

HOME and SCHOOL

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HOME AND SCHOOL

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CONTENTS

DEFECTIVE SCHOOL PARENTS	Mrs. M. A. Loper	3
THE HOW OF SILENT READING	Mrs. J. A. Trout	4
WE CAN'T AND WE CAN		5
THE CLOSING PROGRAM	Eloise F. Williams	10
COMPANIONSHIP	C. A. Russell	11
THE GIRL WHO TENDED THE DOOR		15
WHY?		16
"LIKE BEGETS LIKE"		16
UNITED STATES HISTORY	Mrs. N. A. Rice	18
GEOGRAPHY SEVEN	Blanche E. Hicks	19
WHERE ARE THE SOWERS? (Poem)	Mrs. Martha W. Howe	20
GUARDING THE CHILD'S HEALTH	Frances Fry	20
THE VALUE OF HEALTH HABITS IN THE HOME AND IN THE SCHOOL		
.....	Genevieve Gladden, R. N.	22
A DOCTOR'S CLINIC		23
SYSTEM IN THE HOME	Mrs. H. W. Vollmer	27
MADONNA		29
THE TEACHER'S "IF" (Poem)		29
I WAS WONDERING		30

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Defective School Parents

MRS. M. A. LOPER

DURING recent years much interest has been awakened in the cause of defective school children, with a view to remedying their defects, and thus removing as far as possible physical handicaps which are in the way of educational training.

But there is one hindrance to school success which receives altogether too little notice, the gravity of which demands serious attention. I refer to defective school parents, many of whom are as ignorant of their defects as the children are of theirs, and consequently have no concern as to the results.

It does not require the services of a doctor of medicine to diagnose these cases, nor is a long series of treatments necessary in effecting their cure. The symptoms are so apparent as to be easily discerned by any one who bears upon his heart a burden for the welfare of the lambs of the flock.

Defective school parents are likely to manifest little interest as to how the school is being carried on until perhaps a young hopeful comes home with a pathetic tale of what his teacher did or did not do. After a more or less lengthy questioning in regard to the difficulty, in which the child is exonerated and the teacher condemned, the defective parent makes his first visit to the school, and seeks his first verbal interview perhaps with his child's teacher—it may be in the presence of curious children, who thus become aware that trouble is brewing. Or in lieu of a hasty visit to the school, a bristling note is written, informing the teacher of the error of his ways, and exhorting him to reform. This procedure of course greatly lessens the child's confidence in his teacher, and prepares the soil for him to sow the seeds of discord in the schoolroom.

Defective school parents are slow in paying their share of the expense budget

of the church. The poor widow with only two mites cheerfully cast her all into the temple treasury. But defective school parents have so many personal wants which are given prior consideration to the church's needs, that giving to save souls is easily crowded out. And yet "the very best manner in which to give expression to our love for our Redeemer, is to make offerings to bring souls to the knowledge of the truth."—*"Testimonies," Vol. III, p. 413.*

Defective school parents have little inclination to take the Parents' Reading Course—they "haven't time"—have not time to fit themselves for that most important of all tasks, the proper training of a human soul for time and eternity. Although commissioned to warn the whole world of its impending doom, Noah had time to train his children for God. The time conscientiously spent in child training by Jochebed, Hannah, Lois, and Eunice brought results which will measure with the eternal years, and which should inspire to greater diligence the mothers and grandmothers of the pupils of our church schools.

Defective school parents are conspicuous by their absence from the meetings of the Home and School Association,—meetings designed especially for their help. Vital problems of home and school life are discussed at these meetings, and heart-to-heart talks are entered into by parents and teachers. Much good instruction is also included in the programs arranged, which proves a help and an inspiration to better work on the part of both parents and teachers. Those who wilfully absent themselves from these meetings, who are cumbered with too much serving to act any part in them, may find some cause for alarm in the startling words of the Great Teacher, "My people perish for lack of knowledge"—perish because of ignorance.

They are asleep to their responsibility regarding the school, to share its burdens and make the most of every means for its success.

The case of the defective school parent is not hopeless. But nothing short of spiritual surgery — a renewed heart — will cure the malady. The Great Physician stands ready to do this service at any time "without money and without price;" but one must be willing to comply fully with the divine prescription, "If any of you lack wisdom, let

him ask of God, that giveth to all men liberally, and upbraideth not; and it shall be given him." James 1:5.

If we fail in our work because we do not live up to our privileges and opportunities, great will be our condemnation. We are responsible for the knowledge we might have by putting forth the effort necessary to obtain it.

Children of defective school parents are perishing for time and eternity. Where does the burden of responsibility rightfully belong?

The How of Silent Reading

MRS. J. A. TROUT

PERHAPS there is no other subject in the curriculum of the primary grades with which teachers are more concerned today than that of reading. When we consider that reading is really the basis of all other school work, should we not give it due consideration?

Educators are agreed that the time devoted to reading should be about equally divided between oral and silent. Neither should be neglected. The aim of silent reading is to get the thought from the printed page. Silent reading may or may not require vocalization.

I firmly believe that primary children should be taught to understand what they read, as it is an aid to advanced school work. In the first grade is not too early to develop this phase of reading. I have used many of the lessons from Emma Watkins' book on "How to Teach Silent Reading to Beginners," published by J. B. Lippincott Company, Philadelphia, and find that I am as enthusiastic over them as are my little ones in the first grade. Children are little imitators, and delight in acting out the words and sentences. Lessons such as the following are given: The teacher holds a pack of cards containing such action words as run, fly, nod, wave, count, stand, walk. The new word to be taught is flashed before the class, then acted out by the teacher. When the chil-

dren thoroughly understand it, it is replaced in the pack. When it reappears, the children are to indicate that they recognize it by acting it out. After several of these words are learned, they may be used in sentences such as, "Walk to the door," "Fly to the window."

Children also enjoy playing games. In connection with these lessons there are games which may be played, using the words previously learned. If you are not acquainted with this book, get it, give it a trial, and after using it for a while, you will not want to part with it. The lessons do not interfere with the regular reading work, but really help.

The Horn-Shield flash cards, published by Ginn & Co., also afford excellent material along the line of silent reading for both intermediate and primary grades. These are designed to increase comprehension, speed, accuracy, and judgment. The lessons cover work on judgment clauses, phrases, questions, direction exercises, and word drills. The list of 150 word cards may be used in several different ways. Since using these cards, I have noticed a marked improvement in my children.

There are other ways of developing silent reading. A good library is an excellent means, as it gives the children an opportunity to read books after they have prepared their lessons. A definite

period for supplementary reading is good. After a child has read a book, give him an opportunity to relate orally what he has read. It encourages him to further reading, and inspires the other members of the class to read so that they can relate what they have read. It is surprising the number of books children will read without interference with their regular school work. Several of my second and third grade children have read from five to eight books thus far during the year.

Another means of stimulating interest is "topic" reading. For example, assign the subject, "Cotton." Let the children search the books in the library for anything they can find on it. When it is exhausted, suggest that they look at home. A reading or language period may be used for the discussion. Children enjoy this.

A collection of short stories mounted on cardboard is useful for reading lessons. A card is passed to each child to be read silently. He then illustrates by crayola or paper cutting the pictures it portrays. Many of the lessons in the readers may be developed in this way. This affords a splendid means to the teacher for grading the child in his reading.

The bulletin board has been used with marked success. Each day something is placed on it which will be of interest to the children. They will watch with eagerness for the fresh news from day to day.

The field for developing new ways of teaching silent reading is unlimited. The resourceful teacher will constantly be alert to utilize new methods and devices to awaken and stimulate interest in the young mind.

We Can't and We Can

Ninth in the Series, "Great Possessions"

ARTHUR W. SPALDING

WHEN our little girl was very little, one day she was out in the back yard, in her piano-box house, happily engaged in patting mud dough into cakes and pies. Her mother came to the door and called her. The small maiden sat imperturbably on, paying no attention, patting mud.

Her mother called again, "Come here, Betty."

"Tan't," said the maiden.

"Come see what mamma wants."

The eyes of the mud-pie maker never lifted from her absorbing task. She patted and pushed and pressed, and with calm assurance again she answered, "Tan't."

Mother's government usually did not brook such independence, but she understood the springs of action; so she said, "Well, I don't like to eat all the ice cream myself."

The pie maker paused, one chubby hand in mid-air; her big brown eyes came up to meet mother's for full cor-

roboration. Then, with a haste that strove more than half successfully against dignity, she got to her feet, brushed her skirt with mud-streaked hands, and remarked, "I tan't, but I dess I will!"

The Springs of Action

We all know the experience ourselves. There are a thousand things we might do, out of which we choose the things we wish to do, and to the others we say, "We can't." We recognize, perhaps, that if we devoted ourselves to any one of them, we could do it, but we cannot do them all. So we must make a choice, and our choice is what we most desire. Perhaps we do not wholly like it: we would rather it were wax than plain mud; we regret somewhat the dirt, or at least the cleaning up which must follow; we would rather have a really-truly playhouse than a piano box; but still and all, we are making mud pies, and we can't do anything else.

That is, we can't — till we see something more desirable. The fact is, what we can do depends upon our vision and our force of will. The current of circumstances has carried us into a certain eddy, and we swirl around and around, saying, "We can't get out of here! We can't do anything else! We can't! We can't!" But the fact is that we do not want to get out, do not want to hard enough to make a strong effort to get out. There are things pleasant about our environment, or society, or course of life; if we started to do something else which we are told is better and more necessary for us and for our children, there might come unpleasant things, hardships, difficulties, ostracism, isolation. We can't!

"The Very Best Kind of Education"

That is why we "move so slowly and uncertainly in the labor line,—that line which will give the very best kind of education," though to move so slowly "reveals cowardice." — "*Testimonies*," Vol. VI, p. 178.

Of course there may be some — I do not doubt there are some — who do not believe that industrial training gives "the very best kind of education," who do not believe that "there is untold value in industry" ("*Counsels to Teachers*," p. 125), who do not believe that "in no other way [than nature study] can the foundation of a true education be so firmly and surely laid." — "*Education*," p. 101. You cannot force any one to believe. If one has neither the experience that teaches nor the faith that makes him believe till he can demonstrate, there is no hope for such a one. He must go his way, and, alas! in all likelihood his children must go the same way. But to those who believe, who know, perhaps, from experience, who at least know because God says so, that "study in agricultural lines should be the A, B, and C of the education given in our schools" ("*Testimonies*," Vol. VI, p. 179), and who desire that their children shall have that science practically taught, to them, I say, there is no

"Can't." We can! Whether or not we shall, however, depends upon our devotion to a great principle and a great cause, depends upon our determination to have for our children the instruction and the training which shall save them from this unbelieving, self-seeking generation, and make them noble, understanding workers for God.

Do You Believe?

Do you believe? That is the *sine qua non* of the problem. You must believe with all your heart that it is necessary for your child to have an education, not from books alone, but from life; that it is necessary for him to know and love and practise in the great laboratory of nature, which, properly used, reveals God the Creator and Father. And if you, father, mother, and teacher, if you so believe, you will find that we can make the education of our children of that character.

Limited in space, I must treat briefly of the difficulties which teachers and parents find. Let me, then, take them categorically.

1. It is said: "You can't teach gardening in the wintertime; and our schools are conducted mostly in the wintertime. The short season of spring which the school has is inadequate for the practice of gardening."

Answer.—Begin with what chance you have. He that is unfaithful in that which is least, is unfaithful also in much. If the teacher loves nature, loves to see and to help things grow, loves to work with and study soils and plants, the very first feel of spring in the air will set her aquiver with the desire to take her children out and make garden. It is true that you cannot teach all of gardening while the snow covers the ground; yet even then the miracle of germination of seeds—of the storing of plant food within the shell, of the change from storage starch to available sugar, of the life that is in the embryo, of the effect of heat and moisture, of the co-operation of little stem and little rootlets—wonders of the creation of God, all may be had

in a window box or tiny toy conservatory where a little heat may be conserved; and with the greater leisure of the winter the habit of study of plants may better be begun than with the rush of spring work.

If we begin with what little of school time we have for gardening, and pursue it enthusiastically, we shall find that the love of nature study engendered thereby will open the way for further study; first, during the summer at the children's homes (if possible with the teacher's visiting and encouragement); and sometime, I fully believe, with a rearrangement of our school year so that the most valuable of all times for study of God's works may be partly utilized in the school.

2. It is said: "You can't teach gardening in the city, and most of our church schools nowadays are in the city."

Answer.—Will you say you cannot do what thousands of public school teachers have proved they can do? In the city, vacant lots have been utilized, and groups of children organized, to make

successful and enthusiastic gardeners. The flat roofs of business blocks have been turned into gardens, giving employment, health, and education to city children. Is it possible for others to initiate and successfully carry on such work in the city, and yet impossible for us? Is not what is lacking, rather, the will to do it and the energy to follow it up? Is not this lack due to failure to believe in the necessity and the value of this work?

Ah, but, it is said, our church school teachers are not employed during the summer, and how shall they superintend the summer gardening? Well, the public school teachers are not employed for the summer months, either. But they have resorted to the arousing of public sentiment and the engaging of some public-spirited men and women, be they parents or others, who shall carry on the summer work when the teachers have been unable to do it. Granted that they have a larger public; yet they have not a more willing public, nor a public with a larger proportion of talent or energy. We need to believe, and we can accomplish.



But I will admit that the city is no ideal place to teach gardening. God tells us to get out of the cities as fast as possible. And I believe the teaching and practice of gardening would be a wonderful help in converting us to the desire to get out of the cities. There are tens of thousands of Adventists today who do not want to get out of the cities. I suppose there are thousands who will not get out of the cities, until perhaps they get out as Lot did, with the loss, physical or moral, of their whole families. But if we teachers and we parents who believe will go as far as we can go in doing what God tells us to do in making the best kind of education, He will see that the way opens further. It is possible to begin gardening in the cities.

3. It is said: "We have not time in our school program for the teaching and the practice of gardening."

Answer.—The school which says it cannot and will not find time to teach and practise gardening is not giving "the best kind of education." I know that many teachers feel the school program to be so rigid that they cannot adapt it to their children's needs. But such teachers, I am certain, are very far wrong. Careless tampering with plans is not to be permitted, laxity in study and work is not to be considered; but I do not believe there is a single educational superintendent in our conferences, or, for that matter, a single State superintendent of education, who would not welcome and help the intelligent effort of any teacher so to reconstruct her program as to make study and practice in gardening successful with her children. I have in previous articles suggested means of simplifying the curriculum so that time may be gained for this more important work.

The truth is, we teachers, and often to a greater degree we parents, are bound tight to ancient and illogical ideas of what constitutes education. We are required by God to test out His declared principles of education: Children free from schoolroom confinement till they

are eight or ten years of age, meanwhile being taught in the home the elements of primary education, but "left free as lambs to run out of doors, to be free and happy, and . . . allowed the most favorable opportunities to lay the foundation for sound constitutions" ("Education," p. 79); then to make the threefold study of our elementary schools the Bible, physiology, and agriculture. The wonderful results of faithfully following this divine educational program will satisfy and delight both teachers and parents.

The ideal place for the successful trial of such a program is, of course, a country environment. The city presents artificial and usually detrimental conditions under which child, parent, and teacher must work. But let us strive toward the light, giving the child, if possible, the country environment, but in any case giving him all that circumstances permit of the ideal, while ever striving to make the circumstances better.

4. It is said: "You can't convert school patrons to the idea of teaching their children these things. And you can't find teachers who will or can teach them."

Answer.—The first of these two objections finds its cause in the second. True it is that we have not enough teachers—we have not very many teachers—who are competent to teach thoroughly and delightfully the elements of gardening. Well, does that dispose of the question? What are we going to do about it? I want to put to you this question: If we cannot get teachers who will teach what God tells us to teach, why have any teachers at all? There is a public school system, to support which we pay taxes anyway. If we cannot give the Christian education God reveals to us, why tax ourselves further with tuitions and church dues to pay teachers?

"Ah," it is answered, "we teach them Bible; we teach them correct science; we avoid in our schools the errors of a materialistic and atheistic world." But unless we teach all that God tells us to



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teach, we do not succeed in teaching our children sufficient of the truth of God to hold them. "For whosoever shall keep the whole law, and yet offend in one point, he is guilty of all." James 2:10. We cannot teach negatively and be successful in teaching. We cannot teach children, "Evolution is wrong; don't believe it; believe the Bible." We may tell them that, but we do not so teach them. While they have no experience in the world of men, they may say they believe it; but not until they have been tested by the thoughts and the experiences of manhood and womanhood, have met the arguments and considered the reasons of others, can they know what they will believe. But if our children become acquainted with God Himself, if they know by contact the operation of the laws of God, and see revealed in those operations His loving Fatherhood, they will become proof against the materialistic teachings of science. Unless we teach positively, by experience, we do not teach at all.

"In the cultivation of the soil the thoughtful worker will find that treasures little dreamed of are opening up

before him. . . . The constant contact with the mystery of life and the loveliness of nature, as well as the tenderness called forth in ministering to these beautiful objects of God's creation, tends to quicken the mind and refine and elevate the character."—"Education," pp. 111, 112. "These are lessons that our children need to learn. To the little child, not yet capable of learning from the printed page or of being introduced to the routine of the schoolroom, nature presents an unfailing source of instruction and delight. The heart not yet hardened by contact with evil is quick to recognize the Presence that pervades all created things. The ear as yet undulled by the world's clamor is attentive to the Voice that speaks through nature's utterances." —*Id.*, p. 100.

The final answer, then, is that we must have teachers, teachers who believe with all their heart and work with all their being, teachers who by the intensity of their faith can bring parents and children to believe and to practise. We need not wait for any school to teach them how. Our training schools must help to train such teachers. But when all is done, it is the individual teacher himself who determines what he shall be and what he shall teach. Teachers now teaching are responsible for a reformation and a rejuvenation of our schools. They can see to it that we begin to do what God tells us to do. Parents can encourage these teachers, and they can themselves do all in their power to teach their children as God tells them to teach. If we do not these things, how sad will be the history of our homes, our schools, and our church! There will be written above our door, "Ichabod!" But if we do these things, we shall find the way opening and lightening before us, until we stand, glad and triumphant, at that throne where we shall hear, "Well done, good and faithful servant."

"NOTHING is more reasonable and cheap than good manners."

The Closing Program

ELOISE F. WILLIAMS

At this season of the year each teacher is planning for the closing exercises of her school. This program may prove a great help in promoting interest in the church school, if careful study is given to the selection and preparation of numbers to be rendered.

The program will fail in its purpose if it is merely an entertainment, showing no relation whatever to the school and its work. Songs that have been learned during the school year, with definite class work, may be used to good advantage, and will save much time in preparation.

As far as possible, each pupil should be represented on the program, apart from the general songs and numbers given by the school as a whole. Care should be taken not to pick out the most attractive pupils and those having had more advantages than others, and give them all the important parts, but rather let each do his bit,—alone or in classes or groups.

The program given below is one presented by one of our church schools last year. Each year this school gives a number entitled, "Schoolroom Scenes," which usually includes five or six subjects taught in the school, given by different grades. Under this heading I have combined the subjects as given for three years, in order to give a wider range for selection by the teacher, with details as to what each presented.

While the subject of Christian education may seem deep for an eighth grade pupil, still at this time, when there are usually many visitors in the room, the principles governing our school can be presented to advantage. However, pupils should be encouraged to write their own papers, in a simple style, and then memorize them.

Schoolroom Scenes.—Bible: seventh grade pupil, with map, gives Paul's First Missionary Journey. History: Presidents named, with important feature of each Administration. Language: prose

selection on errors most commonly made. Nature: selection by fourth grade pupil on planets, with hand chart showing relative size, etc. Physical education: primary song with exercises—"Did You Ever See a Lassie?" Phonics: a first grade pupil tells a story of a visit to a farm, in which all phonetic sounds are given by other members of the class. Geography: four one-minute maps (use large sheets of manila paper and black crayon). Art: children's pictures with short sketch of artist. Story play: story told by primary pupil, while all give physical drill to illustrate story. Reading: selection from first reader.

"Health Plays for School Children," 25 cents. Address American Red Cross, 598 Madison Ave., New York, N. Y.

PROGRAM

"Happy Hours"	Chorus
Psalm 121	School
Welcoming Address	A—
Temperance Song	Primary Department
Schoolroom Scenes:	
Bible, History, Language, Nature, Physical Education, Phonics, Geography, Art.	
Story Play, Reading.	
Selection	Primary Orchestra
Health Dialogue	First and Second Grades
Wand Drill	Grammar Department
"Morning Invitation"	School
Biography	(Eighth grade pupil) B—
"Like as a Father"	Seventh Grade
Paper: "Christian Education"	
(Eighth grade pupil) C—	
Flag Song with Poem	Grammar Department
Violin Selection	D—
* Dialogue: "A Doctor's Clinic"	Physiology Class
Glee Song	Our Girls
Recitation: "The Church and the World"	E—
"Vacation"	School
Granting of Certificates and Honor Cards	F—
"America"	Congregation
Benediction	G—

A GREAT deal of the joy of life consists in doing perfectly, or at least to the best of one's ability, that which he attempts to do. There is a sense of satisfaction, a pride, in surveying such a work—a work which is rounded, full, exact, complete in all its parts—which a superficial man who leaves his work in a slovenly, slipshod, half-finished shape, can never know. It's this conscientious completeness which turns work into art.

—William Mathews.

* See page 23, of this issue.

For Parents of Young People

Companionship

C. A. RUSSELL

"O COME, let us live with our children." Sweet companionship! Happy the mother whose daughter confides freely, unhesitatingly, in her. The beautiful flower of young womanhood, unfolding its petals fresh with the morning dew, turns as naturally and normally to the sunshine of the mother-love as does the daisy lift its petals of gold toward the morning sun. Happy the father whose son prefers his companionship to that of the "fellows;" who can enter into the sports and games with the boy and enjoy them; who can hike until the boy is thoroughly tired; who is the boy's pal.

Some time ago a father came to me

upon a camp-ground with the request for a little private interview. I noted a trace of embarrassment as he began. "I don't know how to get acquainted with my boy," he said. "We live on a farm, and we go out to work early in the morning and often work until noon without a word. I don't know what to talk about."

"How old is your boy?"

"Fourteen."

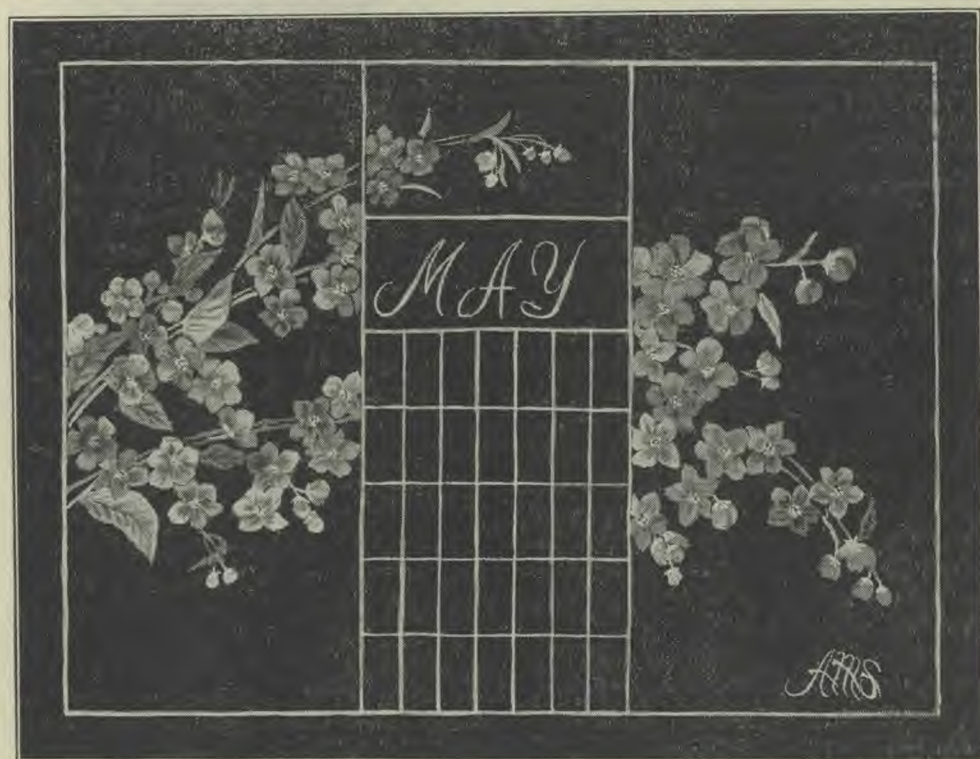
"Has it always been this way?"

"Well, more or less, I guess."

"Does he talk with others, the boys and girls in school, for example?"

"I should say yes. He's a live wire when he gets among the young folk."

"But you can't find anything of interest to talk about when you are with your own son?"





There was an implied question in my voice to which this father paid no heed. He just looked into my face with a beseeching and yet baffled expression. And then I saw the moisture gather in the blue eyes and two big tears started to course their way down the sun-browned cheeks. Quickly brushing them away, he said:

"What's a father going to do? I love my boy, but feel that he's slipping away from me."

What is a father going to do? Or a mother?

Such a condition is so strained, so unnatural, that it has not grown up in one day, nor two. There has been a lack of companionship during the days of childhood. This has grown and has become more pronounced and apparent as the critical time has come when Tom is no longer a child, nor yet a man. Failing to understand himself, he is sure that no one understands him. If ever in the whole span of human life a boy or a girl needs tender, sympathetic, understanding companionship, it is in this critical period of transition.

I tried to help that father. Think of hoeing those long rows of corn hour after hour in silence! Which was the more to be pitied?

"Does your boy have confidence in you?"

"Oh, yes," he hastened to say. "It isn't that; but I just don't know what to talk about."

"Is there anything he is interested in?"

"I should say there is!"

"And you know what it is?"

"Sure I do."

"Are you interested in the same thing?"

"No."

"What is it?"

"Radio."

"Radio?"

"Yes, and all the rest of electricity. You should see all the contraptions he has got rigged up out in the woodshed. He got a message the other day from —, forty miles away."

"And you aren't interested?"

"Well, you see I don't know anything about such things, and I ain't got time to find out."

Are You Growing Old?

The secret was out. "Not time" to become informed, to some degree at least, concerning the things that interested the boy! What a pity, yes, what a shame! Small wonder that this father and son found little in common. Not strange that for hours the silence was broken only by the clank of the hoe as the sticky earth was jarred loose upon some convenient stone.

Every boy is interested in something. Every girl has some special fancy. It may change tomorrow. It is both duty and privilege for parents to guide these interests, and to become so familiar with them that they can discuss them intelligently, absorbingly, with their children.

In the burdensome duties of everyday life, do you find no time for relaxation — recreation? Has the spirit of play entirely slipped away from you? If so, no matter what the calendar says, you are growing old. If not, no matter how many silver locks may glisten about your brow, you are not old.

It is as natural for children to play as for lambs to frisk or puppies to frolic.

"Youth cannot be made as sedate and grave as old age, the child as sober as the sire. While sinful amusements are condemned, as they should be, let parents, teachers, and guardians of youth provide in their stead innocent pleasures, which will not taint or corrupt the morals."—*"Counsels to Teachers,"* p. 335.

In their desire for amusement, there is great danger that the young will drift into that which is questionable if not positively wrong, unless parents study to provide in their place such pleasures and forms of recreation as will appeal to the young. And by participation in these enjoyments with their children, parents will find their hold upon these young lives growing firmer.

All too many homes are merely houses where people live who are related to one another. Four walls and a roof do not constitute a home. A home is not a refrigerator. Many, no doubt, are familiar with Mr. Carleton's touching poem, "The Boy Convict's Story." The last spark of self-respect has not left the boy, for as he boards the train with the sheriff who is taking him to the penitentiary, he pleads not to be taken through the car with "bracelets" on his wrists, but to be permitted to sit in the end seat. As the sheriff draws from him his story, he says:

"For the time when a boy is in danger of walking a little bit wild,
Is when he's too young to be married, too old to be known as a child;
A bird in the lonely grass thickets, just out of the parent tree thrown,
Too large to be kept in the old nest, too small to have one of his own;
When desolate mid his companions, his soul is a stake to be won;
'Tis then that the devil stands ready to get a good chance to catch on!

"Oh, yes! I'd a good enough home, sir, so far as the house was concerned;
My parents were first-class providers; I ate full as much as I earned.
My clothes were all built of good timber, and fit every day to be seen.
There wasn't any lock on the pantry, my bedroom was tidy and clean;



And taking the home up and down, sir, I'd more than an average part,
With one quite important exception—*there wasn't any room for my heart.*

"The house couldn't have been any colder with snowdrifts in every room;
The house needn't have been any darker to make a respectable tomb!
I used to stop short on the doorstep, and brace up a minute or more,
And bid good-by to the sunshine, before I would open the door;
I used to feed daily on icebergs, take in all the freeze I could hold,
Then go out and warm in the sunshine, because my poor heart was so cold!"

How He Lost Him

Many a poor boy or girl has gone to the bad while father and mother have been so busy with social life or even with church work that they had no time to cultivate the friendship of their child.

"Lost—a boy. Not kidnaped by bandits and hidden in a cave to weep and starve and rouse a nation to frenzied searching. Were that the case, one hundred thousand men would rise to the rescue, if need be.

"Unfortunately the losing of the lad is without any dramatic excitement, though very sad and very real.

"The fact is, his father lost him! Being too busy to sit with him at the fireside and answer his trivial questions during the years when fathers are the

only great heroes of the boys, he let go his hold upon him.

"Yes, his mother lost him! Being much engrossed in her teas, dinners, and club programs, she let the maid hear the boy say his prayers, and thus her grip slipped, and the boy was lost to his home.

"Aye, the church lost him! Being so much occupied with sermons for the wise and elderly who pay the bills, and having good care for dignity, the minister and the elder were unmindful of the human feelings of the boy in the pew, and made no provision in sermon or song or manly sport for his boyishness, and so the church and many sad-hearted parents are now looking earnestly for the lost boy."

A touching incident is told of a sixteen-year-old girl who was a chronic invalid, and whose mother was a pleasure-loving woman, who could not endure the idea of being much with the shut-in daughter. While the mother was traveling abroad in Italy, she remembered the coming birthday of her daughter, and sent her a rare and wonderful Italian vase. The trained nurse brought it to the girl, saying that her mother had sent it so thoughtfully that it came right on her birthday. After looking at its beauty for a moment, the girl turned to the nurse and said, "Take it away, take it away! O mother, mother! do not send me anything more,—no books, no vases, no pictures. Send no more. I want you, *you!*" We want hearts, not heads; love, not things.

"And what if their feet,
Sent out of houses, sent into the street,
Should step round the corner and pause at the
door
Where other boys' feet have paused often
before;
Should pass through the gateway of glittering
light,
Where jokes that are merry and songs that are
bright
Ring out a warm welcome with flattering voice,
And temptingly say, 'Here's a place for the
boys!'

"Ah, what if they should! What if your boy
or mine
Should cross o'er the threshold which marks out
the line

'Twixt virtue and vice, 'twixt pureness and sin,
And leave all his innocent boyhood within!
Ah, what if they should, because you and I,
While the days and the months and the years
hurry by,
Are too busy with cares and with life's fleeting
toys
To make round our hearthstone a place for the
boys!"

"Shouldn't Dare Tell Her"

I met a girl at one of our academies. She sought counsel from me concerning some of her life problems. When next I visited the school, she had gone. Sickness at home had made it seem imperative to call her back.

I next saw her at camp-meeting the following summer. She seemed changed. She apparently sought to avoid me. She came to the young people's meetings late and left early.

At last, just before the close of the meeting, my opportunity came, and I said, "Tell me, my girl, what is the trouble. You are not enjoying the same experience you had while in school. Let me be your friend. I want to help you, if I can."

She gave me an appealing yet half-scared look, as she said, "No, I'm not the same girl I was. Nobody cares for me now."

"O yes," I said, "you have friends, and Jesus loves you—you know He does."

She told me her story; a sad, soiled story it was.

"Does your mother know all about this?"

"My mother! I should say not. I shouldn't dare to tell her."

"Surely you have told your father, then."

"Oh, no! I'd rather tell mother than him."

Poor little girl! And poor parents who had so lost the companionship, the confidence of their girl that she would seek counsel from a comparative stranger before her own father or mother.

Fathers, mothers, teachers, all—
"Come, let us live with our children."



The Girl Who Tended the Door

IN the days of the apostles, after Jesus had gone to heaven, Herod the king stretched out his hand to slay some of the disciples. And he did kill James with the sword, and he shut up Peter in prison, intending soon to bring him out and put him to death.

Then many of the church gathered themselves together, into the house of Mary the mother of Mark, to pray that the Lord might save them and deliver Peter.

Among them there was a little girl named Rhoda, and they told her to tend the door. And Rhoda prayed too, in her heart, that God would deliver Peter; for she loved Peter, who had done so many wonderful things, healing the sick and preaching the gospel, and who was so kind to little girls like herself. And when she prayed that the Lord would deliver him, why, she believed that the Lord *would* deliver him that very night. And so she kept listening and listening for any sound that might come at the door.

Now Peter was shut up in a prison cell, and the next day he was to be brought forth and killed. He was sleeping between two soldiers, and he was bound with two chains, and the keepers were before the gate of the prison keeping watch.

Then an angel of the Lord came down, and a light shined in the prison. The angel struck Peter on the side, and raised him up, saying, "Get up quickly." And the chains fell off his hands.

And the angel said, "Put on your shoes." And Peter did; but he thought he was dreaming. And the angel said, "Put on your coat." And Peter did; but he thought he was dreaming. And the angel said, "Follow me." And Peter

did; but still he thought he was dreaming.

So the angel and Peter went out of the cell, and the soldiers never awoke at all. And finally they came to the iron gate that opened out of the prison into the city. It came open of its own accord, and they passed out, and the gate shut. And all the while the keepers standing there knew nothing about it. But Peter still thought he was dreaming.

And the angel went with Peter through one street into another, and then left him. Then Peter came to himself, and he knew that he was not dreaming, but was actually free. So he said to himself, "I will go to the house of Mary the mother of Mark; for there they will take me in." So there he went, and he knocked at the door.

Now Rhoda was inside listening, and when Peter knocked, she came to the door and said, "Who is it?"

And he said, "It is Peter. Let me in."

Then Rhoda was so glad that she forgot to open the door, but she ran in where the people were praying for Peter to be delivered, and she cried, "Peter is here! He's standing at the door!"

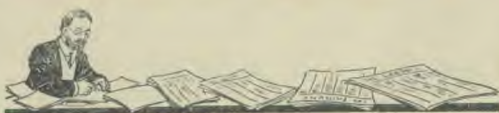
And they said, "You are crazy!"

But she danced up and down in her joy, and cried, "It is Peter! It is! it is! I heard his voice."

But they could not believe that Peter was actually free, and they said, "It is his angel."

And all this while Peter stood outside the door, knocking. So at last Rhoda got them to come to the door, and when they opened it, there, sure enough, stood Peter. And he came in and told them all about how the Lord had sent His angel while they prayed, and had brought him out of the prison.

And little Rhoda said to herself, "I just knew He would!"



EDITORIAL

Why?

WE were going, Little Daughter and I, up the road to Mr. Byers', to get a pail of milk. Queen, our collie, had left her babies at home, and now trotted along ahead of us.

"Just think," observed Little Daughter, her hand in mine, her eyes on the dog, "she isn't very old, but she's grown up. Even her first puppies are grown up. She isn't as old as I am. I wish little girls grew up as fast as little dogs. Why don't they? Wish I were a dog!" And she skipped a little in her walk, pretending that I took too long strides.

Eager feet! impatient with their own progress. Eager thoughts! desiring all of life in a moment; wishing even to be a dog, that life might be speeded on its slow course.

"They don't," I said, "and I'm glad of it."

"Why?"

"Just think where you'd be. If you were grown up, I should have no little girl."

"Well, I would have a little boy, and you could be grandpa."

"You wouldn't know it," I said.

"Why wouldn't I?"

"If you were a dog? They don't remember, or they don't care, much, when they're grown up. They don't know enough."

"Queen's very intelligent," she defended; "she knows a lot."

"But she doesn't know her own mother. She'll be very old pretty soon, and die, and not know anything. I'll tell you why it takes so long for children to grow up."

"Why?"

"So that their fathers and mothers can have them longer, and love them

better, and teach them more. They have to know so much more than puppies, and calves, and lambs, and little pigs."

"Why do they?"

Well, why? One word from a child can set going a train of thought that embraces the universe, the causes of its being, the reason for our being in it. Why?

"The more they know," I said, "the more they can do for other people. And the more they do for others, the happier they are. A dog couldn't tie up a cut finger, nor bake a cake, nor write a story, nor make a Christmas tree,"—I was listing her supreme experiences,— "couldn't grow a rose garden, nor love a mocking bird's song, nor know about Jesus and His kingdom. And so," I said, coming to present cases, "God makes little girls to stay with their mammas and their daddies for a long, long time, so they can learn to know more, to do more, to make more people happier."

"I wonder if all the mammas and the daddies know it," she meditated.

And I wonder about that, myself.

"Like Begets Like"

TAKE a position at a little distance from yourself, and look yourself over carefully. Look with an unprejudiced eye. You ought to become well acquainted with yourself and all your faults if you are going to stand before children, for "like begets like," you know.

Here is a teacher who wears a smiling face. Look at the children seated before her. They, too, wear smiles. They do not know it; they have never thought of it, but they just naturally smile. Does this teacher ever suffer any pain or have

ETCHINGS



any heartaches? Most assuredly; she lives in the same world as other human beings, only as she makes it a different world by her cheerfulness and optimism.

Did you ever see a teacher who talked in a loud or rasping tone of voice? Then did you observe her children? Probably you couldn't help observing them. They were talking loudly, too; and that made so much noise that the teacher talked a little louder still in order to be heard. But spare us from looking at that disagreeable, disorderly picture. We would rather look into the schoolroom of that quiet, sweet-voiced teacher who never speaks in other than a low tone. She speaks just loudly enough to be distinctly heard by her class. The children are quiet, too. The atmosphere of that schoolroom is not conducive to disorder, whispering, or loud talking. Somehow all the children seem to be quietly attending to business.

If the teacher is cross, the children will be cross; if the teacher whines, the children will whine. If the teacher allows it, the children will "answer back." If teachers only kept ever before them the fact that they are making characters by the habits they are helping their children to form! Their character decides the destiny of each child.

How true it is that "the school is in the teacher." So, dear teacher, if your school is disorderly, look to yourself for the reason, and *correct your faults*. There is no reason for such a teacher to be discouraged. Let her get to the business of making a *good teacher* out of herself. You say good teachers are born and not made. Maybe they are, but about the most ideal teacher with whom we are acquainted was not a striking success when she taught her first term. She

had a determination to succeed, and she was willing to pay the price. She studied; she thought; she accepted criticism and made the most of it, and today she is known from one side of the United States to the other.

If the teacher is not a real success (and she can tell, if she really takes an inventory), let her study methods, let her study management, let her study psychology and child nature. Let her get a broad knowledge of the subjects she is to teach, and let her *become a real success*.

Now we hope no parent is saying, "Yes, I knew that Johnny's trouble was all the teacher's fault. If she did the right thing, my boy would be all right." Not so fast. Your boy may be the only disorderly child in school. There must be some reason which does not wholly belong to the teacher, why he is different from the others. Better take an unbiased look at his parent and see if the trouble doesn't reside there. Let's be fair to each other, and each shoulder his own part of the blame.

IDLENESS is only the refuge of weak minds, and the holiday of fools.—*Chesterfield*.

"MOLD me, fashion me, raise me into a pure and holy atmosphere where the rich current of Thy love can flow through my soul."

IF a crooked stick is before us, we need not explain how crooked it is! Lay a straight one down beside it, and the work is well done. Preach the truth, and error will stand abashed in its presence.—*Spurgeon*.

Teaching Hints

United States History

MRS. N. A. RICE

REVIEW outlines by administrations. (First three administrative outlines in previous notes.)

Madison's Administration (1809-1817).

1. War of 1812 — Attitude of New England (Hartford convention); war spirit in the South and West; England's scheme to gain the Hudson valley and lower Mississippi; Battle of New Orleans.
2. Political parties.

Monroe's Administration (1817-1825).

1. Monroe Compromise.
2. Monroe Doctrine.
3. Opposition to Holy Alliance.
4. Florida Purchase.

John Quincy Adams' Administration (1825-1829).

1. Erie Canal.
2. First railway growth.

Jackson's Administration (1829-1837).

1. Civil Service.
2. Antislavery Movement — Garrison.
3. Tariff nullification.
4. National Bank.

Van Buren's Administration (1837-1841).

1. Financial crisis.
2. Mormons.
3. Immigration.

Harrison and Tyler's Administration (1841-1845).

1. Telegraph.
2. Annexation of Texas.

Polk's Administration (1845-1849).

1. Dr. Whitman in Oregon — perilous journey to Washington; influence against England; greed; "54° 40' or fight;" treaty with England.
2. Mexican War — struggle of Texas for independence; Santa Anna's recognition; Mexican refusal; admission.
3. Gold immigration.

Taylor and Fillmore's Administration (1849-1853).

1. Slavery question.
2. Omnibus Bill.

Pierce's Administration (1853-1857).

1. Perry — Japan; important treaty.
2. Kansas and Nebraska Bill (struggle between North and South, in Kansas).

Buchanan's Administration (1857-1861).

1. Dred Scott Decision.
2. Business panic.
3. Political parties.
4. Election of Lincoln.

Lincoln's Administration (1861-1865).

1. Secession.

2. Northern Plan of the War.

3. Surrender of Lee.

4. Death of Lincoln.

5. Results — settlement of the questions of secession, slavery, and strength of the general government.

Johnson's Administration (1865-1869).

1. Disbanding the Armies.
2. Amnesty Proclamation.
3. Treatment of the South.
President's plan — restoration.
Congressional plan — reconstruction.
4. Impeachment of President.
5. Amendments to Constitution 13, 14, 15.
6. Atlantic Cable.
7. Alaska Purchase.

Grant's Administration (1869-1877).

1. Pacific Railroad.
2. The Fifteenth Amendment.
3. Alabama Claims.
4. Indian Troubles.
5. Centennial Exhibition.
6. Telephone and Electric Light.
7. Electoral Commission.

Hayes' Administration (1877-1881).

1. Withdrawal of Troops from the South.
2. Strike.
3. Improvements on the Mississippi — Eads.
4. Money Question — Resumption of Specie Payment.

Garfield and Arthur's Administration (1881-1885).

1. Assassination.
2. Civil Service Reform.
3. Cotton Centennial Exhibition — Contrast the New South, its diversified industries and educational progress, with the Old South.

Cleveland's Administration (1885-1889).

1. Civil Service Reform Enlarged.
2. Labor Organizations.
3. Chicago Anarchists.
4. Important Legislation.
a. Presidential Succession.
b. Electoral Vote.
5. Interstate Commerce Act.
6. Chinese Exclusion Act.
7. Foreign Contract Labor Bill.

Harrison's Administration (1889-1893).

1. Settlement of Oklahoma.
2. Pan-American Congress — Sixty-six Representatives.
3. Reciprocity — Treaties with Foreign Countries.
4. The McKinley Act.
5. Seal Fisheries.
6. New States — Warships.
7. Hawaiian Revolution — Proposed Treaty.

These outlines and others will greatly help students in their general reviews for final examinations.

Geography Seven

BLANCHE E. HICKS

EVERY teacher knows the value of reviews. Often much time is wasted because teachers feel that they do not have time for reviews. The child, consequently, does not get firm enough hold on the knowledge gathered in daily work, and cannot use it in actual life. Especially is this true of geography. Always take time to connect the new with the old.

Reviews may be conducted in scores of ways, but whatever the plan, try to lead the child to think rather than merely to recite facts in textbook language. It is true that much of the work is purely memory drill, yet the child should be able to make use of fundamental principles and to reason from cause to effect.

The foundation for this can be laid day by day in the teacher's manner of questioning. It is usually more important to know why a thing is true than merely to know that it is true. By looking at the map the student discovers that the interior of Asia has vast desert plateaus. Why is this so? Why has Mt. Kilimanjaro affected the history of Egypt? Why is there a desert in Chile west of the Andes? It is a great help to make a list of geographical problems. In finding correct answers to these problems the student gets a good review of underlying principles in a practical way.

Too often we take too much for granted, until some experience reveals the vague ideas in the students' minds. I once taught an eighth-grade girl who thought that we live on the inside of the sphere we call earth. A class recited very glibly the products of Brazil. The visitor, who was a superintendent, responded to the teacher's invitation to question the class. "You have done well," said the visitor. "Now how many can tell me what we mean by

products?" After a moment's hesitancy, a little girl replied, "It is what we get when we multiply."

Shallow, ill-prepared questions breed shallow study. By all means we must teach our students to think. Illuminate the lesson with sidelights from your own storehouse of knowledge, but do not fail to hold the students accountable for what they read in the preparation period. Every lesson should close with a desire in the child's heart to know more of the subject.

At present my class is studying Asia. For a few minutes in opening exercises each day I read "Strange Peoples and Customs." They enjoy it immensely. I have also placed within their reach descriptive material on Asiatic countries. When reading to the room, point out places on wall map.

As we come to the close of the school year, we often glance retrospectively over the scope of our endeavor. Perhaps to every teacher's mind will come the question, "Are they ready to pass the conference tests?" The real teacher will also ask herself, "Have I done my best? Have my students a working knowledge of geography? Do they thoroughly know the essentials? Are they sympathetic with people of other nations? Do they have a genuine interest in world events? Will they watch the mission reports from various lands? Have they a desire to know more of the earth and its treasures? Will they choose books of geography and travel rather than fiction?" If you can answer these questions in the affirmative, your work in geography has been successful.

"EVERY man should keep a fair-sized cemetery in which to bury the faults of his friends."

"THE youth may have principles so firm that the most powerful temptations of Satan will not draw them away from their allegiance."

Home and School Association

Where Are the Sowers?

(Music: "Christ in Song," No. 411)

MRS. MARTHA W. HOWE

(Here is a good health song. Sing it with spirit.)

O WHERE are the sowers who sow for health,
Who know that their strength is their greatest
wealth;

Who study to learn and obey God's word,
Whose hearts by the message of health are
stirred?

CHORUS:

Where are the sowers? O who will go
By deed and by word seeds of truth to sow?
In diet, in dress, in habits right,
The blessing of God will increase their might.

Go out in the highways, and hedges too,
And live what you teach with a purpose true,
New life will spring up as you do your best,
The church will awake,—precious souls be blest.

The fields are all ready this truth to hear,
The sick and afflicted are everywhere;
The sowers are few, and the work is great,
Oh, come to their help ere it be too late!

So come all ye people, come one, come all,
And follow the Master, oh, heed His call!
The message of healing make haste to give,
That all may hear, and obey, and live.

Guarding the Child's Health

(Questions and Answers Arranged by
Frances Fry)

(A full set of these questions must be in the hands of the leader. Request each one to whom an answer is assigned, to be prepared to comment upon the answer read.)

1. *What does the Lord say is the richest possession mortals can have?*

"Health is a great treasure. It is the richest possession mortals can have. Wealth, honor, or learning is dearly purchased, if it be at the loss of the vigor of health. None of these attainments can secure happiness, if health is wanting. It is a terrible sin to abuse the health that God has given us; for every abuse of health enfeebles us for life, and

makes us losers, even if we gain any amount of education."—*Fundamentals of Christian Education*, p. 35.

2. *With what feeling did the servant of the Lord view the physical decay in the world today?*

"A sense of how much must be done to arrest, even in a degree, the physical, mental, and moral decay, caused my heart to be sick and faint."—*Id.*, p. 23.

3. *Can this condition of physical decay be overcome?*

"I inquired if this tide of woe could not be prevented, and something be done to save the youth of this generation from the ruin which threatens them. I was shown that one great cause of the existing deplorable state of things is that parents do not feel under obligation to bring up their children to conform to physical law."—*Id.*, p. 25.

4. *In what do parents and teachers fail to show their accountability before God?*

"Parents and teachers, in taking the responsibility of training these children, do not feel their accountability before God to become acquainted with the physical organism, that they may treat the bodies of their children and pupils in a manner to preserve life and health."—*Id.*, p. 20.

5. *What is the terrible result of this sad ignorance of parents and teachers?*

"Thousands of children die because of the ignorance of parents and teachers."—*Ibid.*

6. *Who only should be the children's teachers until eight or ten years of age?*

"Parents should be the only teachers of their children until they have reached eight or ten years of age. As fast as their minds can comprehend it, the parents should open before them God's great book of nature. The mother should have less love for the artificial in her house, and in the preparation of her dress for display, and should find time to culti-

vate, in herself and in her children, a love for the beautiful buds and opening flowers."—*Id.*, p. 21.

7. *What should be the only schoolroom for the children until eight or ten years of age?*

"The only schoolroom for children from eight to ten years of age should be in the open air, amid the opening flowers and nature's beautiful scenery. And their only textbook should be the treasures of nature. These lessons, imprinted upon the minds of young children amid the pleasant, attractive scenes of nature, will not soon be forgotten."—*Ibid.*

8. *What is the result of urging the intellect at too early an age?*

"Many children have been ruined for life by urging the intellect and neglecting to strengthen the physical powers. Many have died in childhood because of the course pursued by injudicious parents and school-teachers in forcing their young intellects, by flattery or fear, when they were too young to see the inside of a schoolroom. Their minds have been taxed with lessons, when they should not have been called out, but kept back until the physical constitution was strong enough to endure mental effort. Small children should be left as free as lambs to run out of doors, to be free and happy, and should be allowed the most favorable opportunities to lay the foundation for sound constitutions."—*Ibid.*

9. *What feature of our educational system is unfitting our students for practical life?*

"The constant application to study, as the schools are now conducted, is unfitting youth for practical life. The human mind will have action. If it is not active in the right direction, it will be active in the wrong. In order to preserve the balance of the mind, labor and study should be united in the schools."—*Id.*, p. 38.

10. *What is the result of an education that allows the physical powers to remain inactive?*

"Children and youth who are kept at

school and confined to books, cannot have sound physical constitutions. The exercise of the brain in study, without corresponding physical exercise, has a tendency to attract the blood to the brain, and the circulation of the blood through the system becomes unbalanced. The brain has too much blood, and the extremities too little. There should be rules regulating their studies to certain hours, and then a portion of their time should be spent in physical labor. And if their habits of eating, dressing, and sleeping are in accordance with physical law, they can obtain an education without sacrificing physical and mental health."—*Id.*, p. 22.

11. *What is another serious result of such an incomplete education?*

"A constant strain upon the brain while the muscles are inactive enfeebles the nerves, and students have an almost uncontrollable desire for change and exciting amusements."—*Id.*, p. 40.

12. *What blessing would come to our schools and homes if God's plan were followed?*

"These evils which exist in the schools that are conducted according to the present plan, might be remedied in a great degree if study and labor could be combined."—*Id.*, p. 33.

13. *Are gymnastic exercises essential to proper physical development?*

"Those who combine useful labor with study have no need of gymnastic exercises."—*Id.*, p. 73.

14. *What principles are vital in the education of our children and youth?*

"Physical health lies at the very foundation of all the student's ambitions and his hopes. Hence the pre-eminent importance of gaining a knowledge of those laws by which health is secured and preserved. Every youth should learn how to regulate his dietetic habits,—what to eat, when to eat, and how to eat. He should learn how many hours to give to study, and how much time to spend in physical exercise."—*Id.*, p. 72.

15. *What study is of vital importance in our curriculum?*

"Parents should seek to awaken in their children an interest in the study of physiology. Youth need to be instructed in regard to their own bodies."—*Id.*, p. 159.

16. What lesson cannot be too often repeated?

"The lesson cannot be too often repeated, that education will be of little value without physical strength with which to use it. When students leave college, they should have better health and a better understanding of the laws of life than when they entered it."—*"Counsels to Teachers,"* p. 296.

The Value of Health Habits in the Home and in the School

GENEVIEVE GLADDEN, R. N.

THE value of health habits in the home and in the school cannot be estimated; it is so far-reaching in its influence upon our growing boys and girls. Our lives are bundles of habits, making us either useful, live, and active citizens, or a burden upon the progress of civilization. The greatest bundle of habits one can rightfully possess is the conscientious practice of health habits.

Without health, no one can as distinctly understand or as completely fulfil his obligation to himself, to his fellow beings, or to his Creator. Therefore "the health should be as sacredly guarded as the character."—*"Fundamentals of Christian Education,"* p. 147.

We have long taught the theory of physiology in our schools, but it is just within the past few years that the importance of practising what we preach is being realized. Now the doctor, the school nurse, teacher, and parents are grasping the importance of this movement, and are banding together with our Medical Department to save our boys and girls from physical and mental ruin.

Our schools are putting into daily use a Health Habit card, one for each child. It contains a list of the important Health Habits, with spaces for checking up the

habits performed each day. The ten Daily Health Habits are as follows:

1. I took a full bath yesterday.
2. I brushed my teeth thoroughly in the morning and evening.
3. I drank at least six glasses of water. (One glass to each fifteen pounds in weight is the rule.)
4. I washed my hands and cleaned my finger nails before each meal, and tried to keep out of my mouth, fingers, pencils, and everything that might be unclean.
5. I ate some fruit and some vegetables, eating regularly and slowly, and nothing between meals.
6. I tried to have a bowel movement in the morning, and to attend promptly to the needs of my body.
7. I took ten (or more) slow, deep breaths of fresh air.
8. I tried to sit up or stand up straight at all times.
9. I tried always to be cheerful and courteous, and I worked at a useful occupation for at least one hour.
10. I slept (9 or 10) hours last night, with my windows open.

These habits closely follow nature's laws, and nature's laws are God's laws. If these become habits with the child, and are closely adhered to, they will insure a sound body that can rightfully claim the title, "The temple of God."

It is the duty of each teacher to be faithful in carrying out the principles involved in the Health Habits, along with the children, as "example is better than precept." By her ingenuity she can make the daily practice a pleasure and not a burden. The children must be impressed with the undesirability of being below normal, and inspired to become 100 per cent normal boys and girls. The teacher should also practise the Health Habits, and by so doing she will encourage the children to keep each day God's health laws. Children are pleased

(Continued on page 26)

A Doctor's Clinic

(A Dialogue for Physiology Pupils)

(THE doctor and his class. Patients come and go. Young man first.)

DOCTOR: "How do you do today?"

PATIENT: (Shakes his head and looks gloomy) "Not very well today, doctor."

DOCTOR: "What seems to be the matter?"

PATIENT: "It's my stomach—such terrible pains and such a heavy feeling."

DOCTOR: "Heavy? Maybe you give it too much of a load."

PATIENT: "No. I am a very light eater."

DOCTOR: (Smiling) "That's what they all say. Let me see your tongue. (Looks at tongue) "My! what have you been eating? Your tongue looks like a spade on a frosty morning, and your teeth smell like a soap factory. A case of biliousness, I should say. Do you eat much meat?"

PATIENT: "Indeed I do. Meat is my mainstay. I couldn't eat a meal without it."

DOCTOR: "So you think; but thousands do, and have better health than you. You'll have to eat less if you wish to get well. How about tea and coffee?"

PATIENT: "Now, doctor, you don't mean to say I can't have those? Why, you take away all that makes life worth living."

DOCTOR: "That depends on how you look at it. Do you think we should live to eat?"

PATIENT: "Well, it is one of our greatest pleasures."

DOCTOR: "Very true; and if we eat wisely, no ill effects follow to spoil our enjoyment."

PATIENT: "Oh, well, I want to eat what I like."

DOCTOR: "Then I fear you will not be able to get rid of your torpid liver."

PATIENT: "Can't I take pills?"

DOCTOR: "Oh, yes, but be sure to take the right kind!" (Picks up a dish of oranges, lifts one out.) "Here is the best pill known. Taken with a glass of

water morning and evening, coupled with temperance in eating of plain food well chewed, it will cure any case of biliousness known. Try it, my friend, with a cool sponge bath on rising, plenty of exercise in the open air, also with your bedroom windows wide open when you sleep, and I'll guarantee you'll be a new man in a month."

PATIENT: "Well, maybe I shall. Sounds good."

DOCTOR: "And it is a good deal better than bitter medicine, and is less expensive. Good-by. Come again."

(Patient bows, salutes with right hand, murmurs "Thank you," and passes out. Enter coughing boy led by his mother.)

DOCTOR: "Something of a cough here, my lad."

BOY: "Yes, sir." (Keeps coughing.)

MOTHER: "He coughs most of the time, doctor. I was just getting scared about him, so I brought him to you. Do you think he is taking consumption?"

DOCTOR: "Well, I hope not. We'll have to find out. Stand up, son." (Boy stands, coughs.)

DOCTOR: "Now let's not cough any for a little while. Just shut your lips tight and breathe through your nose." (Doctor puts ear to chest, listening to breathing. Have a stethoscope if possible. The boys could improvise one.) "Now fill your lungs—that's right. Swell out as big as your daddy. Good!" (Listens again. Taps lungs back and front.) "That will do, sit down." (Turning to mother) "Nothing wrong with your boy, madam, only a cramped chest and bad habits of breathing; but if he doesn't change these things, something worse will follow." (Doctor gives boy a short breathing exercise.)

DOCTOR: "That will do. Just you try to exercise like that three times a day, and keep your chest up, breathing deeply through the nose all the time, and you will come out all right."

MOTHER: "Thank you, doctor; I'm so glad he hasn't got consumption."

DOCTOR: "So am I. Good-by."

Enter young lady, heavily veiled.

DOCTOR: (Advancing, extends hand and recognizes patient) "O Miss Brown, is that you? I didn't know you with that veil. No bad news, I hope." (Kindly suggesting sympathy in bereavement by voice.)

MISS BROWN: (Chatteringly) "Oh, dear, no, doctor, nobody dead, of course not. The fact is I am ashamed of my complexion. It's just horrid."

DOCTOR: "Off with the veil then, and let's have a look at it. Pimples?"

MISS BROWN: "I should say so, and blackheads too, and my skin is the very color of mud. Just see for yourself." (Throws back her veil.)

DOCTOR: (Adjusting his glasses and scrutinizing her face) "Well, it is rather bad, isn't it?"

MISS BROWN: "I know it's perfectly awful. I wanted to go to the beauty doctor, but mother said I'd better try you first. She's afraid of beauty doctors."

DOCTOR: "Wise mother! Better take her advice and let them alone. Nature is the best beauty doctor."

MISS BROWN: "Oh, yes, so they say, but my skin is all out of fix, and nothing seems to do it any good."

DOCTOR: "Do you put anything on it; that is, any cosmetic, I mean?"

MISS BROWN: "Indeed I do! I try everything I hear of. Mother says I have enough samples of lotions and cold creams to start a beauty parlor myself."

DOCTOR: "Doubtless. But I'd advise you not to do it. Beauty parlors are a snare to womankind, and cosmetics a curse. Better steer clear of both. The best and only safe cosmetic is made up of equal parts of soap, water, and sunlight, with a dash of lemon juice for tan and a touch of pure oil for softening against the harsh winds and dust. Then, of course you are a good bather?"

MISS BROWN: "Well, no, doctor, I'm ashamed to say it, but I just hate water. Mother always has to drive me to my baths. She says I go in for dry-cleaning methods, and I surely do. Baths

make me shiver so, and they're so much bother."

DOCTOR: "Bother? More bother than beauty doctors and pimples? You'll have to change your course, little sailor, or you'll land on the shoals of ill health as well as bad looks. Overcome your distaste for water, and leave off the lotions, which only clog the pores. And just a word about your diet. How about chocolates and all those dainties?"

MISS BROWN: "Oh, I just love candy! Guess I could eat a pound of chocolates all at once, if I dared."

DOCTOR: "Bad beauty medicine, my dear; the very worst kind. And ice cream, how about that?"

MISS BROWN: "I could live on it!"

DOCTOR: "Well, a little does very well at mealtime, if you're sure it's pure. But it won't do for a steady diet, any more than chocolates. Stick to plain food in the main, with plenty of fruit and pure water to drink, then come back in ten days and let me see your complexion again."

MISS BROWN: "Well, thank you, doctor, I'll try it. One thing, your plan doesn't cost like the beauty doctor's." (Putting on her veil.)

DOCTOR: (Bowing and waving his hand) "Don't put on that veil; it shuts out the sunshine."

MISS BROWN: "Oh, that's so. Well, I won't wear it."

DOCTOR: "That's right. Good-by." She goes out, calling back, "Adios."

(Very nervous, fussy young lady steps on the platform, all out of breath. Pours out her chatter, fingers her hair and settles her hat, fumbles her bag, shifts her feet, etc. Before the doctor can speak, she begins.)

YOUNG LADY: "O doctor, I'm so nervous I don't know what to do. I just can't sit still a minute, and I can't stick to my work, and I can't sleep at nights without taking a sleeping powder."

DOCTOR: "Sleeping powder at your age! Do you want to get into the drug habit?"

YOUNG LADY: "Oh, dear, no. But whatever am I to do? And the days are worse than the nights, unless there is some excitement. And then I get such splitting headaches right in the back of my head." (Puts hand there and sighs deeply.)

DOCTOR: "Better have a drink." (Offers glass of water. Young lady takes it and drinks.)

YOUNG LADY: "Oh, thank you! Do you know, I hardly ever drink water, but that tastes good."

DOCTOR: "What do you drink, if I may ask?"

YOUNG LADY: "Oh, tea and coffee or chocolate, and all the fancy drinks at the soda fountain. But of course I never take them to excess."

DOCTOR: "Excuse me, but I think you do. You may not know it, but excess has become a disease with you. In fact, it is plain to see that that is the nature of your ailment. And the only cure is the opposite course. You must learn moderation and temperance in all things."

YOUNG LADY: "What are you going to do for me?"

DOCTOR: "Nothing except to tell you what to do for yourself."

YOUNG LADY: "Oh, I can't do anything for myself. Can't you give me some medicine for my nerves?"

DOCTOR: "You do not need medicine; it would only add one more drug to your system. But you must use self-control and form new habits."

YOUNG LADY: "Oh, I can't! I just can't control myself." (Fidgeting all the more.)

DOCTOR: "But you must. Otherwise you have a very dark prospect."

YOUNG LADY: "What's that?"

DOCTOR: "Well, it wouldn't take much to land you in the hospital as a nervous wreck, or one step farther would lead you into the door of the insane asylum."

YOUNG LADY: (Jumping in excitement) "Oh, no, not that! Do you think there is any danger of that?"

DOCTOR: "I certainly do."

YOUNG LADY: "Oh, then I'll do whatever you tell me — anything but that." (Puts hands to eyes as if to shut out the terrible vision, then to herself in a deep *sotto* voice, "Oh, that would be awful!")

DOCTOR: "Well, then, sit down quietly. Lay aside your bag and your umbrella. Now just relax and be natural. Don't fidget or fuss with anything, and we'll have a little talk." (Young lady makes an effort.)

DOCTOR: (Very calmly and kindly) "You see, you have started wrong, so you must right about face. One thing will make this easy,— you are young, and new habits will come if you will exert will power. This you can and must do, then you must ask God to help you, and believe that He does, and learn lessons of simplicity and peace over again. Drink pure water instead of your fancy drinks, and eat fresh fruit in place of French creams. Now do you see? A complete change of habits."

YOUNG LADY: (Rising, rested and calm) "How lovely! I will do it. This is my first lesson. Thank you, doctor. Good-by."

(Next a boy steps on the platform.)

BOY: "I was playing baseball and was making the home run, when all at once I dropped flat."

DOCTOR: "I see. Engine gave out. A bad sign. Ever had any trouble with your heart before?"

BOY: "It always bothers me when I run or try to lift anything heavy."

DOCTOR: "I see. Wonder if you ever take a smoke."

BOY: "Oh, yes (with something of a swagger), I'm quite a smoker."

DOCTOR: "Indeed. Cigarettes?"

BOY: "Sure."

DOCTOR: "How long have you been smoking?"

BOY: "Oh, ever since I was a small boy!"

DOCTOR: "How many do you smoke in a day?"

BOY: "I smoked twenty yesterday. Charlie Jones bet me two bits he could

smoke the most, but he can't do it." (Proudly.)

DOCTOR: (Waves his hand as if to close the discussion. Turning to the class) "There is a clear case of tobacco poisoning the heart, which came very near proving fatal. My boy, did no one ever tell you that cigarettes are harmful?"

BOY: "Oh, yes, mother's always wishing I didn't smoke. She says that's why I don't grow better, and I may get heart disease if I don't quit."

DOCTOR: "You've got it now, and got it bad."

BOY: "Is that so?" (In great surprise.)

DOCTOR: "Yes, and you all but dropped dead just now. Next time it will be good-by for you."

BOY: "Was it the twenty cigarettes I smoked yesterday that did it?"

DOCTOR: "No doubt of it at all. And if you don't quit, and quit right quick, you're a dead boy. As it is, you've damaged yourself for life. Your heart isn't much more than a broken-down engine on the scrap heap. But you're young yet, and if you leave tobacco and all other such poisons alone all the rest of your life, and try to form good habits in every way, you may partly outgrow your weakness and be at least half a man by and by. But no more bets with Charlie Jones. And the next time you see him, you tell him this little story for me, and tell him it's true, too:

"Not very long ago, in a certain city, there was a very foolish boy about your own age who thought it fine and manly to puff at a nasty cigarette, and so he kept it up until he wasn't good for anything else. Like a good many other boys, he was very proud of the number of cigarettes he could smoke in a day or in a week, and so he kept count and saved all the wrappers of the certain brand he used. Finally he had smoked a thousand cigarettes of that particular brand; and so he wrote a letter to the manufacturers, inclosing his thousand wrappers, with the remark, 'I have smoked a thou-

sand of your cigarettes. Don't you think you ought to give me a premium?' By return mail he got this reply: 'Smoke another thousand, and we will send you a coffin.'"

(Boy rises, wide-eyed as if terror-stricken, and thoroughly aroused, extends his hand to the doctor.)

BOY: "Doctor, I promise you I'll never smoke again."

DOCTOR: (Taking his hand) "Good for you, my boy. Good! See that you stick to it. It's your only chance."

BOY: "I sure will. Good-by, doctor."

DOCTOR: "Good-by. And my final word to you, and to every boy who prizes his manhood, is to let cigarettes alone. Quit the deadly habit before ever you begin. Good-by." (Exit.)

The Value of Health Habits

(Continued from page 22)

when grown-ups are interested in their welfare, and they are so willing to play the game and play fair. They are anxious to succeed, and all they need is encouragement and help. The teacher should remember, too, that she has only half interest in the children, and that the parents are eager to know if Johnny is gaining in weight or being dutiful and truthful in filling the spaces of the Health Habits. By all means send in the Daily Health Habit blanks with the pupils' Period Report Card, so that mother and father can help their children physically as well as mentally.

"The work of the mother is very important and sacred. She should teach her children from the cradle to practise habits of self-denial and self-control. . . . The anxiety of the Christian mother should not be in regard to the external merely, but that her children may have healthy constitutions and good morals." —*Counsels on Health*, p. 606. Parents need to consider this, and be aroused to the great value of the health program in the school and its relation to the home. The live father and mother know what

(Concluded on page 30)

YOUNG MOTHERS

System in the Home

(Concluded)

MRS. H. W. VOLLMER

THE spiritual needs of the family must be attended to, not only by our daily study of the Bible with them and our worship hour, for this is apt to appear empty and fruitless if we have not put into everything the spirit of kindness and love. Our daily routine, which seems to be such a time saver to us and which may mean so much, is dead unless we put into it the sweet spirit of loving service. I have known of mothers who sacrificed the spirit of the home trying to run a system. This is not necessary. System will add to the spirit of the home if rightly conducted. Let us not forget that tender plants need sunshine.

We must assist in the education of our children by a sympathetic interest in their school work, and by striving to bring to them in their own home a knowledge of, and a desire for, the best in reading and music, in art and general culture. Then, besides all this, there are the thousand and one nameless duties,—the tending of the baby, the endless number of little things that present themselves to be done, which seem so trivial to inventory, but which only busy mothers can understand.

Greater Than President's Work

It seems like a wonderfully complicated task, doesn't it? an almost impossible one, this conducting of a home. And yet I would rather be trying to conduct a home than be President.

In Volume III of the "Testimonies," pages 79, 80, under the heading, "Faithfulness in Home Duties," we read: "You may never be called to do a work which will bring you before the public. But all the work we do that is necessary to be done, be it washing dishes, setting

tables, waiting upon the sick, cooking, or washing, is of moral importance; and until you can cheerfully and happily take up these duties, you are not fitted for greater and higher duties. The humble tasks before us are to be taken up by some one; and those who do them should feel that they are doing a necessary and honorable work, and that in their mission, humble though it may be, they are doing the work of God just as surely as was Gabriel when sent to the prophets. . . . Woman in her home, doing the simple duties of life that must be done, can and should exhibit faithfulness, obedience, and love, as sincere as angels in their sphere."

Again in "Patriarchs and Prophets," page 572, we read: "The humble round of duties which women have come to regard as a wearisome task, should be looked upon as a grand and noble work. It is the mother's privilege to bless the world by her influence, and in doing this she will bring joy to her own heart."

It is, after all, the most satisfying work in the world in spite of its many details, and even details may be robbed of some of their monotony if linked with some really inspiring mental work. It is a real blessing that women may occupy their minds and hands with different tasks. A neighbor of mine memorized a beautiful poem of twenty verses in a few days last week, as she went about her housework. Another woman spent many Monday mornings working out a system of home education for her children while her hands did the washing. Many of the mothers in our Young Mothers' Society memorized the first chapter of Genesis and other memory stints last month as they ironed or did other necessary work around the home.

Things of Greatest Importance

It is important in our plan of operation that our daily and weekly programs

shall serve us, and not us them. If they serve us, they are good; if they enslave us, they are poor. If a day's recreation is infrequent and by any chance presents itself, put by the task in hand and go away with your family. I believe in the system only which adds to the purpose of its establishment. Since in many homes of large families it is almost impossible to accomplish everything to be done, the routine must center around the things of greatest importance.

I consider the regularity of properly prepared, nourishing meals, the worship hour, the two periods especially devoted to the children, their regular bedtime, and persistent efforts in establishing habits of order and neatness in them, the things of greatest importance in my own program.

A child may just as well learn to hang up his nightgown when he dresses as to throw it on the floor. We must forever bar nagging from any part of our dealing with our child, but if he persists in forgetting this thing after being told a sufficient number of times,—well, I have called my child to his bedroom, shown him his nightgown, asked him to put it on at once, then when he was fairly into it, told him to dress and hang it up. This will not need to be repeated many times, if he is an obedient boy. And, mothers, if we haven't taught him obedience, his chances in this life and any part in the life to come are indeed limited.

If he has a drawer or shelf of his own and is taught to sew on his buttons and put the garments away on ironing day, it will be a delight to him, when time for clean clothing comes, to go to that drawer or shelf and find it nicely folded and whole.

The importance of regularity in the feeding and sleeping of children cannot be overestimated. It means healthy, happy children. The lack of it means nervous, irritable children. Not only in the baby days does it affect them, but in their growing-up and grown-up days as well. A friend told me not long since that she partly attributed her daughter's

lack of desire to participate in many evening frolics to the regularity with which she kept an early bedtime. She doesn't lack in happiness or gayety, either. But let us remember that it is difficult to keep the regular bedtime without almost the same regularity in the rising hour.

It Is Success

When the day is done and I look back over many mistakes and failures and things undone that I meant should be done, if I have kept my program to meet the things that I have decided to be most important, if I have kept the hour with my children and made it pleasant and constructive, and strengthened the bond between us, if I have been strong enough to put by the task I wanted so much to finish, for the things of first importance, the hurt of my many failures is partly healed.

So if we fail to accomplish every task every day that we have on our daily programs, let us not be discouraged, and let us not give up our plan. *It is essential.* The home without a plan of operation is like a bird with one wing, it doesn't accomplish much.

Even though it is necessary to disregard our own plans entirely for a short time to minister to the needs of friend, neighbor, or stranger, it need not change our general plan, and it must not; for the only way to accomplish the real purpose of the home is to conduct it according to some standard and system, and live up to it as nearly as is possible under varying circumstances.

Do I hear some mother say, "Oh, I never could be systematic"? It isn't true entirely. Every mother can learn to be systematic to a degree, at least, if her desire is great enough. The trouble usually is that no system is really adopted and persistently tried out. I knew a mother who did not realize any lack of system and order in her life until she was married and compared her own days with those of her more competent neighbors. She set about at once to correct things.

With the coming of her children came that heaven-born desire to give to them the very best training she could. She was willing to put forth her very best efforts. Her lack of system was a great handicap, but with this wonderful incentive,—her desire for more time to spend with her children, to teach and to train them,—she did much toward repairing this neglect in her own education, and sought to save her children from the same handicap.

So, mothers, if we are discouraged, if our round of daily duties seems endless, let us take heart. We are on the right track if we have adopted a system that meets the needs of our home. And surely we need no other incentive than we have in our children to keep us wide awake, interested, and at it.

Madonna

THEY sing the praises of the old and gray-haired mother dear, whose face is like a pansy framed in snows of many a year; they tell how she has wrestled long with homely griefs and joys, and brought up half a hundred, more or less, of girls and boys; how she has fed them boneset tea and bathed their fevered brows, and with some peach and cherry sprouts has settled all their rows, and brought them safely through the woods of adolescent fears, and made them men and women who delight her aged years.

And I am one who takes delight in all they sing and say about the dear old mother whom they crown this Mother's Day. I would not take from her a whit of all the credit given; for I believe that she and hers are what will make up heaven. But all the same, I think 'tis fair to give a meed of praise to that young mother who has just begun to fill her days with labors of the morning and vigils of the night, and all the blissful insouciance at what she has to fight.

Of course she has the benefit of knowing quite a lot, from being closer to the times her elders have forgot. She passed the peak of wisdom, too, not very long ago, and has the courage of her age of eighteen years or so; and she has read a little book that lays the silver rule of what to do to babes and such before they go to school; and she has trimmed a bassinet with just the cutest lace, and made the dearest wardrobe, with everything in place.

But just the same there are a few brave exploits yet to be, which naught of all her learning guides, and none would dare but she: how

keep the tranquil tenor of her daily fixed program, when Little Precious yodels fit to burst his diaphragm; how keep the wakeful vigil when the colic has its sway, and yet prevent the captious neighbors' hearing o'er the way; how love the kiddie's sweetnesses and yet prevent his will from jumping all the bounds of law, and keep his protests still.

And I have thought, while I have watched Madonna at her task, that it was fitting for her sake a blessing I should ask: that folk who love to chant before the shrine of motherhood, might stop to think how early mother started to be good; and when they pass upon their road, would fix their shining eyes not only on the snowy peaks, but, just for a surprise, would stop and smile at daisy fields that border all the way, and say, "Madonna, you are part of this dear Mothers' Day." A. W. S.

The Teacher's "If"

If you can take your dreams into the classroom,

And always make them part of each day's work;

If you can face the countless petty problems, Nor turn from them nor ever try to shirk;

If you can live so that the child you work with Deep in his heart knows you to be a man;

If you can take "I can't" from out his language,

And put in place a vigorous "I can;"

If you can take Love with you to the classroom, And yet on Firmness never shut the door;

If you can teach a child the love of nature, So that he helps himself to all her store;

If you can teach him life is what we make it, That he himself can be his only bar;

If you can tell him something of the heavens, Or something of the wonder of the star;

If you, with simple bits of truth and honor His better self occasionally reach,

And yet not overdo, nor have him dub you As one who is inclined to ever preach;

If you impart to him a bit of liking

For all the wondrous things we find in print, Yet have him understand that to be happy,

Play, exercise, fresh air he must not stint;

If you can give of all the best that's in you, And in the giving always happy be;

If you can find the good that's hidden somewhere

Deep in the heart of every child you see,— If you can do these things and all the others

That teachers everywhere do every day, You're in the work that you were surely meant for;

Take hold of it! Know it's your place, and stay!

—R. G. Gale, in *American Education*.

I WAS WONDERING

And So I Thought I'd Ask You

My little girl has a longing for two things, a ring and curly hair. How can I explain to her that these are wrong? A MOTHER.

The subject of dress is a broad one, and one that cannot be treated adequately in a question corner. We should study the underlying principles. It is the duty of every mother to give the subject careful and comprehensive study, both as to healthful dress and as to plainness, neatness, and taste. Abundant help may be found in the Bible, in "The Ministry of Healing," and in the different volumes of the "Testimonies." In the latter, look in the index under the word "dress."

God in the beginning made Adam and Eve beautiful. They were doubtless perfect in face and form, for "God saw everything that He had made, and, behold, it was very good." He intended people to look well. We should all make the most of our appearance. The question of how to do this naturally arises, and each in answering *how* must take many things into consideration, such as time, money, necessity, whether certain desires come from pride, etc.

Where there is a plain "Thus saith the Lord" concerning any matter, that should forever settle that point with a Christian. In explaining such a point to a child, the reason for God's command should be made clear; the child should not be left to feel that God is arbitrary in His commands. The question, as "A Mother" has asked it, is partially answered by the text, 1 Timothy 2:9. Rings are usually made of gold. From the best information we can obtain, the "broidered hair" mentioned refers to a fashion of braiding in with the hair showy things that the people regarded as ornamental. We can only take princi-

ples and apply them in a broad way to present-day conditions.

We certainly are taught that our time and our money belong to God, and that we should use them to His glory. Can we spend money for unnecessary things just to gratify pride, while others starve physically or spiritually? Will the Christian spend time unnecessarily when that time might be used to save souls?

The Value of Health Habits

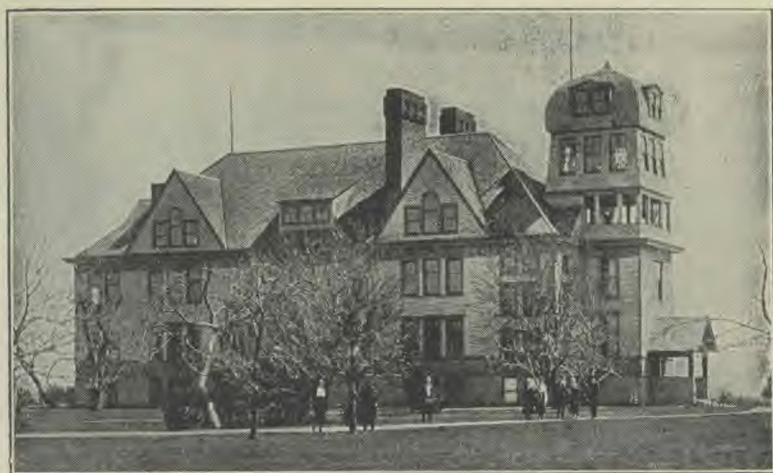
(Concluded from page 26)

their child is doing in school as well as at home, and they should co-operate faithfully with the teacher and medical staff to promote any issue that will help them to insure the health of their child, and so better fit him for the battle of life and to bear life's responsibilities. When the child's Health Habit Card reaches you, take an interest in what it contains, read it carefully, and then tactfully start to work helping Mary or Johnny to carry out the program to the very letter. Check up on yourself, and then help the children play the game.

"Parents may lay for their children the foundation for a healthy, happy life. They may send them forth from their homes with moral stamina to resist temptation, and courage and strength to wrestle successfully with life's problems. They may inspire in them the purpose and develop the power to make their lives an honor to God and a blessing to the world. They may make straight paths for their feet, through sunshine and shadow, to the glorious heights above."—"The Ministry of Healing," p. 352.

(Next month's program continues the subject of child health.)

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