

# HOME and SCHOOL

A JOURNAL OF CHRISTIAN EDUCATION



E. J. Hall

WASHINGTON, D. C.

OCTOBER

# HOME AND SCHOOL

## A Journal of Christian Education

Successor to *Christian Educator*

Vol. XV

OCTOBER, 1923

No. 2

WARREN E. HOWELL, Editor

ARTHUR W. SPALDING

MRS. FLORA H. WILLIAMS

Associate Editors

### CONTENTS

SOME COMMON SENSE AND PEDAGOGY .....	3
DISCIPLINE, PATIENCE, AND THE PROBLEMS OF TEMPER ..... Mina Morse Mann	7
A TALK TO PARENTS .....	A Mother 9
THE LONELY ROAD .....	Mrs. Lessie M. Drown 10
HIGH POINTS OF THE CONVENTION — No. 2 .....	13
BREAD FROM HEAVEN .....	15
A BIT OF BEAUTY AND FRAGRANCE .....	16
ABOUT SCHOOLROOM DECORATIONS .....	16
WORK FOR BEGINNERS .....	17
"STAND! POSITION!" .....	17
TEACHING BEGINNERS .....	A Teacher-Friend of Children 18
GEOGRAPHY SEVEN .....	Blanche Hicks 19
UNITED STATES HISTORY .....	Mrs. N. A. Rice 19
MY VISIT TO A GRAMMAR GRADE ROOM .....	Evelyn Meleen 20
OCTOBER PROGRAM .....	21
THE CHILD'S DIET .....	Dr. L. J. Belknap 21
OUT OF THE NEST (Poem) .....	23
THE PREPARATION OF SCHOOL LUNCHES .....	Mrs. W. A. Sweany 23
THE LUNCH PERIOD IN OUR SCHOOLS .....	Grace Silsbee 24
GIVE HIM THE BEST THAT YOU HAVE .....	26
THE PROSPECTIVE MOTHER .....	Hazel McElhany Greer 27
MAKE IT FIVE THOUSAND .....	29
PROGRAM FOR YOUNG MOTHERS' SOCIETY .....	Mrs. W. L. Bates 29
I WAS WONDERING .....	30
MY BOY (Poem) .....	Mrs. L. D. Randall 30

Issued monthly. Printed and published by the

REVIEW AND HERALD PUB. ASSN., at WASHINGTON, D. C., U. S. A.

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

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

# Some Common Sense and Pedagogy

## Second in the Series, "Great Possessions"

ARTHUR W. SPALDING

WE have a clear educational aim.

"To restore in man the image of his Maker, to bring him back to the perfection in which he was created, to promote the development of body, mind, and soul, that the divine purpose in his creation might be realized,—this was to be the work of redemption. This is the object of education, the great object of life." "In the highest sense, the work of education and the work of redemption are one."—*"Education," pp. 15, 16, 30.*

We have a clear educational problem.

"There has been altogether too little attention paid to our children and youth, and they have failed to develop as they should in the Christian life, because the church members have not looked upon them with tenderness and sympathy, desiring that they might be advanced in the divine life. . . .

"As a people who claim to have advanced light, we are to devise ways and means by which to bring forth a corps of educated workmen for the various departments of the work of God. We need a well-disciplined, cultivated class of young men and women for our sanitariums, in the medical missionary work, in the offices of publication, in the conferences of different States, and in the field at large. We need young men and women who have a high intellectual culture, in order that they may do the best work for the Lord. We have done something toward reaching this standard, but still we are far behind where we should be."—*"Counsels to Teachers," pp. 41-43.*

### Pull to the Right

Did you ever row a boat? Remember, when you were a novice at it, how you started to cross the lake, heading for a certain point two miles away? Your back was toward your objective, and you were mighty busy learning how to handle those oars just right; so you couldn't keep your goal con-

stantly in view. Once in a while you would twist your head over your shoulder to see if you were headed right; then perhaps you would stop rowing, and turn in your seat for a good long look. And you found you were forty points off your course! You were headed east instead of south; you were going to land at White's cottage instead of Cobb's woods. What was the matter? Why, in your earnestness to get there, you had been pulling with all your might; and your right arm being stronger than your left, you had not been going in a straight course. What did you do? Why, you began pulling harder with your left, didn't you? until you were headed right again. That's common sense! After enough practice, you became able to pull evenly with both arms.

Well, I am going to pull with the left arm for a while. Let it be granted that we have many excellencies in our educational system: Bible teaching, correct



science, the rudiments of health teaching and of manual training, a high and pure purpose more or less clearly conceived. Grant all that. The strong right arm is pulling well. But let us turn our heads, and see whether we are headed directly toward our objective.

"To restore in man the image of his Maker, to bring him back to the perfection in which he was created." Are we meeting that aim in the cases of our children? I speak to parents as well as to teachers; for it is a problem of the home as well as of the school.

#### **What Is Our Record?**

"The development of body, mind, and soul." Is that threefold development manifest in our children? Are they physically measuring above other children? Our Medical Department answers us that sixty-seven per cent of the children in our church schools have preventable defects. On some points our children fall below the average of the public and our general average is not higher than that of the public as a whole.

Morally, I think our children average high. That is not a matter which can be reduced to statistics. It is to be expected, however, that the moral and religious teaching which a church education gives children will tell to some degree in their favor; and observation, I think, agrees that this is so. Nevertheless, we need to face the fact that there are among us children and youth whose ideals are not high, whose powers of resistance against sensual temptations are not great, and whose character-forming is not such as to prepare them as workers for God.

Such statistics as we have indicate that we are right along losing out of the church from fifty to sixty per cent of our young people; and we cannot claim that all the remainder are morally safe. There is impurity, there is sensuality, there is dishonesty, to which too many parents and teachers are shutting their eyes, and in relation to which they are neglecting their duty. "We have done something toward reaching this stand-

ard, but still we are far behind where we should be."

As to the intellectual training we are giving, I do not ask, Is it superior to what the world is giving? I ask rather, Is it accomplishing what we want it to accomplish? What is our object? I answer in the words of inspiration:

"Every human being, created in the image of God, is endowed with a power akin to that of the Creator,—individuality, power to think and to do. The men in whom this power is developed are the men who bear responsibilities, who are leaders in enterprise, and who influence character. It is the work of true education to develop this power; to train the youth to be thinkers, and not mere reflectors of other men's thought. Instead of confining their study to that which men have said or written, let students be directed to the sources of truth, to the vast fields opened for research in nature and revelation. Let them contemplate the great facts of duty and destiny, and the mind will expand and strengthen. Instead of educated weaklings, institutions of learning may send forth men strong to think and to act, men who are masters and not slaves of circumstances, men who possess breadth of mind, clearness of thought, and the courage of their convictions."—*"Education," pp. 17, 18.*

#### **Are We Making Leaders?**

Let us be honest about it. Is the education we are providing, giving our students "power to think and to do," to "bear responsibilities," to be "leaders in enterprise," to "influence character"? I think we shall have to answer that it is not doing all we would have it do in developing our children along lines of initiative, resourcefulness, and competence.

Why? Because, despite our talk about teaching practical things, such as agriculture, wood-working, domestic science, hygiene, and healing, the fact is that the most of our elementary schools, when they touch these subjects at all, are teaching their pupils to read and recite about them, rather than to do them, or else to do them in so slight and partial a way as to make them of no practical value. Grant what exceptions there are; that is the rule.

Why, again? For two reasons: First, because few teachers are trained in prac-

tical matters or in teaching practical things; and second, because with our crowded curriculum, the easiest recourse of the teacher is the assignment of a lesson in a textbook and a hurried recitation. That course is fatal to true education: no student ever can know anything until he has experienced it. I shall devote a whole article to this matter of the use of books in education; so I will not discuss it here.

I recently sat in a company of teachers when the elementary curriculum was being discussed. The subject of agriculture came up, and the majority seemed in favor of dropping it, because, as was admitted, its teaching merely from a textbook was a farce, and almost universally distasteful to students. I agree; but is the remedy the elimination of agriculture, or is it an arrangement whereby agriculture shall be taught through practice? There are different objections to that, the chief relating to conditions in city schools and to the crowded state of the curriculum.

#### The Fault of Cramming

That brings me to a chief charge against present conditions in the elementary school work. *We cram.*

"No," several educational superintendents have said to me, "we do not observe that our children are overcrowded in their studies." Such superintendents may have succeeded in eliminating some of the objectionable conditions in their schools; but yet there is an insistent cry from parents that their children are overburdened with school tasks; and the question is fair whether some superintendents and teachers have not an exaggerated idea of the load their children should carry.

That our curriculum is overcrowded is evidenced by the plea made when it is proposed to introduce, for instance, practical gardening, or the recreational and vocational Junior plans: "We have no time for them." Yet agriculture and nature study are vital factors in physical, intellectual, and religious education; and the Junior plans are more efficacious

in the physical, social, and moral training of children and youth than any amount of book study.

Cramming is not the supplying of an overamount of information, or merely the requiring of too much study. Cramming is the pressure of material upon a brain which is not in a condition to receive it, either in substance or in quantity.

"True education is not the forcing of instruction upon an unready and unresponsive mind. The mental powers must be awakened, the interest aroused."—*Education*, p. 41.

#### How?

"For this, God's method of teaching provided. He who created the mind and ordained its laws, provided for its development in accordance with them. In the home and the sanctuary, through the things of nature and of art, in labor and in festivity, in sacred building and memorial stone, by methods and rites and symbols unnumbered, God gave to Israel lessons illustrating His principles, and preserving the memory of His wonderful works. Then, as inquiry was made, the instruction given impressed mind and heart."—*Ibid.*

A child set to get all his knowledge out of books will *cram* on the same amount or a far less amount of knowledge than would be easily received and assimilated by God's methods of teaching.

#### Too Early School Age

Another factor in cramming is our unpedagogical idea that the earlier a child can "cover" the sciences and arts, the farther advanced he is. To this false idea is due our practice of putting children in school at too early an age, and hammering them along through the grades. As a rule, a child not put into the confinement of the schoolroom until he is ten years of age, but given opportunity for natural development under good home training, will be broader and keener of mind than the child who at that age has had four or five years of school, and he will be as far advanced in school knowledge. That's good pedagogy. And the statement is based upon experience and observation.

Here are some prime principles laid down for us by the spirit of prophecy as the bases of our educational work:

1. Children should not be forced into the confinement of the schoolroom until they are eight or ten years of age. "Education," p. 208; "Counsels to Teachers," pp. 79, 80.

2. The Bible should be made the foundation and the life of all study. "Testimonies," Vol. VI, pp. 198, 131.

3. A knowledge of physiology and hygiene should be made the basis of all educational effort, the program of the school being conformed to such principles, and the teaching of physical science being from the viewpoint and practice of hygiene. "Education," p. 195.

4. Agriculture, work in the garden, and study in the fields and woods, are primary and essential to correct education. Other industries are also to be connected with our schools. "Testimonies," Vol. VI, p. 176 ff.; "Education," p. 99 ff.

5. The common branches are to be thoroughly taught ("Testimonies," Vol. VI, p. 198), but by such methods as will not exhaust and cram. "Counsels to Teachers," p. 187.

#### Start at the Bottom

Such an educational program cannot be built by attempts to crowd more matter into the present curriculum. Every teacher who has had a hand in trying to "reform the curriculum" by such methods knows the futility. What then? We must build our work from the ground up, upon the foundations furnished us by the spirit of prophecy. This does not mean the rejection of all the studies and all the texts we are using. What it does mean is this: First, to have a clear vision of our educational aim; second, to introduce the primary elements of a sound education first; third, to connect with these the secondary elements; fourth, to adopt such methods of teaching as are natural and productive of the best results.

There are difficulties, certainly. We have not enough competent parents to do their part in home training; we have not enough teachers rightly trained to do

their part; we have conditions and environments that are inimical to progress; we have laws and customs to face. But these are not the difficulties that really prevent our advancement in the way of God's plan of education. No! The one only forbidding difficulty is our lack of faith in God's word. If we will get the will to do the will of God, and keeping our great aim in view, will go forward, squaring our progress constantly by His landmarks, we shall triumph over all the other difficulties in the way. We cannot do it all at once, but unless we determine to work toward it, we shall never do it.

#### Beginning of the Trail

I sit in sight of Mount Tamalpais. Many are the pilgrims who desire to climb to its summit. But though they see it, they cannot reach it unless they start. The way is long, the trail sometimes steep; but if they would see the glories of its summit's view, they must cross the bay and put their feet upon the lowest levels of its trail.

"Show us the way!" Here in the spirit of prophecy is the guidepost pointed out, the beginning of the trail. It is for us all together to discover its direction and to follow its leading, if we wish to arrive at our glorious goal.

"We need now to begin over again. Reforms must be entered into with heart, and soul, and will. Errors may be hoary with age; but age does not make error truth, nor truth error. Altogether too long have the old customs and habits been followed. The Lord would now have every idea that is false put away from teachers and students. We are not at liberty to teach that which shall meet the world's standard or the standard of the church, simply because it is the custom to do so. The lessons which Christ taught are to be the standard. That which the Lord has spoken concerning the instruction to be given in our schools is to be strictly regarded; for if there is not in some respects an education of an altogether different character from that which has been carried on in some of our schools, we need not have, gone to the expense of purchasing lands and erecting school buildings."—"Testimonies," Vol. VI, p. 142.

---

"THE Lord is hungry for fruit."

# Discipline, Patience, and the Problems of Temper

MINA MORSE MANN

AMONG the eighteen sins catalogued by Paul in his letter to Timothy, we find this, "Disobedient to parents." As we read the long list and find each sin so strikingly in evidence in the world to-day, we know that no undue emphasis has been laid upon this one point. "Disobedient to parents"—what a picture of the home life! Where does the fault lie? Are the children wholly responsible? Is it the age in which we live, and the environment? Is it a prophecy that must be fulfilled, so we may as well accept it and get along the best we can?

There comes to my mind at once that other prophecy we quote so often and cherish so fondly:

"Behold, I will send you Elijah the prophet before the coming of the great and dreadful day of the Lord: and he shall turn the heart of the fathers to the children, and the heart of the children to their fathers, lest I come and smite the earth with a curse." Mal. 4: 5, 6.

Here is brought to view a blessing to come upon the people of God, a different attitude in the homes of Christians than in the homes of the world. We fondly believe and proclaim that we are the fulfillment of this prophecy, and that Elijah "has already come." But I fear there must be a greater awakening among us, a deeper sense of what the home life means, a stronger purpose in our lives to do the work of Elijah, if we are to receive the blessings Elijah's coming is intended to bring.

"He shall turn the heart of the fathers to the children, and"—but let us pause here. You will note that first comes the parents' part. In some way there has been a turning away of parents in the past. Our duties have been neglected. Our minds have become engrossed with other things. We have

turned over our children very largely to the state and the church to rear and to train, and if the finished product is not satisfactory, then the state or the church is to blame, and our tax money and money we have paid in preachers' salaries and pew rents has been wasted. But we are clear, for have we not seen that our children shall be on time at school and church services? What more could any one ask? If the product these institutions turn out happens to be eminently satisfactory, then may we with pardonable pride take even more glory to ourselves, and complacently proclaim to all who will listen, "I know how to rear children, and I always see that my children obey my word."

But the Holy Spirit has been working on hearts, and gradually there has come the conviction that not all has been done for these children of ours that we should have done. He who has called us out of darkness into His marvelous light, has given us a glimmering of what it means to be a father or a mother. We study a little closer, and find that the state is not giving just the kind of education needed to fit people for translation, and we are gradually converted to the idea of establishing schools of our own, where God's word shall be the basis of all the child's education. It is a great forward step, and we feel that now surely we have met the complete fulfillment of this prophecy. Our hearts—and our pocketbooks—have been turned toward our children.

Again the Holy Spirit strives with us, seeking to lead us ever onward, and another glimmer of light appears on the horizon. We begin to sense the fact that we are asking our teachers in the church schools and the various workers in the church,—Sabbath school teachers, Mis-

sionary Volunteers, elders, and ministers, — to rear the children God has given us. "To turn the heart of the fathers to the children"—surely that can mean no less than a transformed home life.

Today I verily believe God is sending His last call to His remnant people. He is stirring our hearts to a reform in our homes. To the parents is given this sacred responsibility of training the children for Him. The school is to aid as best it can, the church has its part, but no institution on earth can ever take the place of the home—nor did God ever design that it should. In the home are to be learned the first lessons in obedience. Let me quote from one of authority:

"The children are to be taught that their capabilities were given them for the honor and glory of God. To this end they must learn the lesson of obedience; for only by lives of willing obedience can they render to God the service He requires. Before the child is old enough to reason, he may be taught to obey. By gentle, persistent effort, the habit should be established. Thus to a great degree may be prevented those later conflicts between will and authority that do so much to arouse in the minds of the youth alienation and bitterness toward parents and teachers, and too often resistance of all authority, human and divine. . . .

"The mother is the queen of the home, and the children are her subjects. She is to rule her household wisely, in the dignity of her motherhood. Her influence in the home is to be paramount; her word, law. If she is a Christian, under God's control, she will command the respect of her children. . . .

"Few parents begin early enough to teach their children to obey. The child is usually allowed to get two or three years the start of its parents, who forbear to discipline it, thinking it too young to learn to obey. But all this time self is growing strong in the little being, and every day makes harder the parent's task of gaining control. At a very early age children can comprehend what is plainly and simply told them, and by kind and judicious management can be taught to obey."—*Counsel to Teachers*, pp. 110-112.

A little eight-months-old boy was creeping on the floor. A visitor came, and the mother and friend went into the sitting-room. Baby followed, and the bright eyes discovered a work stand. It was a double basket, one above and one below. The lower basket was in easy

reach of the baby fingers, and was filled with pretty spools of thread, buttons, and other things that looked so interesting to the discoverer. He quickly went to it, but mother said, "No, no, mamma's basket. Baby must not touch." He stopped, looked at her, evidently understanding what was said. But the basket was so tempting, and again the little hands reached out. The mother repeated the command, adding, "Here is baby's box," and showed him his own play box. But the new plaything looked so much nicer; suddenly he seemed to have made up his mind, for quickly the little arms reached out, and the hands grasped several spools.

The mother gave the little hands several quite hard slaps, saying, "No, no, mamma's basket. Baby must not touch." The lips trembled and the tears came. The hands clasped nervously together, and the eyes looked longingly at the coveted basket. Then suddenly he turned and crept as fast as possible toward the farther side of the room, and never stopped until he reached the wall. Then sitting up, he looked back as much as to say, "Now I am away from temptation." Although he played day after day in that room, just a "No, no," from the mother if he started to touch the basket, would send him hurrying away.

(To be continued)



# A Talk to Parents

## *A Mother*

COMMEND your children often, especially when commendation is well merited. It will serve as an incentive to them to do better next time; it lightens the burden, cheers the heart, and awakens good and kindly thoughts.

Admonish in kindness. Nothing is gained by harsh, unkind words. They beget a feeling of stubbornness and rebellion in some, depress the spirits of others; and still others form a habit of strong indifference in order to overcome the depressing effect. A harsh manner of correction is a misrepresentation of God's dealings, and drives the child's affections from home and God. A harsh voice and unkind words grate upon the heart and harden it, and nothing but the continual dropping of softer, kinder tones can soothe and soften such a condition.

Who chides you when an accident befalls you that incurs loss? The accident alone startles, disappoints, and corrects the child, to some degree. So speak kindly, and administer admonitions and corrections with careful thought.

Do you treat your companion and children as kindly as you do those whom you call your friends? If you do, nothing will cause them to leave home untimely. Keep your pleasant face and kind words for your home ones. They will appreciate and remember these with pleasure while life lasts. We cannot expect life's current to flow untroubled, so prepare for the battle, bearing the bright shield of kindness, cheerfulness, and forgiveness.

An irritated spirit repels every one, and only makes us and the offender worse. "He that is slow to anger is better than the mighty; and he that ruleth his spirit than he that taketh a city." Prov. 16:32. "The discretion of a man deferreth his anger; and it is

his glory to pass over a transgression." Prov. 19:11. "He that is slow to wrath is of great understanding: but he that is hasty of spirit exalteth folly." Prov. 14:29.

Never intimidate your children. Do and say things to cause them to aspire to noble thoughts and deeds. Talk of the good in the people you know or meet and in the things about you. It will ward off and undo the unlovely habit of criticism, and develop the better qualities of thought and action. Evil traits and evil things should be spoken of only to point out mistakes and teach lessons. The peace and harmony of many a home is broken up by an ill-natured spirit in the father or mother.

"We must subdue a hasty temper, and control our words; and in this we shall gain great victories. Unless we control our words and temper, we are slaves to Satan. We are in subjection to him. He leads us captive. All jangling, and unpleasant, impatient, fretful words are an offering presented to his satanic majesty. And it is a costly offering, more costly than any sacrifice we can make for God; for it destroys the peace and happiness of whole families, destroys health, and is eventually the cause of forfeiting an eternal life of happiness."—*Testimonies*, Vol. I, p. 310.

The home should be like a heaven on earth, the place where each member of the family finds a calm, sweet resting-place.

---

"THE only person that is fit to stand before the school is the one whose instruction is right and whose life measures up to his teachings."

---

"IN every case, if the child can be made to feel the natural penalty of wrong-doing, it is much better than artificial punishment."



## The Lonely Road

MRS. LESSIE M. DROWN

"MAY we take a walk, mother?" asks a little brown-eyed girl of ten years, near the end of a hot, sultry day in mid-August.

"Oh, yes, please," chimes in the blue-eyed daughter. "You never have seen the Lonely Road, and you know you promised."

This Sabbath day has been long and lonely, as the father is away and the mother and children are tired from over-resting.

The mother needs no urging, for the lure of the Lonely Road has been strong ever since its discovery, a few days before, by her daughters, who have given it this charmingly suggestive name.

"No nature books this time," they say,

and in a surprisingly short time they are on their way. They are great nature lovers, these three, and their eager spirits rush on in happy anticipation of the joys and discoveries that await them.

Many minor attractions tempt them to linger on the way. The woolly Rabbit-foot Clover reaches out from the roadside, and shyly touches their feet as they pass. Yards upon yards of the dainty Queen Anne's Lace are temptingly displayed in the near-by fields. The meadowsweet and steeplebush seem almost grieved to receive only an indifferent glance from the same little girls who had welcomed them so eagerly in the summer.

The mother pauses a moment to touch

some Virginia Creeper which is hugging an old stone wall. "O mother, don't touch that! See the poison ivy!" warns a cautious maid, so on they go.

Before reaching the Lonely Road, however, two attractions prove irresistible. One is the "Tumbled-down House," and the other is the little brook near by.

The "Tumbled-down House" isn't really tumbled down, either. It is just very, very old, and black, and has a sunken roof and broken windows. It looks dreadfully sad and lonesome, just as though it keeps remembering happier days. And what memories it may have, too! For is not this an old historic town in the land of the Pilgrims? Alas, how little thought is given to the forefathers by the present generation!

But while man's part is neglected and forgotten, God has kept right on each year doing His part, for the dooryard is a glorious mass of flowering weeds. These, too, speak of other days. A bed of tansy stands shoulder high. Its bitter buttons of gold, and dark green, feathery leaves are very beautiful, and the strong odor is certainly suggestive of old-time remedies.

They are tempted to fill their arms with cheerful blossoms of bouncing Bet, or soapwort, which also grows abundantly in this neglected yard. Tradition says the juice of these stems was sometimes used as soap in the long-ago days.

At last the trio tear themselves away from this romantic spot, only to find themselves, a moment later, held by the charms of a rustic bridge and the quiet brook beneath it. One bank spreads away in a gentle slope, making room for more and more and more of these old-fashioned flowers.

What could one think of in medicinal herbs that is not growing in this little valley under the bridge? There are hundreds of Mayweed blossoms, like those from which the New England grandmothers made camomile tea. The Joe Pye weed, or pur-

ple thoroughwort, is easily the most conspicuous plant there. Joe Pye is said to have been an Indian who wrought great cures in New England by the use of this weed. One of the little girls scrambles down the bank and picks a large bouquet. There is also some of the more common thoroughwort, or boneset. The mother wants to taste one of the long, odd-shaped leaves to see if it really is as bitter as she remembers it to have been in her childhood days. It is. Nor is this all. Wild mint, jewelweed, and even the beautiful cardinal flower are all seeking a foothold amid the riot of color and fragrance.

But the sun is getting lower, and the goal is not reached. They reluctantly turn away from the bridge, and walk rapidly until they come to a sharp turn to the left, which the children announce as the beginning of the Lonely Road.

Now this Lonely Road is no different from many other quiet, neglected country crossroads in New England. A motorist would call it anything but beautiful. It is stony and narrow. It is even grassgrown in many places. The woods come up on either side and shake



Courtesy, N. Y., N. H. & H. Railroad

hands overhead. Scarcely a sound of any kind is heard.

But the loneliness, the silence, and the woodsiness are the magnets which have drawn the three wanderers thither, and they yield themselves completely to these charms.

Every tree and flower seems to welcome them. Each plant silently holds out its choicest flowers. All too soon their arms are laden with the damp, woody beauty.

"Oh, here's a new one!" cries Brown Eyes. This is indeed a discovery, for is not her flower list already beyond the one hundred mark? Of course this new one must be carefully plucked, root and all, and tenderly carried home, that the botany may perform the necessary introduction and thus a new friendship be formed. Old friends greet them at every turn. They give a loving touch or a pleasant word to all, even the humble knotweed and the shepherd's purse.

A lone apple tree drops its fruit at their feet, and they are offered blueberries and huckleberries all along the way; but they taste not of this offered fruit, for are not their souls feasting upon food of a different kind?

Little narrow paths beckon them to explore the woods, but darkness is already fast approaching, and they are anxious to follow the Lonely Road to its end. They think that it will soon lead them to a road with which they are familiar.

They walk faster. Soon the woods step back, giving place to pastures and fields, and then to a group of farm buildings. The magic of the woods no longer holds them so completely. They become interested in the farm life. The cattle, chickens, garden, and orchard have a charm of their own.

"That looks like a home," they say, as they gaze at the pleasant farmhouse standing, cool and comfortable, among the shrubbery and trees. Yes, it *is* a home, for see, there is a baby in the yard!

Two more farms are passed before they suddenly reach the wide macadam road. But alas! it isn't the road they had expected to find. In the far-away distance they hear the town clock striking. The sound comes from the home direction, but oh, so faintly! They cannot count the strokes, but try to find some faint consolation in the fact that whatever the clock says, it is really an hour earlier, as the Bay State enjoys the distinction of "daylight saving."

Darkness and the wrong road! A thrill of joy mingles with their fear; or perhaps it were better to say a touch of fear lends savor to their joy. Almost simultaneously they begin to sing,

"The night is dark and I am far from home;  
Lead Thou me on!"

The fear slips away, leaving only the happy spell of the night and a peaceful sense of divine protection. Darkness and weariness cannot quench their enthusiasm as they go on and on. In half an hour they find themselves close to the gigantic standpipe of water which marks the entrance to the village.

Blue Eyes frankly admits she is afraid to pass this monster, which assumes such immense proportions in the darkness. The others assure her that it cannot move, and never *has* burst. When safely past, mother confesses that she turned her face away because she had not quite the courage to look at it. It is then that Blue Eyes proudly announces that she looked steadily at it all the way, and is no longer afraid. What a sermon!

Erelong they are at home. In spite of the lateness of the hour, the flowers and ferns must be given comfortable resting places in bowls and vases. Their fragrance will fill the house for many days; but that other fragrance which they found on the Lonely Road will last as long as memory itself.

---

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

# High Points of the Convention

## --No. 2

THE first meeting in the morning each day was rightly the devotional meeting. Very literally "first things" were put first. These meetings were conducted by men of experience and spiritual power, and were of great value. One speaker said:

"It seems to me that spiritual power is the one thing needful, for if we really have it, all other things will be vitalized; and if we do not have it, then our work fails. We have a form without the life, a body that is dead. It is the distinguishing element in our work."

Inasmuch as the gospel is to go to all the world in this generation, and our schools already are scattered all over the earth, it was with interest that we listened, at the very beginning of the convention, to the reports of some of our educational workers in foreign lands. C. P. Crager, representing South America, was the first. Among the things he said were these:

"I am glad that our schools in South America are your schools, that our educational work is your educational work, and that our men and women who are carrying the work down there are products of your own schools.

"We have five training schools, one in Brazil for Portuguese-speaking students, one in North Argentina for preparing Spanish workers. We also have a local school in Chile. Owing to conditions and distances the union school is not able to serve Chile, it being beyond the mountains. There is a training school in Lima, Peru, for the Inca Union, and we have just started our Indian Normal Training School in Juliaca, Peru, for our Indian work.

"These schools carry twelve grades of work. We are hoping in the near future to make at least one of them a junior college, our school in Argentina:

and I hope the time will come when we can do that for Brazil.

"The illiteracy is very great. The ideals of our own people who accept the truth are so low with reference to this condition, that we have to urge them to shoulder their responsibility as parents to give their children what they are very eager to receive, an education, to say nothing of a Christian education. So it is a part of the work of our field to create in parents a realization of the importance of educating their children.

"Then we have to meet the question of poverty. The believers are, nearly all of them, poor, and I mean poor in a sense that you do not understand in the United States. I wish I had time to tell you about our lack of facilities, to tell you of these five schools, each of them with a crying need."

He spoke further of the lack of facilities in these various schools. Valuable workers have been sent from the United States, and there are many to be taught, but little with which to do the work. The school in Lima is being conducted in a dwelling-house, the home of the principal, the quarters being very crowded. In the Indian Training School, at an altitude of 14,000 feet, they had been holding school in the winter, without floors, doors, or windows, because of the financial crisis; "yet," said the speaker, "these schools are doing good work."

"I want to take a little more time to speak of the kind of workers for which we in the mission field are looking to you. I would not presume to tell a body of educators like these how to prepare their workers, but I feel it a privilege to tell you in a word of what we do look for, as we go to the wharf to meet a new recruit. There is always a feeling of anxiety, after we have been waiting



for months or years, and at last the word comes that some one has been appointed. How glad we are! How the field that is to receive the worker rejoices! But it is with a sort of apprehension, or anxiety, that we meet the new-comer. I do not propose to mention to you how many hours of chemistry, zoology, biology, or mathematics we desire that a man have. We are glad that he has a good education. But I want to refer more to some of the other things that I believe are just as much a part of his education.

"We look for consecrated workers, soul-winners, those who are self-sacrificing, who are willing to come from a comfortable home in North America into a home that is not quite so comfortable in South America; who are willing to teach with their overcoats on in a building that has no heat and where it gets pretty damp and cold; who are willing to put up with things as they find them. We want old-fashioned young people,

and I mean old-fashioned in principle, I mean old-fashioned in dress, and I mean old-fashioned in faith, those who will give the true ring to the third angel's message in their teaching in the classroom or in the field, those who will make of our young people down there real Seventh-day Adventists. We want the kind that will go to prayer meeting on prayer meeting night, the kind that that will go to Sabbath school and to the church services. It seems to me that is part of the training that our good teachers are giving to our missionaries, and we must confess that once in a while, when that kind does not come, it is a little embarrassing if some good native brother sidles up to you and says, 'How is this, brother? These people do not come to prayer meeting. Are they missionaries? We do not see them in the Sabbath school,' and questions of that nature, and we have to make some sort of apology. If we can find an

*(Continued on page 25)*



### Bread from Heaven

So when the children of Israel had gotten through the Red Sea, they went on their way into the wilderness. Now the wilderness was all sand; there wasn't any water there. Pretty soon they drank the last of their water, but still they had bread to eat, for they had brought along plenty of bread from Egypt. And the Lord gave them water to drink at the waters of Marah.

Then the children of Israel went on their way into the wilderness. And the wilderness was all stones and sand; there wasn't any water in it. They had some bread to eat, for there was some left of what they had brought along from Egypt; but pretty soon they had drunk all the water they had brought from Marah. And the Lord gave them water to drink at the twelve springs of Elim.

Then the children of Israel went on their way into the wilderness. And the wilderness was hot and stony and sandy. They had brought water to drink from Elim, and they drank some of it. But then they ate the last of the bread they had brought from Egypt, and they had nothing more to eat.

Then the children of Israel cried, and they said to Moses: "We wish we had died in the land of Egypt, where there was plenty to eat; for now we have nothing to eat, and we shall die here in this wilderness!"

So Moses went to the Lord, and asked Him what to do. And the Lord said to Moses, "I will rain bread from heaven for you; and the people shall go out every morning and gather up the bread that I shall rain from heaven. They shall gather just enough for that day. But on the sixth day they shall gather enough for two days; for the

seventh day is the Sabbath, and on the Sabbath day I will not send down bread from heaven."

So Moses told the people, and they went to bed hoping that the next day they would have something to eat. And when they awoke in the morning, what do you think they found? All around their camp the ground was white as snow. Then the children of Israel went out and looked at it. It was all little round balls that looked about like tapioca before it is cooked. And the children of Israel said to one another, "What is it? what is it?" only in their language what they said was, "Manna? manna?" for "manna" means "What is it?"

And Moses said to them, "It is the bread which the Lord has given you from heaven to eat." So then the children of Israel picked it up and tasted it. It tasted like sweet biscuit, "wafers made with honey." And the children of Israel said, "This bread from heaven is surely good bread. What shall we call it?" And they called it "manna," because that was the first thing they had said about it.

So all the children of Israel picked up enough manna to eat that day, and they took it home and ate it fresh, or they baked it, or they boiled it, just as they wished. And it was all good. But some of the people who didn't believe the Lord would send it again, tried to keep some of it till the next day, and then it spoiled. But the next morning, when the children of Israel awoke, there was the manna on the ground. And so it was every morning and every morning, except on Sabbath, for all the time they were in the wilderness. And so the Lord fed them with bread from heaven.



# EDITORIAL

## A Bit of Beauty and Fragrance

MANY of our schools are located where the winters are long and cold, where no flowers or shrubs gladden the heart for months. The boys and girls get very hungry for color and fragrance. Why not give them a little of this kind of food? How delightedly the children gather round a dish partially full of water in which some stones and a sacred lily bulb have been placed! The pure white, fragrant blooms are a great delight, and the children are never tired of looking and smelling.

Why should not every teacher put a few bulbs in good soil in pots each fall? They do not cost much, but they do give much pleasure. They are put away in the dark for a few weeks, and the soil is kept slightly moist. Bring out the pots one at a time, and in this way have one pot blooming all the time till the voice of spring calls the boys and girls to come out of doors.

## About Schoolroom Decorations

THE very first inside decoration that we wish to mention is the pleasant face of the teacher. The frowning face of a cross teacher is enough to spoil the looks of any schoolroom. We are not referring to a ready-made smile, bought at the ten-cent store. It is a real genuine, homemade one, a smile that is simply the outward manifestation of a heart full of "love, joy, peace."

Then the teacher's hair is another decoration. That should be in keeping with the face below it. It does not have touselles and frouselles and strings. But it is neat, clean, free from snarls, earmuffs, and all the rest of the popular foolishness; it's just pretty and neat.

Next is her dress, which is clean and fresh, always in good repair. It is something suitable for hard work. It is cheerful, but not "loud." It isn't black or dead gray, for children like bright, cheery things. Its color is chosen with reference to its wearer, and its cut is something suitable for her figure.

Then her shoes. Are they of the stilted kind? Oh, no! That kind would be out of place on our teacher. The heels are the kind that makes shoes comfortable, for she must be on her feet much of the time. And her head is decorated on the inside with good sense, which shines through and shows itself in everything about her.

Oh, yes, certainly there are other decorations besides those which are a part of the teacher; we were only putting "first things first."

So far as the room itself is concerned, the first thing is cleanliness. Floors, windows, walls, desks, shelves, doors, must be clean. If a stove is used, it must be clean, too. But some teacher says, "If they could see my floor, they would know I couldn't keep it clean." Maybe that is true; maybe our friends of the school board have not done their duty. No floor can be kept sanitary which is rough and slivery. It is not too late for it to be fixed.

Some simple white curtains will add greatly to the softness of the room, and make it look homelike. A few really worth-while pictures there should be, but not too many and not of a "cheap" variety. There are good picture firms where copies of pictures by the masters may be obtained, such as Perry Pictures Co., Malden, Mass.; or G. P. Brown and Co., Beverly, Mass. Be careful about flimsy decorations that gather dust.

# ETCHINGS



They may be used for a few days, but not for any length of time.

If the blackboard is wide and high, a border adds to the appearance of the room; this may be made by the use of stencils if desired. And do not forget that each month HOME AND SCHOOL has a pretty calendar design for you to copy on your board.

## Work for Beginners

THE children's "Teacher-Friend" is giving some excellent thoughts on how to teach little children (see page 18). If there is any place in the whole curriculum where great pains should be taken to prepare the teaching plan so as to make the process interesting, it is in the work with the little ones.

Little children love action. They like to be doing. So their most understanding way to read, "Take a purple flower and lay it on the chair," is just to *do* the thing required. Of course they afterward read the sentences by word of mouth.

The objects presented in the reading should be those that children know and appreciate, and should be at hand. There are many things for a child to learn about even such a common thing as a nut, an apple, or an orange; not dull, technical things, but simple, interesting things. One great point in the teaching of little children is to get the child to express himself,—to build sentences in a natural way. This he cannot do unless the material used is within his easy comprehension.

Don't forget your class in phonics, and do that work, as well as all other work, systematically. Also do not fail

to plan educative work for every period of the day for the little ones. Their attention cannot be long sustained at one thing, therefore they must have frequent change.

## "Stand! Position!"

IN all our busy round of duties, let's remember that the children need change of position, change of air, and something to send the blood tingling onward in its course.

How tired they get, especially the little ones, sitting! They are used to the freedom of the out-of-doors, and it is hard to sit still. You, teacher, may sit or stand or move about. Custom and necessity decree that the child must sit to do his studying. An occasional five minutes of change and brisk exercise helps him wonderfully.

There are other good reasons why it is worth while to introduce calisthenic exercises into the school program. Children and young people need training on how to sit and stand. A few years ago great pains was taken to train youth to stand with "chins in, chests up, and hips back." The result was people who stood erect. You remember the Lord made man "upright." We believe that He not only made him upright in heart, but upright in body, for He beheld what He had made, and found it "very good."

We surely need some help to counteract the effect of the pose which many affect today. It is a present-day fashion, but not a wholesome one. It possesses no grace or beauty, and gives one the air of not being able to hold himself up. In short, it makes him look careless and lazy and incompetent.

"Position! chests up! hips back!"

# Teaching Hints

## Teaching Beginners

### A TEACHER-FRIEND OF CHILDREN

If the work outlined in the previous lesson has been continued and enlarged for the month, the pupils will be able to recognize phrases taught in the same way as were the words. Such phrases as, by the chair, in the tree, under the desk, are recognized and read as a whole and not as, in — the — tree, etc.

With these words, by, in, under, on flash cards, say, "When you see the word *under*, you may all hold your hands under the desk. When you see *by* (showing the card, of course), you may put your hands by your side." Have cardboard strips on which the phrases are written in bold script. Give one to each child, and have each matched with same on board. Then place phrases on rack<sup>1</sup> and have them read. This is sufficient to suggest how to carry on this line.

Interesting activities secure attentive repetition so necessary for rapid recognition of words and phrases at this stage of learning to read. Children love to do things. The name of a child in a sentence on the board secures his attention at once.

In my class of six beginners, after five weeks, one and three-quarters hours a day in school, with one reading lesson a day, the following sentences were placed on the board:

Take a purple flower and lay it on the chair.

Get a green cube and give it to Anna.

You may stand by the red chair.

Sadie, get an oak leaf and sit in the red chair.

You may walk to the chair.

You may stand.

The children read silently. As the thought was recognized, hands were

raised. By a nod of the head permission was given and the acts were performed. The simpler sentences previously learned were given for one or two who were a little slower in the work.

These children read to get thought. They were learning how to study, not just to say words that they recognized.

About two weeks later, two freshly made cocoons were brought into the schoolroom. Then followed a nature lesson, at the close of which there were on the board these words: cocoon, asleep, moth, waken, and spring. We did not plan to master these words in one lesson. At the reading class, in answer to questions, the following sentences were written on the board:

The cocoon is brown.

The moth is asleep in the cocoon.

It will awaken in the spring.

After a little attentive study during which some help was given on the new words, the sentences were read. These new words did not fit in with the vocabulary planned, but opportunity presented itself for a good nature study, a language lesson, and a live reading lesson.

The phonic work had been continued, and the children were able to build many words. The "at" family had added many children, such as, m at, f at, r at, etc. The "ight" and the "an" families were built up with the known sounds. The phonic work is a delight when motivated.

The work given so far is but a suggestive track to lead away from the old way of mere word reading, I — see — a — cat. Thought getting from the printed page is the aim in after-life; why not now? When they get the thought, it is an easy task to get good expression in oral reading. It leads to rapid silent reading.

Do not neglect to drill in recognition of words and phrases.

<sup>1</sup>The "rack" referred to is known as "The Plymouth Chart," sold by the Plymouth Press, 6749 Westworth Ave., Chicago, Ill.

## Geography Seven

BLANCHE HICKS

CHILDREN often waste time because the assignment is indefinite or they do not know how to study. Indefinite assignment always results in careless study and poorly prepared lessons. A good assignment gives the child a definite task with a desire to accomplish it.

Instead of saying, "Study all about Italy tomorrow," you might say, "We are going to see who can find the greatest number of interesting facts about Italy." The following outline may be given as a guide to definite study:

Size compared with our State or some other familiar country, location, climate, surface and drainage, minerals, industries, products, cities, special items. Under special items the following topics may be assigned for Italy: (1) Mt. Vesuvius and the buried cities; (2) The Vatican; (3) The island city — Venice; (4) Marble quarries; (5) Genoa, the birthplace of Columbus. These topics may be assigned for individual reports. While looking up material, the student should take careful notes, from which he may make a brief outline to assist him in his oral talk to the class.

Suggestion for a drill lesson: Students take paper and pencil. The teacher gives a question that requires one word for an answer. The student writes answer. The teacher continues until ten questions have been given. Papers are exchanged and marked while the teacher gives the correct answer. Take off 10 per cent for a wrong answer and 1 per cent for a misspelled word. This drill may be repeated several times, and students then average grades and return papers. The teacher then calls the roll, and each student answers with his class grade. Or if the teacher sees best, she may collect the papers and record the grades.

Such questions as these may be asked: What country of Europe is noted for cork oak forests? What is the principal agricultural product of Russia? What

mountains between Spain and France? What is the capital of the League of Nations? What strait connects the Mediterranean Sea and the Atlantic Ocean? Into what body of water does the Danube flow? Name an island south of Italy. Thus the teacher may continue. In the questions include material given to class in oral reports.

Helps: (1) A little booklet on the problem-project method of teaching geography may be obtained free from F. E. Compton & Co., 58 E. Washington St., Chicago; (2) A very interesting geography game may be obtained from the Michigan Educational Company, Lansing, Mich. The price of the game is 50 cents.

## United States History

MRS. N. A. RICE

### I. THE Indians and Their Relations to the White Men.

Correlate with English and drawing by having children write an essay, and illustrate same, on "Indians of North America," using a suggestive outline as follows:

1. Appearance.
2. Manner of living.
3. What they did.
4. Mode of traveling.
5. Relation of white men and Indians.
6. What Indians taught the white man.

Here is opportunity to bring in stories of missionary work among the Indians, by John Eliot, the Mayhews, and David Brainerd. (See "Advance Guard of Missions.") A child may be appointed for each of these, and asked to report on same by telling the story to the class. Assign to one child the pleasure of imagining himself an Indian, and of giving a three-minute talk on, "When the White Man Came to Our Land." Reference readings for pupils: Brooks' "Story of American Indians;" Eastman's, "The Soul of the Indian," and "Indian Boyhood;" Powers' "Stories the Iroquois Tell Their Children."

Questions for thought discussion:

1. "Why do Indians interest the young?" (Independent, outdoor life, etc.)
2. "Why the Indian did not develop America."

## My Visit to a Grammar Grade Room

EVELYN MELEEN

A WIDE-AWAKE, up-to-date teacher in charge of a group of responsive, active boys and girls of the junior age; a teacher who studies with her pupils, who trains them to think and to solve the big vital problems of the day—such are the general impressions, the mental pictures left after a day's visit in a certain grammar grade room.

I was interested in the cause for such favorable impressions. I analyzed them by going over the day's work. I called to mind how the children joined in singing, "Let our hearts be always cheerful," and the prayers offered sincerely and fervently by two of the children. And then I remembered the quiet interest which prevailed while the teacher read several pages from our Junior Reading Course book, "Pioneer Stories."

"Books," I heard her say. "Seventh grade arithmetic!" The lesson was on cubic measurement. "How does the unit of cubic measurement differ from that of square measurement?" Her class was very ordinary in that at first they had difficulty in grasping the question, but it was a satisfaction to note that that particular point was stressed until all was clear. "May I see the hands of those who had trouble with any of these problems? You three may step to the board. The rest of you watch their work to be ready to help them." I gleaned from the recitation that the teacher not only knew the difficult places, but also how she would meet them. The absence of obscurity or haziness was no doubt due to a carefully assigned lesson and ample preparation on the part of the teacher.

"Eighth grade history, ready! What was the one big problem in our lesson for today? What caused this critical financial condition? Just how was it possible for the building of railroads to cause a scarcity of money?" I watched the children closely. Several hands went up at one time, and questions were asked by them. So far as I could tell, all were pleasingly interested. Several were ready to report on the life of Grant, material for which was secured from their school library.

"Seventh grade grammar class may recite." At this time there seemed to be a little disturbance somewhere in the room. I heard not a word from the teacher, but I saw a firm, decisive glance in a given direction. Order followed immediately. "In telling our stories today what are some of the things we were to think about?" From one of the pupils came this answer: "We're going to leave out all the 'and's' that aren't necessary, and make the story as interesting as possible." And then after the story had been told, "Are there any suggestions or criticisms? Your delivery was better, Harry, but next time try a sober story, I believe you'll do better." The teacher stepped to the other side of the room.

"Let us bow our heads before our Bible class. Today we'll try our Flash Card drill again. Raise your hands as you recognize the text or verse." The first child raising his hand was given the card. There seemed to be a lively race as to who would get his hand up first. Those not doing well were encouraged to drill at home, that they might have a better record next time.

In all I was made to feel that here is a teacher who has a real motive for teaching, a real love for her work, for which she makes every necessary preparation. Thus is she able to secure that interest and response from her pupils for which every true teacher yearns.

Our life is what our thoughts make it.

Home and School

# Home and School Association

## October Program

OPENING Song, "Christ in Song," No. 416.

Prayer.

Secretary's Report.

Roll Call.

Collection of ten-cent fee.

Song, "Christ in Song," No. 499.

Parents' Reading Course.

"Testimonies," Vol. II, and "Quiet Talks on Home Ideals," by Gordon. (Have these books read chapter by chapter or presented topically to the association at each meeting.)

The Child's Diet, Dr. L. J. Belknap. (See this page.)

The Preparation of School Lunches, Mrs. W. A. Sweany. (See page 23.)

The Lunch Period in Our Schools, Grace Silsbee. (See page 24.)

(Before the foregoing papers are read, suggest to the audience that they be prepared at the conclusion of the readings to give emphasis to the leading points that are made.)

Association Business.

Reports of Teachers, Visiting Committee, Other Committees.

Assignment of work.

Appointment of Visiting Committee.

Closing Song, "Christ in Song," No. 506.

Benediction.

## The Child's Diet

DR. L. J. BELKNAP

Food constituents which build and repair the body tissues are protein, mineral matter, and water.

Protein is necessary for the building and the rebuilding of the living, active tissues of the body. It is widely diffused in nature, as it is found in most foods. We find it in large percentages

in eggs, milk, cheese, nuts, legumes, and considerable in cereals. Mineral matter is essential for the construction of bone and the hard tissues of the body. Water is found in all tissues in the body, about 75 per cent of the body weight being water.

The food substances which furnish material for heat and work are fats, carbohydrates, and proteins.

Fats are the greatest heat producers. An ounce of fat produces two and one-fourth times as much heat as an ounce of any other foodstuff. Fats are found abundantly in milk, butter, egg yolk, nuts, olives, and seeds of many plants.

Carbohydrates consist of two great classes,—starches and sugars. Starches are found in abundance in all cereals, potatoes, and a few vegetables. Sugars abound in fruits, sugar cane, sugar beets, and the sap of the maple tree. Sugars and starches supply heat and energy, and are found in abundance.

The body regulators are cellulose, mineral salts, vitamins, and water. Cellulose (woody fiber) is found in all cereals, fruits, and vegetables, especially the outer coverings of the cereals, as bran from wheat, and in the coarser vegetables.

The acidity or alkalinity of the blood is controlled largely by the nature of mineral constituents, whether the foodstuffs are alkaline or acid. All fruits and vegetables leave an alkali residue. Meats and cereals leave an acid residue. Potatoes are the most valuable of the foodstuffs for keeping the blood properly alkaline, as they are very rich in potash salts. (Never buy potatoes which do not cook mealy, as a soggy potato is of very little food value. The starch granules do not open in the process of cooking, therefore your time and your money are lost on soggy potatoes.)

Vitamines are found in abundance in all vegetables and fruits, especially in milk and butter. Vitamines are destroyed by a high degree of heat.

"No flock that roams the valley free,  
To slaughter I condemn;  
Taught by that Power that pities me,  
I learn to pity them.

"But from the mountain side,  
A guiltless feast I bring,  
A scrip with herbs and fruits supplied,  
And water from the spring."

— *Goldsmith.*

Need I say more? Yes, much more. I could turn to the "Testimonies," and quote a volume on dietetics and the value of proper food morally and spiritually. Then I could cite much from the Bible. John says, "Beloved, I wish above all things that thou mayest prosper and be in health, even as thy soul prospereth." Again, "Eat ye that which is good, and let your soul delight itself in fatness." God has not left us to grope our way in ignorance concerning what we should eat and drink.

Children should have good, wholesome food, milk and eggs being very essential. Milk, besides being rich in protein and milk sugar, contains five times as much lime salts as mother's milk. This substance is a great bone builder. Milk is a perfect food, containing every element necessary for building the body and supplying the necessary heat and energy. Fruits are valuable for the salts they contain, also being stimulants of all the body glands. Vegetables supply a needed place, with their vitamins, starch, cellulose, and salts.

Among the cereals, wheat stands first, — I mean whole wheat, Graham flour. Fine white flour is but the chaff of wheat. Much of the gluten — a protein — is left out with the bran. The cow gets the wheat; we get the chaff. Rice is an excellent food, but like wheat we usually get the chaff in polished rice, and the cow gets the best of us again. Always feed children brown rice, that which has not been polished. "Wherefore do ye spend money for that which is not bread?" Isa. 55:2.

There is one legume which is greatly abused, or rather the children who eat it. I refer to the bean. If we forget the day of the week, our attention is called to it on Sabbath. The bean is harder to digest than most other foods, and being richer in protein, is a valuable food; but as commonly prepared, it is almost indigestible. The hull of the bean is entirely indigestible, therefore it should be removed if possible. This may be done in one of two ways: Parboil the beans and remove them from the stove. Skim them out of the water, put into a dish of warm water, and with the hands squeeze the beans until the skins slip off between the fingers. The beans will sink to the bottom, and the hulls will rise to the top. Some add a little soda to the beans to parboil them, which makes the skins come off easily. Always cook beans in soft or boiled water. Boil vigorously for at least thirty minutes. The salts in water form an insoluble compound with the protein, so a large part of the food value of the bean is lost.

Use but one protein food at a meal. Eggs, milk, macaroni, cottage cheese, or nuts — one is quite enough. Macaroni is a good substitute for beans.

Pardon me if I digress a little. However well you may select and prepare a meal, it may all or largely all be spoiled by the mood in which it is eaten. The most important time of our lives is that time when we are sitting at the table. There is more indigestion caused by wrangling at the table than by eating improperly prepared food. Never scold or punish a child at meals, if it can possibly be avoided. Be pleasant; laugh and be merry for the sake of health and happiness.

---

LIFE is a leaf of paper white  
Whereon each one of us may write  
His word or two, and then comes night.

Greatly begin! though thou have time  
But for a line, be that sublime,—  
Not failure, but low aim, is crime.

— *J. R. Lowell.*

## The Preparation of School Lunches

MRS. W. A. SWEANY

THE preparation of school lunches is a real problem to many mothers. And when we consider that our bodies are built up from the food we eat, that there is constant breaking down of the tissues of the body, that every movement of every organ involves waste, and that this waste is repaired from our food, we realize that every organ of the body requires its share of nutrition. The brain must be supplied with its portion; the bones, muscles, and nerves demand theirs. It is a wonderful process that transforms the food into blood, and uses this blood to build up the varied parts of the body; but this process is going on continually, supplying with life and strength each nerve, muscle, and tissue. This subject requires careful and prayerful consideration.

Careful thought should be given to the selection of the food provided for our children, remembering that we are feeding their morals as well as their bodies. Therefore, we should study to avoid those foods that will arouse temper and passion, and develop unlovely traits of character. In Volume II of the

"Testimonies," page 362, and in other places, the writer speaks of our placing butter, eggs, meat, spices, pickles, etc., before our children. They partake of these things, and are thus fed with the very thing that will excite their animal passions. As parents, we cannot afford to do this. Instead, we should select those foods that will build up and strengthen, but not excite and irritate.

The food of the child should be simple, easily digested, and nutritious. It should be natural, not artificial; that is, it should be such as is made by nature, and not deprived of important elements. Use whole-wheat foods, not foods made from fine white flour,—nature-made sweets rather than rich pies, cakes, and puddings.

"Those foods should be chosen that best supply the elements needed for building up the body. In this choice, appetite is not a safe guide. Through wrong habits of eat-

ing, the appetite has become perverted. Often it demands food that impairs health and causes weakness instead of strength."—*"The Ministry of Healing,"* p. 295.

"Our diet should be suited to the season, to the climate in which we live, and to the occupation we follow. Some foods that are adapted for use at one season or in one climate, are not suited to another. So there are different foods best suited for persons in different occupations. Often food that can be used with

### Out of the Nest

THE toys are neatly laid away,  
The pup neglects his bone  
And wanders round the yard all day,  
Unfriended and alone.  
For he who held them all so long  
Beneath his gentle rule,  
Has suddenly grown brave and strong,  
And journeyed forth—to school.

He's put away the childish things  
So lately his delight,  
To try his downy little wings  
In bold, aspiring flight.  
He trudges stoutly forth to meet  
A world of strange alarms,  
Where frightened boys may not retreat  
To mother's sheltering arms.

Yet great adventures wait him there,  
And presently he'll find  
The winds as warm and skies as fair  
As those he left behind.  
Though teachers may be stern and cold  
And lessons often pall,  
Still, life—when one is six years old—  
Is pleasant, after all.

But there's a wound in mother's heart  
As forth he goes today,  
Which Time, with all his healing art,  
Can never take away.  
She knows that when from out the nest  
The baby bird has flown,  
Although he long may love her best,  
He is not hers alone.

—James J. Montague, in *Cosmopolitan*.

benefit by those engaged in hard physical labor, is unsuitable for persons of sedentary pursuits or intense mental application."—*Id.*, p. 297.

This brings up a very important point. Many a mother sends so much in the lunch that the child eats to excess, and then —

"The stomach has all it can do . . . the rest of that day, to worry away with the burden imposed upon it. All the food that is put into the stomach, from which the system cannot derive benefit, is a burden to nature in her work. It hinders the living machine. The system is clogged, and cannot successfully carry on its work. The vital organs are unnecessarily taxed, and the brain nerve-power is called to the stomach to help the digestive organs carry on their work of disposing of an amount of food which does the system no good. Thus the power of the brain is lessened by drawing so heavily upon it to help the stomach get along with its heavy burden."—*Testimonies*, Vol. II, pp. 362, 363.

So, in order to keep the mind clear and in good working condition, let us be careful not to send too much in the children's lunches.

Now, to be a little more specific, let everything about the lunch be neat and attractive. The receptacle in which the lunch is packed should be scrupulously clean. The food should be so carefully packed that it will be in good condition when the time comes to eat it. No one enjoys opening a lunch box and finding the contents jumbled together; sandwiches fallen apart, and sauce spilled over everything! Each article in the lunch should be packed separately, to prevent each from taking the flavor of another. Sandwiches should always be neatly and securely wrapped in oiled paper.

It is well to save little tin boxes of various kinds to use in lunches, as they serve as handy little containers. Small glass jars with covers are convenient for salad, sauce, etc. An individual drinking cup should be included. And in these days when paper napkins are so cheap, they should be used freely.

If possible, plan a little surprise for each lunch. How the child enjoys something of this nature! If he knows that

when he opens his lunch box, he will always find the same thing put up in just the same way, it takes away much of the pleasure of the meal. The surprise, the little touch of delicacy, means so much!

It is always well to include something fresh in the lunch. This may be fruit, radishes, lettuce, celery, olives, or tomatoes.

Sandwiches are a convenient form in which to include the hearty part of the meal. When these are nicely made,—the slices cut evenly, the filling nicely put in, and they are neatly wrapped in oiled paper,—they will tempt the appetite of any child.

It is a well-known fact that meals are eaten with greater relish, and the system is better nourished, when the food is varied than when the same dishes, prepared in the same way, appear meal after meal and day after day. And here, in the matter of sandwiches, is a splendid opportunity to bring in variety, as there are so many excellent fillings that can be used.

And so by careful effort and much prayer we can prepare lunches that will keep our children in a healthy condition,—their stomachs not fevered or overtaxed, and their minds clear to grasp and retain the daily lessons. Thus they will be fitted to shun the vices and corruptions of this age, and will develop characters that will stand the test of the judgment.

---

## The Lunch Period in Our Schools

GRACE SILSBEE

THE lunch period is one of the most important in our whole program. It is this that determines to a large extent the tone of the school. It is at this time that many of our teachers lose their grip upon the children. The lunch period should be a time of rest and relaxation. Much may be done by the teacher at this period to help the children cultivate a spirit of refinement and culture. The teacher should co-operate with the home

in observing rules of etiquette that are in keeping with true refinement. It should not be a time for screaming and scrambling. The children should not be allowed to run about the yard or the schoolroom with a sandwich in one hand and a piece of pie in the other, and attempt to eat while under intense excitement. Their food under these conditions will do them more harm than good, and they will be forming habits of uncouthness and roughness that will place them in the class of the unrefined for life.

This is the general plan in a well-organized school: When the children come to school in the morning, they place their lunches on trays that have been provided by our Home and School Association, one for the boys and one for the girls. At twelve o'clock the children sit quietly in their seats while the monitors pass the trays containing the lunches. The lunches are all labeled. After all have been served, the lunch cloths are spread on the desk or on the lap, and the teacher or some pupil returns thanks.

If the weather will permit, the children pass out into the yard, and take their places at the benches at assigned places. Now a time of quiet visiting begins. The teacher endeavors to lead in the conversation, and current topics of the day are given first place in the discussion. There are many items of interest that the children will be eager to tell the teacher, which the full program did not permit of before.

The children do not leave their seats until all have finished their lunch. This is one point in the teaching of table etiquette that we consider of great importance. If the children know that they will not be permitted to leave the group as soon as they have hurried through their luncheon, they are going to eat more slowly. After about twenty minutes the teacher taps the bell, and all talking ceases while the monitors are collecting the lunch boxes and refuse material. After the monitors have fin-

ished their task, the teacher reads to the children for five minutes while they pass in turn for their drink. After the children have all had their drink, a game is chosen, and the next fifteen minutes are devoted to a rousing good game in which all participate.

If your school is not following this plan, encourage your teachers to adopt it, for it will make their work easier and more enjoyable. The formation of right habits in matters of eating and drinking is of more consequence to the children than a process in arithmetic. In all our school work our grand objective is character building. A properly organized, well-conducted lunch period will have a mighty influence for good in character building.

---

## High Points of the Convention — No. 2

*(Continued from page 14)*

excuse to cover up the multitude of sins, we are glad to do it for the sake of saving our native people, who do not understand that kind of religion. We are very anxious that the people who come to us shall be examples as they go in and out among our young people, for our young people have been taught by their teachers that we are different from the world.

"Besides that, we want them to have a practical education. I am glad for what was said about those who can do things, those who not only have the knowledge that they have acquired from study in college, but who have learned to use their hands; those who are willing to go out and show the natives how to do things, and who in a mission station are able to build the station, to build their own houses, to direct the natives who build the houses of the mission, and who are able to give some agricultural instruction to these natives who have had no guidance. We are anxious for practical men.

"A few days ago I visited one of our teachers in North America, and tried to

*(Concluded on page 29)*

# FATHER AND SON

## Give Him the Best That You Have

A MAN'S son is himself. Yes, he has somewhat of his mother in him too, of course; he is the union of two. But he will never be a woman; he is "a man child." How that old Biblical phrase thrills along the heartstrings! He is born to be a man, to meet the problems of the world, to conquer difficulties, to bend circumstances to his will, to make something, not only of himself, but of the world. He needs the best chance there is to do all that. And he has to get the most of what he gets from you, his father.

We can't get away from it, we fathers,—and it is a glorious thing to be tied to,—that we make our sons. That stiff, uncompromising truth that stands out in the second commandment, that sounds so ominous to many ears, is a profoundly inspiring challenge to the thinking man: "visiting the iniquities of the fathers upon the children unto the third and fourth generation of them that hate Me; and showing mercy unto thousands of them that love Me, and keep My commandments."

Think of the promise in that! Not a one of us men feels that he has made a complete success of life. There are dark spots in our career, there are plaguing weaknesses still in our make-up. They hurt us; we wish we were rid of them. And that inexorable law which finds expression here, "visiting the iniquity of the fathers upon the children," that is the deepest hurt of all. For we see it operating in our cases: we see our sons with the germs of the same sins and defects. Ah, but that is not the end of the law; the gospel of God's mercy caps it: "and showing mercy"—I like the margin of the Revised text—"and showing mercy unto a thousand genera-

tions of them that love Me, and keep My commandments." A thousand to three or four! If heredity cripples and blasts, the loving-kindness of our God heals, and with a thousand times more power.

You can make over your life in your son, and in doing it make much more of your own. You have learned something, haven't you, through the experiences of your life? learned something about the pitfalls and the dangers, learned to pity and sympathize with those who fail, learned how to fight and to conquer some of the faults that you have had and perhaps still have in degree. Well, give the benefit of your knowledge and your courage and your confidence to your boy as he starts out to fight them. And the mercy of God will back you up, give you wisdom and tact, give you unfailing courage, give you success.

Give your son the best there is in you. Keep close to him, make his interests yours, make some of your interests his; for only as a companion can you be his helper. Don't lose confidence in him because he makes a misstep. Say, "Steady, boy! Go ahead." Think over his problems, and help him to meet them.

It is your inspiration to the highest conduct in your own life now, this thought that you are living your life over in your boy. It is the more unselfish love, too, because though he is you, he is yet another, and you are not getting for yourself merely, you are getting to give to him. It draws you nearer to your heavenly Father; it makes you seek for strength to overcome, *for the boy's sake*.

So give your son your confidence, your companionship, your counsel, your sympathy, your courage. Make yourself a better and better man for his sake. And then give him the best that you have.

# YOUNG MOTHERS

## The Prospective Mother

HAZEL MC ELHANY GREER

LAUGHING, she met the days that danced to meet her,

And kissed them on the lips, in comradeship;  
All spring bloomed new to greet her, sweeter,  
sweeter,

Each day came tripping to Youth's piping,  
fleeter;

She laughed out in abandon. Life was good.

One day brought love, a later brought sweet  
mating;

And after long days drifted, like a kiss,  
The sweetest day, and whispered to her, fating,  
A sweeter still: "You help God in creating

A soul." She smiled: "No day brought joy  
like this."

— Mary Carolyn Davis.

O the joy, the wonder, of such possibilities! Life seems almost divine! The songs of the birds seem sweeter, the blue of the sky clearer, and the hue of the sunset clouds more radiant, while the gentle zephyrs hum a lullaby of rest to the fluttering heart. And so, as all nature seems to rejoice over the newborn hope, the mother's soul is lifted to the God of the universe for divine guidance and wisdom, that the wee unborn but loved and cherished child may be formed according to His all-wise plan.

And God has not left her without divine instruction:

"The carefulness with which the mother should guard her habits of life is taught in the Scriptures. When the Lord would raise up Samson as a deliverer for Israel, 'the angel of Jehovah' appeared to the mother, with special instruction concerning her habits, and also for the treatment of her child. 'Beware,' he said, 'and now drink no wine nor strong drink, neither eat any unclean thing.'

"The effect of prenatal influences is by many parents looked upon as a matter of little moment; but heaven does not so regard it. The message sent by an angel of God, and twice given in the most solemn manner, shows it to be deserving of our most careful thought."  
— *The Ministry of Healing*, p. 372.

## Like Mother, Like Child

We hear much these days about a child's being well born, which in its truest sense means the receiving from its parents of a sound physique, a keen intellect, and a love for the things of God. Thus by prenatal influences the child is prepared to start a course in true education, which, when completed, shows a "harmonious development of the physical, the mental, and the spiritual powers." So he is prepared to enter the great school of the hereafter.

The mental attitude of the parents cannot be overestimated.

"What the parents are, that, to a great extent, the children will be. The physical conditions of the parents, their dispositions and appetites, their mental and moral tendencies, are, to a greater or less degree, reproduced in their children.

"The nobler the aims, the higher the mental and spiritual endowments, and the better developed the physical powers of the parents, the better will be the life equipment they give their children. In cultivating that which is best in themselves, parents are exerting an influence to mold society and to uplift future generations.

"Fathers and mothers need to understand their responsibility. The world is full of snares for the feet of the young. Multitudes are attracted by a life of selfish and sensual pleasure. They cannot discern the hidden dangers or the fearful ending of the path that seems to them the way of happiness. Through the indulgence of appetite and passion, their energies are wasted, and millions are ruined for this world and for the world to come. Parents should remember that their children must encounter these temptations. Even before the birth of the child, the preparation should begin that will enable it to fight successfully the battle against evil."—*The Ministry of Healing*, p. 371.

## Start Your Child Right

Riddell, author of "Child Culture," says regarding prenatal education:

"The education of a child should begin with its parents. The most effective time for influ-

encing the physical, mental, emotional, and moral tendencies in a child is before its birth. Prospective parents should prepare for this sacred privilege by such physical training and hygienic living as are necessary to establish health and vigor of body and mind. They should be in perfect harmony. They should pursue such lines of study and mental activities as will tend to awaken latent powers, strengthen those that are weak, and inhibit those that are too strong. Experiments prove that external stimuli are registered in the nervous system of the unborn child. Brain cells are most susceptible to impressions during their formative period. No amount of postnatal training can more than modify inherent tendencies. A nature that is formed aright tends to continue in a right course by the momentum of its heredity. Vice tendencies wrought into the soul make virtue and goodness difficult. Three months of wise prenatal training will do more to determine the natural possibilities and tendencies of a child than three years in school after the age of fourteen."

Though great stress is laid upon the responsibility of both parents, and rightly so, yet,

"Especially does responsibility rest upon the mother. She, by whose lifeblood the child is nourished and its physical frame built up, imparts to it also mental and spiritual influences that tend to the shaping of mind and character."—*"The Ministry of Healing,"* p. 372.

Nor is the physical condition of the mother to be ignored. Again we read:

"The strength of the mother should be tenderly cherished. Instead of spending her precious strength in exhausting labor, her care and burdens should be lessened."—*Id.*, p. 373.

#### Keep in Touch with Nature

The mother should be much with nature, inhaling the life-giving air of the great out-of-doors, thus quickening an appetite that will be satisfied with good, plain, nourishing food, that will give muscular tone to her own body and the proper nourishment to the tiny form, so dear and so close to her heart.

"The well-being of the child will be affected by the habits of the mother. Her appetites and passions are to be controlled by principle. There is something for her to shun, something for her to work against, if she fulfils God's purpose for her in giving her a child. If before the birth of her child she is self-indulgent, if she is selfish, impatient, and exacting, these traits will be reflected in the disposition of the child. Thus many children have received as

a birthright almost unconquerable tendencies to evil.

"But if the mother unswervingly adheres to right principles, if she is temperate and self-denying, if she is kind, gentle, and unselfish, she may give her child these same precious traits of character. . . .

"Many advisers urge that every wish of the mother should be gratified; that if she desires any article of food, however harmful, she should freely indulge her appetite. Such advice is false and mischievous. The mother's physical needs should in no case be neglected. Two lives are depending upon her, and her wishes should be tenderly regarded, her needs generously supplied. But at this time above all others she should avoid, in diet and in every other line, whatever would lessen physical or mental strength. By the command of God Himself she is placed under the most solemn obligation to exercise self-control."—*Id.*, pp. 372, 373.

#### Don't Worry

Oftentimes the skill of a trusted physician is able to remove many obstacles from the path of the young mother. Perhaps gruesome tales have been heard, or another's extremely difficult case has been related by thoughtless lips, before which the timid mind shrinks. But by a doctor's hearty encouragement and watchful care such thoughts are not left long to worry and harass the mind; instead thereof, the mother is led to look beyond the dark hours to the time when dimpled hands will caress her cheek and lisping lips form the wonder words, "I love you, mamma."

Did you ever look into the face of a child; did you watch till the red lips parted in a smile, and in the eyes sparkled a light you almost envied? You thought of the apple blossoms of the spring, the busy hum of the bees, the robin's cheery note. The happy face of a child brings such wonderful thoughts! And you cry out, "May she always keep that smile!" But did you ever stop to think of the source of that innocent smile? It came because the mother smiled and was glad as the days came and went. But it came mostly because there was joy and good will, whether in humble cot or in costly mansion, in those prenatal days when the precious life was forming.

(To be concluded)

## Make It Five Thousand

FROM now on until we reach it, our goal of membership of the Young Mothers' Society is five thousand. We ought to have that many in 1924. We want them before the new year begins, for they should be ready to start with the first lessons.

How many are you going to add to the list? How many are there in your church and community who ought to have the lessons? Send for the new Outline of the Young Mothers' Society for 1924, and then go after more members. We are depending upon you.

## Program for Young Mothers' Society

MRS. W. L. BATES

First Meeting in October

Part I, Lesson 10

AFTER singing the first stanza of "Just as I Am," No. 145, let some one previously appointed give a brief history of the song, and then all join in singing the remainder of this beautiful hymn.

Remain standing while all join in offering the Lord's Prayer.

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

Report from the Sunshine Committee.

Lesson: Practice in the Art of Story-telling.

After telling the story of how the great hymn, "Abide with Me," was written, let all join in singing No. 655.

Close by repeating in concert the Law of God. Ex. 20:3-17.

Second Meeting in October

Part II, Lesson 10

Opening Song.

Prayer.

Secretary's Report and Roll Call.

Recitation of Memorial Poem by some one previously appointed.

Our lesson on how to teach our children to be "thrifty" in the common things of everyday life, can be quite thoroughly covered by the following papers:

Thrift: In the matter of *Time*:

Organization of mind.

Foresight and system.

Thrift: In the matter of *Food*:

Possibilities of garden, cow, poultry, etc.

Utilization of leftovers.

Thrift: In the matter of *Clothing*:

Some things that can be made rather than purchased.

Make over clothes. Mend shoes.

Care of clothing—in washing, brushing, using, etc.

Thrift: In the matter of *Money*:

Home bank.

Savings account.

Budget plan.

Closing Song.

Mizpah.

---

## High Points of the Convention — No. 2

(Concluded from page 25)

persuade him to accept a call, a most urgent call, to South America. As we talked, he mentioned reasons why he thought he should not go. This man is a practical man, a man who can teach in almost any industrial line. He has about fourteen or fifteen grades in school, and this is what he said: 'I haven't my degree, and a man does not get along very fast unless he has his college degree.' I felt sorry for his viewpoint. I hope he had the wrong vision of it. To me that man has several degrees, and is a man who could take an institution and build up the lines of industrial work. But because he lacked a year of getting his sheepskin, because he had not been to some university, he felt that he could not accept a call to South America or any mission field. I feel like saying this to our college presidents and the presidents of our boards: If that is so, if there are men who cannot be used in the United States because of that, but they have the preparation that this man had, which we are needing, I wish you would give their names to some of us from the mission fields, for we can use them."

F. H. W.

# I WAS WONDERING

## And So I Thought I'd Ask You

Would you suggest that evening worship in the home be held immediately after supper or at bedtime?

Evening worship should not come so late that the children, and perhaps older ones, are too sleepy to enjoy it. It may be very well to have it as soon as the evening meal is finished and the dishes done, or it may be at the close of other activities of the evening. But let it be while minds are still awake and the interest good.

How can one get a child to bathe and dress quickly in the morning, without puttering around and wasting much time, and causing annoyance to other members of the family?

Put him on a reasonable time limit, with a penalty. Don't nag him, don't fuss; make him understand the conditions, and let him face them. This is, of course, for

the child who is old enough to care for himself. See that he gets up at the right

time, then give him a sufficient length of time to dress and attend to his toilet, with the understanding that if he is not ready for worship and breakfast, he goes without his breakfast — for all day. And having made the regulation, stick to it. He will not have many hungry mornings.

"If a teacher will stop to consider what his pupils will think of him and his teaching in after-years, he will not permit any laxity in his own life."

Time is of no account with great thoughts, which are as fresh today as when they first passed through their author's minds ages ago. — Samuel Smiles.

Home and School

### My Boy

MRS. L. D. RANDALL

He has gone, the dear boy  
With the merry brown eyes,  
And the smile like a dewdrop from heaven;  
With the clear, ringing voice  
That e'er made me rejoice,  
And be thankful that he had been given.

I miss him at evening,  
At midday, at morn;  
My heart is e'er with him in prayer;  
I love the old garments  
That oft he has worn,  
And hoard them as something most rare.

I wander in anguish  
From front door to rear,  
I fondle each thing that was his;  
But of all the lost sweetness  
I miss most of all  
Is his gentle and loving caress.

But oh, he's not lost!  
He only has gone,  
With a kiss and a wave of his hand,  
From the dear boyish shore  
Of his babyhood days  
To the far realm of Grown-up-man's Land.

No, he does not know it.  
He is only in school,  
A few miles away on the train;  
But I know, as mothers  
Alone only know,  
He'll ne'er be my small boy again.

But I am so thankful,  
So proud, and so glad  
That each day he is growing more strong;  
That his study and plan  
Is to work for the Lord  
With his might, when he is a man.

# EMMANUEL MISSIONARY COLLEGE



"The School of Opportunity"

Frederick Griggs, President :: Berrien Springs, Mich.

# ATLANTIC UNION COLLEGE

*Founded in 1882*

The Oldest Educational Institution in the Denomination Now in Operation

¶ Situated in the beautiful village of South Lancaster, twelve miles from Worcester, with its fine Antiquarian Library, thirty-five miles from Boston, called "The Athens of America," thus combining the advantages of a quiet, homelike village with nearness to a great educational center.

## *COURSES OFFERED:*

BIBLICAL, SCIENTIFIC, LITERARY, NORMAL, MUSICAL,  
COMMERCIAL, PREPARATORY MEDICAL,  
and PREPARATORY NURSES'

*Our Grades Are Accepted by the  
New York State Board of Regents*

ALL MODERN CONVENIENCES, REASONABLE RATES

*For Further Information Address*

B. F. MACHLAN, President - South Lancaster, Mass.

# UNION COLLEGE

"The Student's Desire"  
Recognized Everywhere



O. M. JOHN, President

College Varsity, Nebraska

# WASHINGTON MISSIONARY COLLEGE



"The Gateway to Service"

HARVEY A. MORRISON, President

Takoma Park, Washington, D. C.