—things that do not happen in a well-ordered school. One teacher taught for \$15 per month and boarded herself, and waited a year for part of her wages. Apparently there was plenty of argument against a church school. Of course many of our teachers (most of them) labored in tears and prayers.

And I am sure that the experience of other church schools which have continued through a considerable period of time, is similar to that which I am relating.

In this same church were leaders who loved children—men who favored the church school in word and in deed. One gray-haired elder more than once drove for miles through the storm of snow



or rain to urge parents to support the school, while he himself gave liberally to the enterprise. How much the cause of Christian education owes to such leaders!

Today I have been writing down the names of all the pupils in this school I can remember. I have fifty-eight names. Of the fifty-eight there are nineteen actively engaged in God's work as ministers, teachers, nurses, missionaries, college students, or other workers. And the others of the fifty-eight have been powerfully influenced by the church

school. Forty have been enrolled students in our academies or sanitariums. There is not, in all our organized work, anything outside of the home that will so deeply influence our children as does the church school.

It is a very conservative estimate to say that the students of this school have sold \$20,000 worth of our literature.

It pays to send money to foreign missions to save boys and girls; it pays to spend money for the Christian education of our *own* boys and girls. "Our church schools are ordained of God."

High Office of the Primary Teacher

A College President's View

C. W. IRWIN

WHENEVER I try in my imagination to visualize the primary teacher and the college professor at work, they appear to be in a garden. In one corner I observe a young woman with gentle touch endeavoring to straighten a little slip of a tree which is struggling into existence. It has developed some kinks in its endeavor to push its way through the clods, but the young gardener is now easily able to smooth them out, and the twig grows and grows and finally becomes a full-grown tree, tall, straight, majestic.

In another corner of the garden I seem to see a college professor. He is not nurturing a pliable little twig, but is struggling with a husky sapling which is several inches in thickness and several feet in height. With his knee against this would-be tree, and with a firm grasp of hands, he is putting forth all the strength of which he is capable, in an almost vain endeavor to straighten the crook which several years of growth has confirmed in its crookedness. He may succeed in lessening the curvature of the sapling's spine, but it will be a Herculean task.

By this time you are thinking of Pope's little verse, "Just as the twig is

bent, the tree's inclined," or better yet, you will remember that Solomon said, "Train up a child in the way he should go: and when he is old, he will not depart from it." And yet, occasionally, I have had suspicions that some of our teachers of the little children have been tempted to turn their eyes away from their flocks, and look to the college teacher and sigh, "Oh, if only I could teach a class of senior students, what a great work I should accomplish!" This work only appears to be greater, because it is a little farther down the line of preparation. But those active, wiggling little children in your primary class have as great potentialities as the college students, and you have the distinct advantage of training them at a period when their lives can be molded into characters commensurate with your ideals for them.

No teaching can be more important, more far-reaching in its influence, nor more permanent in its results, than that done by the teachers of the children. Here is a proof as found in the "Testimonies," Volume VI, page 205:

"The management and instruction of children is the noblest missionary work that any man or woman can undertake."



EDITORIAL

“If Thou Hadst Known”

WHEN Jesus wept over Jerusalem, she did not know the things that belonged to her peace—her spiritual peace, her salvation and that of her children. There was no reason for her not knowing. The Prince of Peace was within her very walls. The Light of the world was shining brightly about her. Prophets and teachers and apostles knocked at the door of her heart. The Saviour of the world was weeping at her portals. But she did not heed their pleadings. She did not know—did not use the means of salvation so graciously proffered her, and those fateful words had to be uttered: “Now they are hid from thine eyes. . . . Thine enemies . . . shall lay thee even with the ground, and *thy children within thee.*”

Oh, the tragedy of that “If”—“If thou hadst known!”

“And That, Knowing the Time”

WHAT a bright picture! Knowing the time. Do we know the time in which we live? Do we know the time and means of saving *our* children, though Jerusalem lost hers, and wrung tears from the loving eyes of her Saviour as “He beheld the city”? We *may* know. The light of duty and privilege is shining brightly on our pathway. The messages in this magazine special represent Heaven’s pleading to save our little ones. Do we know the time and the means of everlasting peace that belong to this our day?

“OUR time belongs to God. Every moment is His, and we are under the most solemn obligation to improve it to His glory.”

“The Night Is Far Spent”

THE dark night of sin is fast passing away. The glorious dawn is about to break. But the night is darkest just before the dawn. We must follow the light closely or we shall lose our way in the gross darkness that covers the earth. Every school on God’s order is a center of light, a refuge for our children from the overflowing scourge. Shall we see that all the children are within the dwellings that have light in them, and not found in an Egyptian habitation, while the destroying angel passes over? The night is far spent. The last opportunity is almost gone. “The day is at hand,”—the day when we must act quickly if our children are not “forever lost.”

“High Time to Awake”

“Now it is high time to awake out of sleep; for now is our salvation nearer than when we believed.” If indifference or lack of courage has thrown a stupor over us in regard to God’s plan of saving our children, now it is high time to awake and act. If the schools of the world have seemed to us sufficiently good, if worldly ambition has clouded our vision, or that of our sons and daughters, now it is high time to heed the warning that “it is no longer safe to send our children to the public school.” Truly our salvation *is* nearer than when we believed—the great day of complete salvation in deliverance from this present evil world. But just as truly is the day and the means of salvation at hand for our children if we only heed Heaven’s gracious admonition to “work as for life” in their behalf lest they be “forever lost.”

Verily, it is high time to awake.

ETCHINGS



The Sound of a Going

THERE is a work in Christian education to do. There are reforms to make. There are problems to be worked out.

And I am profoundly convinced that it will never be done until parents take hold of it intelligently. Teachers may wear themselves out trying to effect reforms, but without the intelligent co-operation of parents they will not succeed. The home remains the chief factor in education; the home ought to be the model of the school in all its educational efforts. Parents must not be critics merely, they must be builders. And to be builders in Christian education they must first be students, open-minded, energetic, determined.

There is the sound of a going in the tops of the mulberry trees. There is an earnest desire and a strong effort on the part of our teachers to make the education of our children rational, natural, and effective. The reform calls for united effort on the part of teachers and parents.

What does it require of parents, this co-operation in Christian education? It requires that they become patient, sympathetic, far-sighted, and deep-sighted in the problems of their children's lives. It requires that they learn how to teach their children the great qualities of courage, obedience, reverence, purity, faith. It requires that they do all in their power to put their homes in the right environment, away from the iniquity of city life. It requires that by plan and example they teach their children the virtues of industry and thrift, sobriety and sacrifice, love and service.

Are parents going to move while the Spirit of God indicates the forward movement? What we parents do will

determine what education the children of our church shall receive.

Micaiah

"THE words of the prophets," said the messenger, "declare good unto the king with one mouth: let thy word, I pray thee, be like the word of one of them, and speak that which is good."

But Micaiah replied, "As the Lord liveth, what the Lord saith unto me, that will I speak."

There was an alliance between good and evil before him in the persons and the armies of Jehoshaphat of Judah and Ahab of Israel. The prophets who could speak as they chose for either Baal or Jehovah had declared that that combination of good and evil should prosper. But when Micaiah came to the test, he declared, "I saw all Israel scattered upon the hills, as sheep that have not a shepherd." And the event proved the truth of his vision.

Good and evil cannot be mingled and good come out of it. The principles of Christian education cannot be mixed with the principles of worldly education and good come out of it. We cannot find our standards in the world and expect to prosper in the work of God. Because the universities teach such-and-such science and philosophy is no reason we can teach them. Because the schools of the world follow such-and-such methods is no reason we can follow them. We have been given fountains of living waters; shall we turn away from them and hew us out cisterns, broken cisterns that can hold no water?

Let parents and teachers answer to God for their stewardship of the precious souls of the children. God's heritage.

"Where Are the Reapers?"

A FEW days ago we received a letter from a certain educational superintendent who has a longing to see every Seventh-day Adventist child in his conference in a church school. He said:

"To increase the number of schools we must have:

"1. At least six children.

"2. Desire for a school.

"3. The money.

"4. *Real* teachers.

"I can take care of numbers 1, 2, and 3. What am I to do about number 4?"

Yes, just there is found our greatest problem. "Where are the reapers?" There is plenty of wonderfully choice grain ready for this class of reapers. We have a large number of advanced schools whose main business is to get reapers ready, and they turn out various kinds of workers; but somehow we have great need to find more "*real* teachers."

God is calling for teachers, and has been calling for years. Many have answered the call, and there are many paragraphs in this issue of HOME AND SCHOOL which show what the results have been.

But some one who wants to hold fast to his dollars, or who feels that it is more popular to send his children to schools established by the State, says, "Well, I know children who have been to a Christian school for years who are far from being Christian, and are not getting any better. They do not act very much as if they were going to save themselves or any one else."

This is doubtless quite true. But did the critic ever stop to think that the greatest Teacher that ever taught did not succeed in saving *all* His pupils?

Why should any one be a critic? Why not work and sacrifice to build up the schools that have been "ordained by God to prepare the children for this great work,"—the work of saving souls in these last times?

Many a young man and young woman

have felt called to teach, and gone to college with teaching in mind, but while there, decided that *their* teaching must be done in an academy or a college; that the academy or college teacher had greater "precedence," or "more chances of advancement," or perhaps received more money for his services. Did Jesus work for distinction, advancement, or money? *He* is our pattern.

Why should Christians be heard talking about "precedence" and "advancement"? Is it not because they forget that God has a hand in the affairs of men? "Not more surely is the place prepared for us in the heavenly mansions than is the special place designated on earth where we are to work for God." Do we believe this, or not?

Let us be careful how we advise those called of God to teach the younger ones to prepare for the teaching of English or history or some other advanced subject. At the present time more are asking for the privilege of feeding grown-ups or near-grown-ups than can be located in that work, while many little ones go hungry. Who will be held responsible?—He who could have given food but failed to do so, and he who influenced him who was called to be a teacher of children, to do something else.

Now in real fact we need well-educated men and women who have had experience in teaching children, and made a success of it, for other work—not higher work, but *other* work. The logical place to find normal directors and critic teachers and educational superintendents is in the ranks of well-qualified church school teachers.

There are well-educated young people who have heard the call to teach, who feel that they are not now prepared for just that line of work. One summer school will do wonders for such.

Remember, "It is the nicest work ever assumed by men and women to deal with youthful minds."

There Shall Be No Defeat

JENNIE BATES RUSSELL

I WAS thinking just this morning of some of the questions asked me by people of various creeds; perhaps you would like to hear them. One was, "Do you really believe that Jesus is soon coming, and that when He does, it will mean the end of everything in the world as it now exists?" I answered, "Yes." Then he asked, "Why do so many of your people build such beautiful houses, live with their families in the cities, and spend so much money on things which will be just burned up?" How would *you* answer this? I myself asked a person the same question one day, and he said, "Well, I have been looking for the Lord for a long time; there is more money to be made in the city, and many other Adventists live there."

Frequently I am asked, "If you have such good authority for keeping your children out of the public schools, why are so many still attending them?" I thought of the thousands still there, and the best I could say was, "It should not be."

Last week we had a lecture in our village, given by a lady sent from the State Board of Health; her subject was, "At the End of the Roads," and the pictures showed the results of home training, and the lack of it. A lady was telling me how much it had meant to her daughter who attended. The mother is a member of a popular church, and I do not know her very well, so I was startled when she turned to me with tears in her eyes, and said so earnestly, "How I wish I could take my children out of the public school and teach them at home!" I said to myself, I wish every member of my church felt just that way. You see it made me think of our children. Many, though, do really want this for the children, but feel that it is impossible, so I want to sound a note of encouragement.

"God's biddings are our enablings."

"All the youth should be permitted to have the blessings and privileges of an education at our schools, that they may be inspired to become laborers together with God."—*Testimonies*, Vol. VI, p. 197.

"In planning for the education of their children outside the home, parents should realize that it is no longer safe to send them to the public school, and should endeavor to send them to schools where they will obtain an education based on a Scriptural foundation. Upon every Christian parent there rests the solemn obligation of giving to his children an education that will lead them to gain a knowledge of the Lord, and to become partakers of the divine nature through obedience to God's will and way."—*Counsels to Teachers*, p. 205.

Where rests the responsibility?

"To parents He sends the warning cry, Gather your children into your own houses; gather them away from those who are disregarding the commandments of God, who are teaching and practising evil. Get out of the large cities as fast as possible. Establish church schools. Give your children the word of God as the foundation of all their education."—*Testimonies*, Vol. VI, p. 195.

Next, the responsibility is on the church.

"God has appointed the church as a watchman, to have a jealous care over the youth and children, and as a sentinel to see the approach of the enemy, and give warning of danger."—*Counsels to Teachers*, p. 165.

In this fearful crisis, what is the attitude of this guardian of the lambs of the flock, and those of older years? "She is *sleeping on guard*."—*Id.*, p. 165

And the young people? Slipping over the cliffs! Is there an ambulance down there? I think there is usually one running at camp-meeting time. Does it pick them all up? Many never get in touch with it. The world does the rest.

The children first! Would that I could utter these three words till they echoed around the world. "But," says a faithful brother, "I must first give largely to help in the foreign work." No, my good brother, no. Our children *first*.

"Shall the members of the church give means to advance the cause of Christ among others, and leave their own children to carry on the work and service of Satan?"—"Testimonies," Vol. VI, p. 217.

"While we should put forth earnest efforts for the masses of the people around us, and push the work into foreign fields, no amount of labor in this line can excuse us for neglecting the education of our children and youth."—"Counsels to Teachers," p. 165.

"There shall be no Alps!" These were the words of a noted general, though the time was winter, and the way impassable. But over the mountains went the men, and victory was theirs. Can it be true that God has set a task for His people which is impossible? No, never!

Are you scattered? "Get together." Must you stay alone? Be your own teacher. Too poor? "The Lord has means for His work in the hands of His stewards."—"Testimonies," Vol. VI, p. 207.

In isolated cases, there may be lack of money, but there is money enough in the hands of the people to educate every child and youth in our ranks. "Jerusalem was destroyed because the education of her children was neglected."

It may be a home school, a church school, an intermediate school, an academy, or a college,—somewhere there should be a place for every one.

"To every household and every school, to every parent, teacher, and child upon whom has shone the light of the gospel, comes at this crisis the question put to Esther the queen at that momentous crisis in Israel's history, 'Who knoweth whether thou art come to the kingdom for such a time as this?'"—"Education," p. 263.

Are all the children in? Are *your* children in?

THE reason men do not believe the Bible is because they do not know the Bible. Find a critic of the great Book, and nine times out of ten he cannot quote you two texts correctly. Ten minutes a week of Bible reading is enough to make a superior critic, but an hour a day spent with God's word will make a humble saint.

A Person Is the Product of His Education

BERTHE LOFSTAD

THIS remarkable statement, remarkable in the fact that it sets before us the unquestioned importance of our educational work, was made by one who was once a faithful student in one of our church schools. But her father, wishing to give her what he regarded as the greatest advantages, sent her to a worldly school. During her second year in the university she wrote me the following:

"The reading of the Bible may, as you say, have a good influence upon me—let's hope so. If I could have remained in a denominational school, everything would have been different. But now, although I want to believe, I find it impossible, for my faith in Divinity has been sadly shattered. The teachings of the public schools and universities are capable of turning out nothing but skeptics. The sad part is that the courses which are especially productive of skepticism are made required courses. Please pray that I may be able to finish my education without becoming a hopeless agnostic."

After I had tried to get her to attend one of our colleges, she wrote again, just before beginning her third university year:

"I know you think it would make a difference if I could finish my education in an Adventist institution, but it is too late now. The other schools have done their work. I might as well admit that I have absolutely no faith, and find it utterly impossible to believe in anything spiritual. *A person is the product of his education.* Oh, well, I'm quite contented; as long as I don't believe in spiritual powers, I don't have to worry about them."

Her mother is one of our faithful sisters, and what would she not give for the privilege of having the daughter a little girl again, that she might send her to an Adventist church school, academy, and college, and not to the public school, high school, and university! But it is too late. A life cannot be lived over. What we do each day makes up the record for eternity. Ah, "what shall it profit a man [or a boy or a girl] if he gain the whole world, and lose his own soul!"

Joe

MYRTLE ALLEY RICE

It was the week before the beginning of school. The children were happily expectant.

"Maurice, are you going to church school?" asked the boy next him in Sabbath school.

"Don't know. Mamma wants me to. Are you?"

"Sure! I went when we lived in the city. I like it."

There had been no church school in the town for several years.

"What are the prospects for children, sister?" asked the church elder.

"Very good," I replied. "Most of them are coming. I wish we could get them all."

"O, don't I!" he continued earnestly. "If the parents only realized the advantages! Have you spoken to Brother Baroni about sending Joe? We must have him by all means."

Joe! I tried to imagine him in day school. It was mental torture. Sabbath school was bad enough. His parents had but recently joined the church.

Joe was the embodiment of perpetual motion, nerves and lithe muscles working in perfect unison to keep him moving and the others distracted. He stuttered very slightly, and his English was a little broken.

"Miss—," he waved a frantic little brown hand in the air as I was vainly trying to make a point in the review.

"What is it, Joe?"

"He's, he's got m' beanie!" He pointed a grimy forefinger at his neighbor.

"Your what?" I asked.

"M' beanie."

Still no picture entered my mind."

"It's in his pocket."

Detected in crime, his neighbor pulled a diminutive yellow and blue knit cap from his pocket, and restored it to its owner.



For a while it seemed that the boys took a delight in annoying Joe. Upon closer observation it proved that Joe was the sly brewer of trouble, and delighted in being annoyed even to the extent of pin pricking to secure retaliation.

School began, and Joe was there in the first seat of the second grade row. On Thursday a large box of crayons was missed, and no one knew where they had gone.

The next Sabbath, Sister Baroni, flushed and excited, the protesting Joe in her wake, came to me, exclaiming, "Here is the crayons, ma'am. Joe, the bad boy, he took 'em. I fix him."

"Teacher." Tommy came in from the playground with beaming eyes, "Joe is saying bad things." And so it proved, very bad things.

That wasn't all. Joe couldn't be depended upon to tell the truth. He gorged on cheap candy bought with money taken from his brother's pockets. He slyly invented mischief of every kind.

But a change came over Joe, slowly, almost imperceptibly, until now, at the close of his second year in church school, he may be trusted. He responds first to the request for volunteers to pray. The worst count against his language this year has been mild, indeed. Property is safe. He is the brightest in his

grade. He has shown remarkable ability to grasp Bible knowledge. Ask for any Old Testament story, and he can give it. He sometimes amazes us all by answering questions asked by the Sabbath school superintendent and intended for older folk. From the trial of the primary room, Joe has become its star. When all others fail, Joe can answer. When others have studied three, four, five times, Joe has studied seven.

His boundless energy must be directed, for Joe is still Joe. But the marvelous change in him is a remarkable example of the power of the Holy Spirit working in our church schools. Some day we hope that Joe will be a worker for his people.

Their Mental and Spiritual Food

ARVILLA EBERT

THOSE who study bees tell us that the larva destined to be queen is fed different food from that given to the other babies. It is even said that should the queen die, a worker larva will become a queen if fed on royal food.

It is the purpose of the public school to train citizens for the nation—a worthy object. But the Christian's ideal extends beyond that, and takes hold of eternal things. The public school can no more train for that life than a law school can train a doctor, or a mining school produce a trained farmer. The course of study is not arranged with that in view. It is the bee bread and honey that will bring forth common bees. These are useful, and should not be undervalued, but *we* aspire to be sons and daughters of God, and so to train our children that they may belong to the same family. This requires royal food. Which shall your child be given?

In these last days our boys and girls are to meet temptations such as boys and girls never faced before. How are we preparing them? Will they be able to stand as did Daniel and his companions? We are told that "the instruction these

Hebrew children had received in the homes of their parents, made them strong in faith, and constant in their service of the living God." Also, "This education was to Daniel and his companions the means of their preservation amidst the demoralizing influences of the court of Babylon."—"*Prophets and Kings*," pp. 428, 482. We and our children are facing a worse Babylon than they. Can God write of us what He wrote of those parents? May each one who reads these words be able to present his family an unbroken band when Jesus comes.

Shall We Sacrifice?

MRS. GRACE HOWLETT

If we believe the Bible and the instruction which has come to us through the spirit of prophecy, church schools are a necessity.

Back at the time of the exodus, the Israelites were commanded to gather their children into their own houses and separate them from the Egyptians. Had they not followed these instructions, their children would not have been saved from the destruction that came upon the Egyptian children.

The same message has been sent to us now, to separate our children from the world and gather them into our own schools, where they can be taught that the fear of the Lord is the beginning of all true wisdom; and if we do not follow the instructions, how can we expect to save our children?

I believe that the church school conducted along the lines laid down for us in the "Testimonies," and taught by consecrated, God-fearing teachers (and none other should be employed), is the one great agency which God has set in operation in these last days to make it possible for us to keep our children through these evil times and train them to take their places as workers in His vineyard.

We are told that "our children will finish the work," and that the ones who

will do this are the children who have been properly trained. I cannot believe that any such training can be obtained in the public schools. Part of it will be home training, the other part will be church school training.

In our church school the Bible is the basis of the education. God's word is a living word, and the children cannot study it without its having an effect on their lives. They are daily taught lessons directly from it, their nature lessons are drawn from it, and some of their reading lessons are taken from its sacred pages.

It is their companion, and they are as familiar with it as the children of the world are with Mother Goose rhymes. Besides this, they have their devotional exercises, where they are taught to pray and take part in the study and testimony meeting. They have prayer bands, where they pray for others and for God's work.

God has placed these schools within our reach, and if we will work with Him in His own appointed way, I believe He will work in a wonderful way

to save our children; but we must make use of the facilities which He has ordained.

I believe there are many parents among us who are longing to have their children in our schools, but who do not see their way clear to do so; and I know that if we earnestly desire it, and as earnestly ask Him to open the way, He will do it.

I might relate a little personal experience in this connection: When I first accepted the truth, nearly three years before either of my children was old enough to go to school, I began to pray that they might have the advantages of a Christian education. Nothing seemed more impossible at that time. We were living on a farm, and my husband was bitterly opposed to the truth as we understand it. We were miles from a church school, but nevertheless I prayed.

God answered that prayer in time — answered it in a strange way, to be sure, and in a way that involved quite a sacrifice for us; but the children are in church school, and if I can just see them inside the kingdom of heaven, I'm sure the sacrifice will have been forgotten.



Courtesy of Community Service

A HOME GARDEN ALL HIS OWN

God's Program for Our Church Schools

M. E. CADY

To bring anew to Seventh-day Adventists God's program for our church schools is the object of this article. Below are given from the spirit of prophecy some of the counsels that make plain our privileges and responsibilities in providing our boys and girls with a Christian education, that they may be fitted to act nobly their part in the closing work of the third angel's message:

The Overflowing Scourge Is Coming

"The blood upon the lintel of the door symbolized the blood of Christ, who alone saved the first-born of the Hebrews from the curse. Any one of the children of the Hebrews who was found in an Egyptian habitation was destroyed.

"This experience of the Israelites was written for the instruction of those who should live in the last days. Before the overflowing scourge shall come upon the dwellers of the earth, the Lord calls upon all who are Israelites indeed to prepare for that event."—*Testimonies*, Vol. VI, p. 195.

Establish Church Schools

"Establish church schools. Give your children the word of God as the foundation of all their education. This is full of beautiful lessons, and if pupils make it their study in the primary grade below, they will be prepared for the higher grade above."—*Ibid.*

"Our children should be removed from the evil influences of the public school, and placed where thoroughly converted teachers may educate them in the Holy Scriptures. Thus students will be taught to make the word of God the grand rule of their lives."—*Counsels to Teachers*, p. 204.

Responsibility Greater than Words Can Express

"The responsibility resting upon parents, teachers, and church members, to do their part in co-operation with God, is greater than words can express."—*Id.*, p. 166.

"Work as for Life"

"If ever we are to work in earnest, it is now. The enemy is pressing in on all sides, like a flood. Only the power of God can save our children from being swept away by the tide of evil."—*Ibid.*

Devoted, Consecrated, Capable Teachers Needed

"Only devout and consecrated men and women, who love children and can see in them souls to be saved for the Master, should be chosen as church school teachers. Teachers who study the word of God as it should be studied, will know something of the value of the souls under their care, and from them the children will receive a true Christian education."—*Ibid.*

Church Schools Ordained by God

"When heavenly intelligences see that men are no longer permitted to present the truth, the Spirit of God will come upon the children, and they will do a work in the proclamation of the truth which the older workers cannot do, because their way will be hedged up.

"Our church schools are ordained by God to prepare the children for this great work."—*Id.*, p. 176.

Church Schools Are to Prepare the Children to Give the Message

"In the closing scenes of this earth's history, many of these children and youth will astonish people by their witness to the truth, which will be borne in simplicity, yet with spirit and power. They have been taught the fear of the Lord, and their hearts have been softened by a careful and prayerful study of the Bible. In the near future, many children will be endowed with the Spirit of God, and will do a work in proclaiming the truth to the world, that at that time cannot well be done by the older members of the church.

"The Lord would use the church school as an aid to the parents in educating and preparing their children for this time before us. Then let the church take hold of the school work in earnest, and make it what the Lord desires it to be."—*Id.*, pp. 166, 167.

They Will Do as Jesus Did

"When properly conducted, church schools will be the means of lifting the standard of truth in the places where they are established: for children who are receiving a Christian education will be witnesses for Christ. As Jesus in the temple solved mysteries which priests and rulers had not discerned, so in the closing work of this earth, children who have been rightly educated will in their simplicity speak words which will be an astonishment to men who now talk of 'higher education.'"—*Id.*, p. 176.

Church Schools in All the Churches

"Wherever there are a few Sabbath keepers, the parents should unite in providing a place for a day school where their children and youth can be instructed. They should employ a Christian teacher, who, as a consecrated missionary, shall educate the children in such a way as to lead them to become missionaries."—*"Testimonies," Vol. VI, p. 198.*

Not to Flock to Large Centers

"Many families, who, for the purpose of educating their children, move to places where our large schools are established, would do better service for the Master by remaining where they are. They should encourage the church of which they are members to establish a church school where the children within their borders could receive an all-round, practical Christian education. It would be vastly better for their children, for themselves, and for the cause of God, if they would remain in the smaller churches, where their help is needed, instead of going to the larger churches, where, because they are not needed, there is a constant temptation to fall into spiritual inactivity."—*Ibid.*

Six Children Justifies Starting a Church School

"In some countries parents are compelled by law to send their children to school. In these countries, in localities where there is a church, schools should be established, if there are no more than six children to attend. Work as if you were working for your life to save the children from being drowned in the polluting, corrupting influences of the world."—*Id., p. 199.*

Schools Should Not Be Closed

"The school work in a place where a church school has been established, should never be given up unless God plainly directs that this should be done. Adverse influences may seem to conspire against the school, but with God's help the teacher can do a grand, saving work in changing the order of things. If he labors patiently, earnestly, perseveringly, in Christ's lines, the reformatory work done in the school may extend to the homes of the children, bringing into them a purer, more heavenly atmosphere. This is indeed missionary work of the highest order."—*"Counsels to Teachers," p. 157.*

Far Behind in Establishing Church Schools

"We are far behind our duty in this important matter. In many places schools should have been in operation years ago. Many localities would thus have had representatives of the truth who would have given character to the work of the Lord. Instead of centering so many large buildings in a few places, schools should have been established in many localities."—*"Testimonies," Vol. VI, p. 199.*

Tardy Action a Grievous Offense to God

"Let these schools now be started under wise direction, that the children and youth may be educated in their own churches. It is a grievous offense to God that there has been so great neglect in this line, when Providence has so abundantly supplied us with facilities with which to work."—*Id., pp. 199, 200.*

All the Church Members to Support the School

"The same principles which, if followed, will bring success and blessing to our training schools and colleges, should govern our plans and work for the church schools. Let all share the expense. Let the church see that those who ought to receive its benefits are attending the school. Poor families should be assisted."—*Id., pp. 216, 217.*

Giving to Missions Is Not a Substitute

"While we should put forth earnest efforts for the masses of the people around us, and push the work into foreign fields, no amount of labor in this line can excuse us for neglecting the education of our children and youth."—*"Counsels to Teachers," p. 165.*

"Shall the members of the church give means to advance the cause of Christ among others, and leave their own children to carry on the work and service of Satan?"—*"Testimonies," Vol. VI, p. 217.*

God's Program for Our Children

"God's purpose for the children growing up beside our hearths is wider, deeper, higher, than our restricted vision has comprehended. From the humblest lot those whom He has seen faithful have in time past been called to witness for Him in the world's highest places. And many a lad of today, growing up as did Daniel in his Judean home, studying God's word and His works, and learning the lessons of faithful service, will yet stand in legislative assemblies, in halls of justice, or in royal courts, as a witness for the King of kings. Multitudes will be called to a wider ministry."—*"Education," p. 262.*

Shall not this instruction be taken seriously to heart, and earnest, continued efforts be made to establish schools in all our churches, so that the children may be prepared in "the near future" to act their part in the great crisis that will soon break on the world?

"TEACHERS should not be afraid to go outside the leaves of the textbook and meet their subjects in their natural state. Nature is a greater book than any that has yet been printed."

Paragraphs

(Continued from page 326)

refuge for the lambs of His flock,—a place where our darlings can be sheltered to quite an extent and be fitted for His service. Our children are the only treasures we can take to the heavenly Canaan with us. How it thrills my heart through and through to watch the development of their young minds; to see them growing in the knowledge of the word of God, and in a clean knowledge of all the branches they must study to be of use in the world today. How glad I am that God has shown me some of the values of a Christian education, and that from the very start! We as Seventh-day Adventist parents cannot afford to place our children in schools that are not ordained of God to prepare them for His work. If we do, how shall we answer God when He asks us, "Where is the flock that was given thee, thy beautiful flock?" What a blessed thing it will be to be able to say, "Behold I and the children which God hath given me." We must not let our means hold us back. If we use our money now to educate our children, it will be treasure laid up in heaven. If we keep our money now and lose our children, we have lost all.

Mrs. J. B. S.

The church school means sacrifice, sacrifice, sacrifice, to us who are not blessed (or cursed) with an overabundance of this world's goods.

It means a place provided by our heavenly Father where every lamb of the flock may learn, in addition to the three R's, the wonderful truths of God's word.

It means that sometimes a child comes home from school filled with a great desire to do right, as the direct result of the teacher's having prayed with him alone.

It means that in heaven some one will come to you (or me) and say, "I am here because you helped keep the church

school in —." Will it be called sacrifice then? No, a thousand times no!

M. E. W. C.

FROM YOUNG PEOPLE

I have not always had the privilege of attending church school. My parents did not know and understand the third angel's message till after I had been in school for three years. As I was nine years old at this time, I well remember my early impressions of this new school. I was curious to meet my new teacher, and was happy to find that she was more interested in me personally than any teacher I had before had.

When we had our morning worship hour, the songs were different from those to which I was accustomed. They were hymns of thanksgiving and praise to God. They made me feel that God was really near to me. Some one has said that the public schools educate children to become good citizens of our country; but the church schools do more,—they also educate children to be ready to become citizens of the new earth.

The church school has given me, first, a deeper knowledge of what Jesus has done for me; secondly, a determination to study to show myself approved unto God, a worker that He can use to teach others the way of salvation; and finally, the hope of the sweet privilege of attending the "school of the hereafter."

E. W., a ninth-grade girl.

The years spent in church school have been of inestimable value to me. I well remember my teachers for their patience and kind interest shown to me, their gentle suggestions, their quiet rebukes, and their ready sympathy.

M. G. B.

As I look back over my days in training, I think of the half hour spent in chapel each day. I think of the daily association with fellow students, of how

(Concluded on page 353)

FATHER AND SON

Bless the Lads

Washburn
9-22-31

I THINK we all may be willing to join in Jacob's petition for his grandsons, Ephraim and Manasseh. Like the old, blind, feeble man just going down into the grave, we may in all sincerity and hope pray the fervent words: "God, before whom my fathers Abraham and Isaac did walk, the God which fed me all my life long unto this day, the Angel which redeemed me from all evil, bless the lads!"

It is well to pray for God's blessing upon our children, and to be assured that our prayers will be answered. But let us also remember that God's blessing in great part falls upon our children in the degree to which we make our own lives conform to His ideal of a man. Poor Jacob had a checkered career, and all his piety could not do away with some of the evil effects upon his children and his children's children. He was deceptive; they deceived him. He was headstrong; they were wild. He was dishonest; they cheated one another and others. Some of his good qualities were reflected in them also, and the grace of God finally accomplished its work in them, answering the penitent father's prayers. But both the good and the evil that men do live after them.

There is no paternal blessing like the blessing of a father's upright life. Would you bless your sons? make yourself what you would have them be. Would you have them truthful? tell no lie, nor dodge behind equivocations. Would you have them pure? shun the licentious act, the obscene word, the impure image or thought, as you would shun the leprosy. Would you have them open of soul and brave of heart? be no sneak yourself; take your full share of blame as readily as you would take your full share of credit. Be a man! Then will your sons

receive the blessing of a father's life, fitting to a father's teachings.

And there is another way to "bless the lads." That is to give them a full measure of encouragement and praise. Our silences are as fateful as our speech. Many times we regret the harsh and impatient words we speak, and sometimes vainly regret, experiencing too well the truth that Will Carleton states:

"Boys flying kites haul in their white-winged birds:

You can't do that way when you're flying words.
Thoughts unexpressed may sometimes fall back dead;

But God Himself can't kill them when they're said."

But too often, though less consciously, we make the opposite mistake of not saying anything when something should be said. Faults in our children snatch from us words of censure; but the good deeds they do fail to draw words of praise.

Come out with your approval. Tell the boy, "That's fine, Dick! It's just what I'd have done in your place." Tell him, "You're a captain, son! I'm proud of the stand you took in that matter." Tell him, "You're getting to be a wonder on an engine, Charlie. Think I'll recommend you for chief engineer of the Smith family." It doesn't hurt a boy to be praised by his father, if the father, and consequently the son, keep a balanced view of life and men.

Be proud of your boys. They are worth a lot to God. Have confidence in them, and show them that you are counting on them to make a success. Give them reason to be proud of you for the kind of life you live, and then turn around and be proud of them, and show it. And may the God before whom your fathers walked, the God who has fed you all your life long, the Angel who has redeemed you from all evil, bless the lads!

S.

YOUNG MOTHERS

Education of the Baby

(Continued)

BELLE WOOD-COMSTOCK, M. D.

THE program, once decided upon, should not be departed from, even though baby does not seem to agree to it at first. He will soon resign himself contentedly to it, and in the carrying out of this regular daily program the first important steps in baby's education are taken — those steps that have to do with the formation of habits of regularity and obedience.

Suppose he screams and protests vigorously at being laid down in his little basket or bed. Stop and think. Are his clothes too tight or bunchy? Is his bed well made and smooth? Is he too warm? Is he thirsty? Assure yourself that all actual needs are supplied, then *let him cry*.

Do not keep the baby too warm, or loaded down with blankets and bed-clothes. Give him freedom to kick. In the summer, or at room temperature, all he needs in the way of clothes is a shirt, diaper, and stockings. Sometimes some of these garments may be dispensed with. He needs nothing over him except when asleep, and then he would better be outdoors or in a cool room with windows open. The amount of covering must be regulated by atmospheric temperature and good judgment. In the winter, additional garments should be added as necessary for outdoor wear or when the room is cool.

Remember that crying is vigorous exercise, and should he be having a crying spell, he may be very warm, so carefully remove covers, and replace them later when he is quiet. Do not continually go to the crib and look into it and talk to him. Leave him alone, even though you wring your hands just out

of his sight. The strain of this enforcement of regularity may be great for a day or two, especially if baby has been having his own way, but it will not be long until mother can say, "Yes, I can go between one and three tomorrow, for baby sleeps at that time;" or, "Yes, I'll do that after his morning bath, while he is asleep." And she will look forward with delightful anticipation to the time in the day when, *according to his program*, he is to be held, bathed, and even played with.

Baby in this way comes to realize that mother, whose face is so sweet to him, in some way has the advantage, and that when she decrees a thing, there is no alternative. He learns his first lesson in contentment and self-control. He learns that there is a daily household plan into which he must fit, that he cannot live to himself, that there are others to be considered. These principles in his education are fundamental, and he may begin to learn them from the day of his birth.

"Parents, you should commence your first lesson of discipline when your children are babes in your arms. Teach them to yield their will to yours. This can be done by bearing an even hand, and manifesting firmness. Parents should have perfect control over their own spirits, and with mildness and yet firmness bend the will of the child until it shall expect nothing else but to yield to their wishes." — *Ellen G. White*.

Long before he is a year old he may learn that mother's "No, no!" is to be obeyed. No matter, even though this obedience be for fear of consequences, the exercise of his power to control impulse is none the less effective. For example: my own seven-months-old baby began sucking his thumb. We had learned during the babyhood of his elder

brother the futility of quinine, aloes, cascara, adhesive strips, elbow splints, and finally, that discipline was the only effective measure. So with this baby we at once adopted what we had learned would bring very quick results. Every time he put his tiny thumb in his mouth, we said, "No, no!" at the same time snapping his thumb hard enough to hurt. Two or three times, and he understood perfectly. For twenty-four hours the "No, no's!" with the accompanying snap, occurred rather frequently. The second day, "No, no!" with perhaps a movement across the room in his direction, was quite sufficient. The third day the victory was completely won. He was no longer a thumb-sucker. Was it hard to do it? Let any mother answer. But it meant so much to the little man. Greater even than the checking of a harmful habit was the lesson in obedience and self-control.

At eight months, this same baby began to see that when put to bed for his nap, he could get right up and stand looking out between the bars of his crib. Such fun as it was! He didn't have to lie down if he didn't want to! But mother's insistent, "No, no!" re-enforced a few times (for he was an obstinate little chap) with chastisement in the form of "slapping paddies," and his attempted disobedience changed to an acceptance of the inevitable, and the second lesson in obedience was learned. (Yes, I tried tying and pinning him down, but no use—up he'd come, mattress and all.) It was evident that the thing to do was to insist on the child's co-operation until obedience became a habit.

(To be concluded)

IF a man's home is all right, he is all right; if a man's home is all wrong, he is all wrong. Let the world despise a man; yet if his children honor him, he is a king. But though the public should praise and applaud, if a man's children be silent, their verdict is recorded in the books of heaven.

July, 1923

Program for Young Mothers' Society

MRS. W. L. BATES

First Meeting in July, 1923

Part I, Lesson 7

OPENING SONG.

Prayer.

Children pass to the playroom.

Secretary's Report and Roll Call — Response from Reading Course.

Full explanation and discussion of Reading Course work for 1923. (We hope the societies will not fail to keep the Parents' Reading Course before the minds of the members. Many were late in starting this year, but there is yet time to "make good" and receive your credit for the year's reading. See note.)

Report from Sunshine Committee.

Memory Work — Call on volunteers for the Christian Story Songs.

Lesson: Use the material suggested for stories if possible, but where these are not obtainable, substitute other stories. Let each member be ready to respond if called upon to give a story.

Assignment for next meeting.

Song.

Close by repeating in concert Psalm 1.

NOTE.—The Parents' Reading Courses given us thus far are as follows:

Number 0. "Education," by Mrs. E. G. White.

"Home Making," by J. R. Miller.

Number 1. "Testimonies," Volume II, Mrs. E. G. White

"Quiet Talks on Home Ideals," by S. D. Gordon.

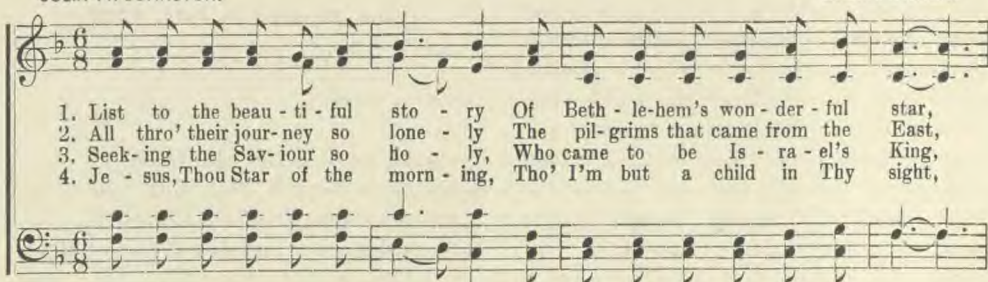
(In the set of "Testimonies" bound in four volumes, the above Volume II will be found to be the last half of Book I. In Reading Course No. 1. "Education" may be substituted for Volume II if desired.)

If any of these books have been previously read, the work will be accepted without rereading. See Leader's Aide of January, 1923.

Bethlehem's Beautiful Star.

JULIA H. JOHNSTON.

D. B. TOWNER.



1. List to the beau - ti - ful sto - ry Of Beth - le - hem's won - der - ful star,
 2. All thro' their jour - ney so lone - ly The pil - grims that came from the East,
 3. Seek - ing the Sav - iour so ho - ly, Who came to be Is - ra - el's King,
 4. Je - sus, Thou Star of the morn - ing, Tho' I'm but a child in Thy sight,

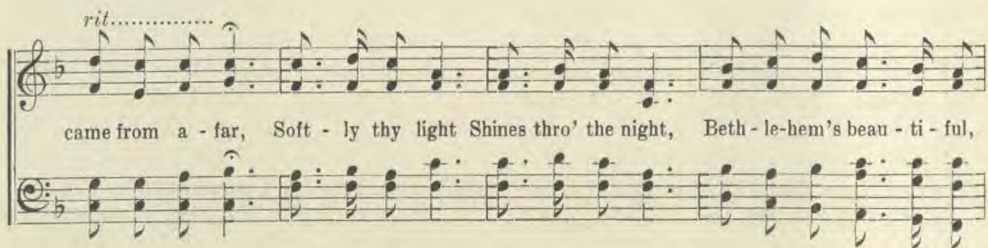


Shin - ing in ra - di - ant glo - ry O - ver the heav - ens a - far.
 Fol - lowed this guid - ing light on - ly, Till the long wan - der - ing ceased.
 Soon to His cra - dle so low - ly, Gold and frank - in - cense they bring.
 Turn - ing from sin at Thy warn - ing, Glad - ly I fol - low Thy light.

CHORUS.



Won - der - ful star! Glo - ri - ous star! Guid - ing the wise men who



rit......
 came from a - far, Soft - ly thy light Shines thro' the night, Beth - le - hem's beau - ti - ful,



beau - ti - ful star, Beth - le - hem's beau - ti - ful star.....
 beau - ti - ful star.

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Paragraphs

(Concluded from page 348)

we exchanged ideas and discussed plans for our future work, and the high ideals kept before us in chapel talks and worship by our teachers. This led me to determine to concentrate my mind on one goal and persevere to that end.

E. B. B.

The church schools have to a large extent brought me up in the "faith of our fathers." They have not filled my mind with the theories of evolution. They have not taught me that the Bible is a myth and a fable not to be depended upon. They have kept me from evil influences. They have given me a fair understanding of the Bible and its subjects. In a word, they have kept me from many of the social and moral evils that are raging in the world today. To my father and mother, who considered no sacrifice too great to make for me, I owe the opportunity that was mine to attend our church schools.

W. C. W.

FROM CHILDREN

What has the church school done for me? It has helped me to quit going to the movies. It has helped me to love Jesus more, to know more about Him, to understand the Bible better, and it has helped me to be a better boy.

S. R., a seventh-grade boy.

I think the church school helps a boy to be a gentleman, and to be courteous and kind to everybody. It helps a boy to be honest and truthful, and to make a good decision and keep it. It gives children true ideas of things. It helps children to have a good influence on other people.

G. C., a seventh-grade boy.

The church school has helped me to be a better girl and to be more kind to others. It has helped me to be more willing to do what I should as a Missionary Volunteer. It has helped me to study the Bible more, and to understand it clearly. It has helped me to be interested in foreign lands.

F. H. H.



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The Principal

I WAS WONDERING

And So I Thought I'd Ask You

What suggestions would you make in regard to dealing with a young child who is very indifferent to punishment, although it is varied?

I hold in vivid memory a little girl who took every punishment as a high adventure, and who was rather inclined to disobey frequently, that she might see what the next adventure in punishment would be. I am not sure that she is just such a child as the questioner has in mind. She was exultant. Some children are sullen in their indifference to punishment, and the attitude of the parent must vary accordingly. He should study the mental attitude of the child, and find whether it is romance or stoicism that lies at the bottom.

Let it be observed that in any case there is something very valuable in the mental make-up of the child who can rise superior to punishment. I would not want to break that high spirit; it may yet do wonders for the world. Much more can usually be accomplished with such a child, and indeed with nearly every type of child, by forming his ideals and getting him to place his will on the side of right, than by any manner or degree of punishment. Not that we can wholly avoid punishment, but the more we can avoid it and substitute for it constructive teaching, the better. Many parents punish when they should be punished. By their lack of foresight and energy and leadership they have let themselves and their children drift into the difficulties of transgression, and then they cut loose with the whip. Positive teaching, through example as well as precept, will avoid much of this seeming necessity of punishment.

But every child has his vulnerable point in the matter of punishment. He may scorn whipping, and bear hunger, and laugh at isolation, but if you will

study him carefully enough, and experiment a little, you will find there is something the application or deprivation of which will cause him to suffer enough to act as a deterrent. Discover that vulnerable point, and then use it judiciously.

"What Shall It Profit?" Luke 12: 20.

HELEN KUTSCHER

THE rich man sat at his desk alone —
Alone, in the eventide.

A letter lay before him. "Tone!
My beautiful lass!" he sighed;

"Never a wish was she denied,—

Ah, this is a cruel age!

The hope of her mother, her father's pride —

Gone to act on the stage!

Had she but gone to a Christian school! —

I was a 'fool'! Oh, I was a 'fool'!"

WHAT PROFIT HATH ONE WHO GAINS THE WORLD,
BUT LOSES HIS CHILD?

A letter had come from a farmer's lad,
Which was read by the fire's bright glow;
And his parents that night were sad, yet glad, —
"We've been called to the field; we'll go."
The words seemed blurred through their blinding
tears,—

"We've no dread for the deep blue sea,
For the heathen lands we hold no fears;

For our joy His work shall be.

We're glad we went to a Christian school,
Though some just laughed and said, 'You're a
fool!'"

WHAT LOSS HATH ONE WHO LOSES THE WORLD,
BUT GAINS HIS CHILD?

A teacher gazed at the setting sun

At the closing of the year;

She softly mused, "What have I done

For these my children dear,

As they came to me each bright new day?

Ann breathed her first prayer here;

Ben here resolved kind words to say;

Ruth dried her sister's tear;

All said, 'We'll keep the golden rule.'"

This is the fruit of a Christian school!

WHAT LOSS HATH ONE WHO LOSES THE WORLD,
BUT GAINS THE CHILDREN?

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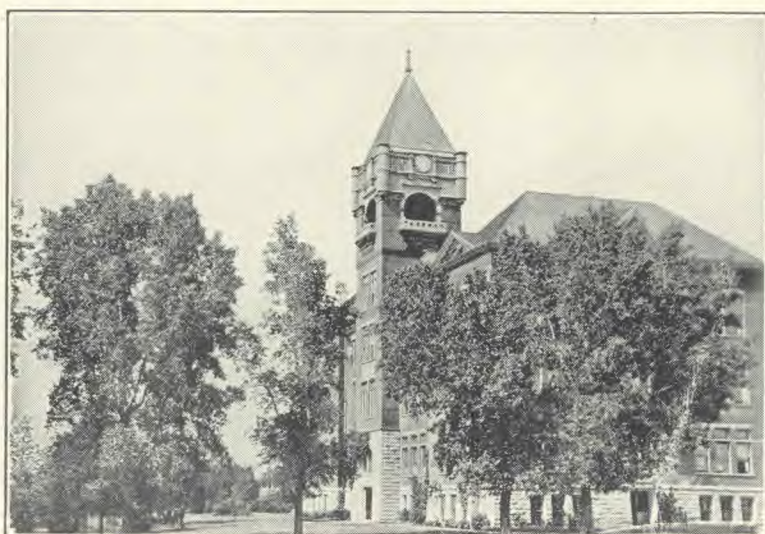
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