

HOME and SCHOOL

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That First Day Off to School

His mother gave his hair a pat, and put his hat
on straight,
And tucked his satchel in his arm, and said
to hold it tight;
Then, while the other children waited for him
at the gate,
She kissed him, and we let him go, our eyes
with pride alight —
Away to school, away to school! Our little
baby boy,
That's never been away from us three hours
before, to school!
We stood and watched him out of sight, and
smiled, but not with joy!
His mother cried a little bit — and I grinned
like a fool.

For oh, there is so much to learn, so much we
grieve must be,
So much of sweet and sorrow, and so much of
right and wrong;
We yearn to keep him sheltered, but we sadly
know that he
Must learn to vie with others or he never can
grow strong —
Must learn the thousand lessons which the
teachers never teach,
Must learn the elemental laws the elemental
way;
Ah, yes! we know it's best for him, yet aching
arms we reach
And wish we had our baby back, the one we
lost today.
— Lee Shippey.

Co-operation in Safeguarding the Health of Seventh-day Adventist Children

KATHRYN L. JENSEN, R. N.



I KNOW teachers and parents often do not realize that lax habits in sitting, standing, sleeping, drinking, eating, seeing, hearing, or breathing on the part of boys and girls may result in permanent physical defects in later life. These habits, persisted in, lead also to inactive minds and less efficiency in giving our own "third angel's message," which is the primary reason for having our boys and girls

trained in the church schools.

Many of you have seen the difference between the twisted and gnarled tree of the mountain peak and the tall, stately one in the valley. Each shows the effect of the elements upon the growth. Just as surely as the tree on the mountain peak could have been perfect under favorable conditions, so could the 35 per cent of defects shown by our army medical examinations have been prevented had the physical needs been attended to during childhood. How can we safeguard our children from being among the 35 per cent of defective youth? The answer has come from eminent men and women. "By guarding the health of the child." *If our children of today are to be the Daniels of tomorrow, we must guard their health as if we were to give an account.*

Is it too much to ask that parent and teacher co-operate, and that they be in personal touch with each other about all

these daily habits? I know in large schools this is impossible, but the public schools have partly solved this problem by supplying the school nurse to look after the physical education of the child, and to act as the medium between the teacher and the parent in this vital part of the child's education.

How should our church schools carry on this work?

First, the "Health Habit" program, if properly carried out, gives opportunity for teacher and parent to keep in touch with the child's daily habits just as his mental report card enables the parent to keep in touch with his mental progress.

Second, every church school, large or small, should have a medical inspection at least once a year to detect the troubles which would be impossible for an untrained person to discover, and such other defects as the parent or teacher had not noticed because of daily association with the child. Nearly always the child himself does not realize that his eyes, ears, nose, heart, or throat are abnormal, for he has forgotten, or never experienced, the normal. Therefore, all



Home and School

authorities strongly urge school inspection, and it would be worth while in the smallest school if but one child who would otherwise be defective all through life could be saved. No inspection, however, is complete until the parent has been intelligently informed of the results. A parent-teacher's meeting should follow every inspection, where general defects could be discussed and the solution studied together.

Now in regard to the daily supervision of sitting, standing, eating, drinking, sleeping, seeing, hearing, breathing, playing, and working, the parent and teacher each must do his part. The child also must be stimulated to gain physical vigor to the extent of one little boy I know, who said, "No, I can't eat between meals, because I must gain ten ounces this month if I catch up to Johnny."

The teacher must to a great extent be this impetus, provided there is no regular school nurse; and because she has so many burdens I want to say something about her own health. After the five hundredth repetition day after day, unless a teacher has exercise, diversion, co-operation, and appreciation, her health begins to wane by low spirits, a feeling of discouragement, and loss of sleep, and she cannot be the buoyant, happy leader that will inspire children to do their best, either physically or men-

tally. Co-operation and interest on the part of parents more than doubles the working capacity of the teacher. The teacher, too, must learn to eliminate non-essentials, for she will not have time to do the hundred things she will *want* to do. She also must remember the child needs the same stimulus she needs. This is equally true of the mother in the home.

Now taking it for granted that your homes are hygienic, your food abundant and wholesome, your schoolhouse

equipped with proper seats, your lighting system good, your blackboards properly placed, your ventilating system perfect, it is the further duty of parent and teacher to see that the child sleeps enough, eats the proper food, stands and sits correctly, does not strain his eyes, and gets sufficient fresh air. This is no small task, but, persisted in, will result in bright, active,



healthy children, who will develop into strong men and women.

This will require constant effort on the part of the parent and teacher. Advantage must be taken of the child's interest in lessons learned through the eye. Teach him health development and disease prevention, using some of the many attractive methods and devices which will make the subject interesting to him. Don't cram Health Habits upon him until you have first taught him the final results you desire to see. Charts

will help you to make this clear. Excellent ones can be obtained from various organizations. These make a lasting impression upon youthful minds.

I remember a set mailed to every public school-teacher in Wisconsin, on Cigarette Smoking. One forcible quotation stopped the habit in one boy. It read, "The cigarette smoker need not worry about his future; he has none."

Illustrated charts on various health habits provide valuable methods of enlisting the child's interest in his physical development. Of course the basic stimulus in any schoolroom is the weight chart published by the Department of the Interior. A scale, a tapeline, and this chart in every schoolroom is the most economical investment any school board can make.

Systematic weighing, and the daily use of the Health Habit blanks, accompanied by the weekly health story, will often be all the devices needed to stimulate interest. Graphic charts, however, can be made by the children themselves to represent the ten Health Habits. Health problems can be woven into the arithmetic class. Geography, history, Bible, and language offer splendid opportunity to make the lessons in physiology and hygiene more than theory.

The parents have also the responsibility of the child's health at home. The problem of fresh air, sufficient sleep, and a balanced diet places much of the responsibility of the child's development in the home. The removal of physical defects which prevent his gaining is the direct responsibility of the parent when that defect has been pointed out.

Important as it is that our automobiles be cared for properly, it is much more important that the 25,000 little human mechanisms God has placed under our care be given such an education that God can look down upon strong, clean, wholesome Seventh-day Adventist children. Would not such an army of healthy children, devoid of defects, be a forceful lesson to the world on the efficiency of this message?

Shall we not all, as parents, teachers, physicians, or nurses, seek to obey the instruction God has given us when He says, "The health should be as sacredly guarded as the character"?

We quote the following from an authority on child health:

"The real test of health education in the school is in the health of the children. If there were excellent classroom teaching of health from the kindergarten to the high school, and this were properly supported by co-ordinated activities of school physician, school nurse, parent, teacher, and all others playing a part in the training of the children, what ought we to expect? This is difficult to say, because the experiment has never been tried consecutively for eight or nine years with the same children. It is just as practical to suppose that such a program would insure at least 90 per cent healthy children, as it is to apply the scientific rules of agriculture and grow 125 bushels of corn from an acre of land that formerly produced only forty bushels. Utopian as our goal may seem, many practical people have the vision and are dedicating their lives to its realization."

Can we who believe our children will witness the coming of the Saviour, do less than this?

Schoolltime

WHAT is all this great commotion?
What's the matter with the boys?
Seems to me the house is bursting
With their clatter and their noise.

"Mamma, put up lots of dinner!"
"Mamma, won't you brush my hair?"
"Mamma, where's my cap and mittens?"
There! I've tumbled over a chair."

Here they rush, and there they go,
With noise of boots and noise of tongues;
Three boys hurrying to and fro,
With active feet and good strong lungs.

"Almost schoolltime!" "Hurry up, Ed!"
"Where's the dinner pail?" "Where's my skates?"

With skip and jump, and, "Good-by, mamma,"
Gone are boys, and books, and slates.

O busy mothers of happy boys,
Who feel the silence a blessed rest,
Bear with the boys the best you can,
For soon they'll leave the old home nest.

They'll be grave men, with boys of their own;
Perhaps will sleep in the churchyard low;
While you hold them fast with mother's love,
Remember, sometime your boy must go.

—Selected.

The Social Life of the Home

---No. 4

ELIZABETH RUSSELL

RECENTLY I attended a young people's convention. When the question box was opened, there appeared many questions concerning the skating rink. "Is it wrong to go to the skating rink?" "Do you approve of the skating rink?" In one form or another, more questions were asked on that than on any other one subject. Finally the question was read, "You say we should not dance, nor play cards, nor go to shows, nor to the skating rink. What can we do?"

As those questions were read, I wondered what they indicated of the home life back of the young persons asking them, and more especially of the social side of that home life.

Suppose we try to analyze their desire to go to the rink. Is not lack of companionship in the home one large factor? Haven't you heard something like this (or even said it yourself, before you were a father or a mother), "Father, won't you let me go? All the boys are going."

Or, "Why won't you let me go, mother? All the rest of the girls can go. I want to be with the crowd." Why not create your own "crowd"? Not necessarily arbitrarily choosing your son's and daughter's associates, but bringing the ones they choose within the magic touch of your own home circle. How? Make their problems your problems, their interests your interests.

I well remember how one winter when my brother could not master his history lessons, mother used to drill him and one of his classmates each evening until she knew that they knew the next day's lesson perfectly. Then when that study period was over, for such it was, the boys did not care to go out from the warmth and cheer of that comfortable sitting-room and get into mischief. They played a game, or popped corn, or some one read. Wasn't it Paul who said he became "all things to all men"? It reminds me of mother. When my brother studied short-



hand, it was mother who got out her old notebooks and studied with him, and patiently read columns from papers to him so that he might have the necessary practice in taking notes. If it was something mother had studied or taught, she brushed the dust off her old textbook and helped us. If it was something she had not mastered, she studied with us and helped us.

I fear that if I do not stop here I shall be suspected of writing a eulogy on my mother. I am not intending to do so, but I certainly cannot say too much in appreciation of her unselfish work for her children. Yet what I have said illustrates a point I wish to make. It was because of these qualities, I think, that mother was the center of our fun. Most of it was in our own home; but even when we did go out to some entertainment at the school or church, we felt little pleasure unless mother was along. If she were living today, I would rather go with her to a good lecture or entertainment than with any one else I know. Why? Because of her comradeship.

May I give one more illustration with my mother as the subject? Mother had a horror of any of her children's engaging in wanton destruction on Halloween. But how could she prevent it? When we grew old enough to go out, we were living in the remote suburbs of a large city. The houses were far apart, and in places there were uncleared lots. This made harmful mischief all the easier. "You tell all the children who want to go out tonight to come here and go with us," mother said. They did. Then mother took a lantern, and we all started out. Anything that was for fun, *innocent* fun, was all right, but anything that was for malicious mischief was not tolerated. No one seemed to resent mother's presence, and she saw that we took the roundabout paths instead of the short cuts — to wear out our animal spirits, I suppose. It wasn't long until we were back home with huge appetites for the gingerbread and apples, cocoa and pumpkin pie. For three years we lived there, and each year

mother followed this community plan.

In one of the previous articles I mentioned the desire of youth to go in groups or gangs as one of the natural characteristics of adolescence; here I want to urge you not to ignore this characteristic. Do you ever invite to your home the Sabbath school class of which your son or daughter is a member? If your child is in church school, the classes are usually not too large for you to invite that class to your home.

Saturday evening, after Sabbath, is a good time to maintain a sort of "open house" to the Adventist youth. In summer when the days are long, let them come in an hour or two before sundown to sing the good old hymns and have worship. There will be some who will want to stay at their own homes for worship, but there are always those who are alone in the truth or those having only one parent in the truth, and they usually need all the help we can give them. After Sabbath let them play games, popcorn, or find some other innocent recreation.

Do not feel that you have to serve elaborate refreshments at these little gatherings. I remember that shortly after I accepted the truth my Sabbath school teacher invited her class of young women to her home. The refreshments were lemonade and popcorn. They were truly pleasing to me because of their simplicity.

We have been told that we are to develop our social powers so that we can use them to save others. How better can we do this than by beginning in our own homes?

Suggestions for September

School reopens this month, with accompanying restrictions on the social life of the children and young people. Though this is necessary and inevitable, we should not arbitrarily shut down on *all* the outside interests. Rather let us make the interests and activities that lie outside of the schoolroom bring about a closer relation between the home and the school.

With this thought in mind, let us endeavor this month to get acquainted with our children's teacher and with their schoolmates. So first let's ask the teacher home some Sabbath to lunch, or some evening or some Sunday when father can be at home and the whole family can get acquainted.

And speaking of teachers, do you know your child's Sabbath school teacher? If you are a member of a small church, you undoubtedly do; but if you are a member of a large church,—I wonder. In either case, let your social interests and activities include her. In the day school teacher and the Sabbath school teacher the parents should find their greatest allies.

Do you wonder and worry a bit about the boy or the girl your son or your daughter chums with? Invite that chum to your home. The careful, prayerful father and mother, as they watch (without seeming to do so) the guest at the table, and as they notice the play that follows, know far better how to overcome an undesirable influence than the parent who arbitrarily forbids certain associates, though this may sometimes be necessary.

Why not have a party this month for the children? It will give you an opportunity to meet the children's classmates, and it will give the teacher an opportunity to meet the children in a social way, for of course she will be included in the invitation. If you have more than one child in the school, and the classes are small (sometimes there are only two or three in a class), each child might invite his class. For instance, if sister is in the fourth grade and brother is in the sixth, and there are five in one class and three in the other, you might very well invite both classes. On the other hand, if the classes are large, it would be better perhaps, to let the children take turns.

"Turn about is fair play," and "it is a poor rule that does not work both ways," are two good proverbs for mother to remember. The social life of father

and mother (especially mother, with few opportunities for contact outside of the home) should not always be made subservient to the social life of the children, important as that is. If, when mother entertains, sister sets the table while brother amuses the visiting children (if mother's guest brings them), or brother removes the dishes while sister serves the dessert, and later the two "do" the dishes, a lesson in mutual helpfulness is learned that is truly educational in its effect.

Mothers' Strike

SUCH a dream I had! So dreadful
That I never heard the like;
For I dreamt that on a sudden
The mammas agreed to strike.

"We are tired," I heard them murmur,
"Tired of working night and day,
And not always hearing 'Thank you,'
Such long hours and such poor pay."

So they would not mend the jackets,
Nor the holes in stockings small;
No one ran to kiss the bruises
When poor Tommy caught a fall.

No one bound up wounded fingers,
No one glued the broken toys;
No one answered all the questions
Of the eager little boys.

No one tied the little bonnets,
No one brushed the little curls,
No one basted dolly dresses
For the busy little girls.

No one heard their little troubles,
No one held them on her lap;
No one sewed on truant buttons,
No one hunted Johnny's cap.

And there were no bedtime stories,
And no loving hands to tuck
Blankets soft round little sleepers,
For their mothers all had struck.

Oh, so lonesome and so dreadful
And so queer it all did seem!
Aren't you glad, dear little children,
It was nothing but a dream?

—Elizabeth H. Thomas.

"HE who by the plow would thrive,
Must either hold the plow or drive."

Reading

MAE BARTO-BUCHAN

THE teacher of children must know how to guide her work so that the seemingly trivial beginnings shall tend toward a goal whose attainment is worth striving for. Hers is a day of small things. The child does not see the end from the beginning, but the teacher must, and the constant recognition of the desired object must influence her simplest lesson.

Perhaps there is no subject in the curriculum of the primary grades which concerns us more than reading. When we consider that reading is really the basis of *all* other school work, should we not give it due consideration?

Learning to read is an important part of the children's training, but learning *what* to read is quite as important. A child's mastery of the printed page may leave with him the key to that which is base, or it may open to him that which is noble and inspiring. Whether he turns to the one or to the other depends largely upon his early teachings and associations.

It is a mistake to postpone good literature until the child has mastered word forms and the technique of reading. The work of the teacher, therefore, is to establish ideals, to quicken desire, to lead to wise choices. These belong to the teaching of reading, and should assume quite as important a place as does the mastery of words or fluency in expression.

I firmly believe that primary children should be taught to understand what they read. The power to read is so ordinary a part of our mental equipment that we rarely question its meaning or origin. All common things pass us unchallenged; but with the child it is different.

It may be well for even the most thoughtful among us to pause for a mo-

ment to question *why* people learn to read; to ponder the returns from the effort and time spent in the mastery of the art.

It is evident that our estimate of the value of reading will depend upon our kind of reading. The higher our conception of life, the higher our conception of education; and with the higher conception of education comes the acceptance of the higher aim, even in our simplest primary teaching.

We may learn to read in such a way that we can never rise beyond the first result of our attainment. This will almost assuredly be the case if the so-called "practical" aim is the only one considered; but if, from the beginning, the teacher's hope and that of the parent is that the child may grow into fuller power, we shall find his life strengthened and inspired by a loftier aim,—“Seek ye first the kingdom of God, and His righteousness; and all these things shall be added unto you.”

Can we dare to withhold from our children the comfort, the inspiration, the strength and guidance, that have come to us through the higher type of reading?

A great man has said, “People will not be better than the books they read. The books we read declare what we are, or make us what they are. . . . One cannot rise unimproved or unhurt from the reading of a book or magazine.”

“JOSEPH developed his wonderful character by not letting his thoughts dwell on forbidden things.”

“BLESSED is he who finds Christ in time of trouble; but thrice blessed is he who has Christ as his all in all before the evil days come.”

How She Made Her Children Mind

MARTHA E. WARNER

MRS. BOWEN and Mrs. Burgess were deep in counting the stitches of a new crocheted yoke pattern when, with a sigh, Mrs. Burgess said, "It is of no use, I can't work this afternoon. All I can seem to think of is Gene. I whipped him and whipped him this morning to make him mind, and I have not felt comfortable since. Tell me, how did you ever make your children mind?"

for some reason or other, every last one of my six children preferred playing in the muddy stream.

"The boys used to say they liked to wade in it, and feel the mud squash up between their toes; then they could dam up little pens for their pet frogs and turtles.

"In the wintertime, this stream was fed from the overflow of several springs,



"How did I make my children mind?" answered Mrs. Bowen. "Why, I never tried to *make* them mind. You see, I always believed that a child, as well as a grown-up person, was a free moral agent, with the power of choice, and that obedience must be voluntary and not *forced*. Perhaps you will understand my meaning better if I tell you a story.

"Near our house were two streams of water,—one a nice clean, singing brook; the other a dirty, sluggish stream. And

making it a delightful coasting and skating place, with all the thrills of the air holes and the bendy bows, minus the danger.

"In ice-cutting time, the boys would saw the ice in cakes, and haul it up the hill to use in making a snow house or to strengthen a snow fort. And when the ice was just *so* thick, and the water just *so* swift, they would mount a cake of ice and sail away, only a few feet of course, but they sailed.

"Oh, that stream of water spelled delight for the children; but to me it spelled hard work, for it seemed as if they had signed a contract not to let a day pass without one, or two, and sometimes three of them falling in or off, and my washings grew larger and larger. Therefore I decided that something must be done about it.

"It was at the quiet hour, the children's hour, when we talked things over, that I broached the subject.

" 'Boys,' said I, 'do you realize that that brook is making mother loads of extra work? Now just today, Walter has had two complete changes of clothes, and Arthur and Roy have had to have dry stockings; and it is like that nearly every day. I really don't know what to do about it. I dislike to forbid your playing in the brook, for you do have so much fun; but I do think that something will have to be done to make you more careful. Now what shall it be? Play you were the mother, and tell me just how you would manage your boys.'

"Quickly came the suggestions: 'Whip us.' 'Make us eat a dry supper.' 'Send us to bed without any supper.' 'Make us wash our own clothes.' 'Make us stay away from the brook a week, for every time we get wet.'

"We talked each plan over, but none of them seemed to quite suit the occasion.

"Finally, seven-year-old Donald, who had been very quiet during the talk, said, 'Mamma, if the boys will stop talking long enough to give me a chance to speak, I'll tell you what to do.'

" 'Hear, hear!' exclaimed the boys, while Paul said with a chuckle, 'Go ahead, Don; speak your words of wisdom.'

"Whereupon, Donald, after giving Paul a withering look, explained to us his plan, like this: 'Whenever we get wet, instead of giving us dry clothes, send us to bed, to stay until our wet clothes are perfectly dry; and make us spend the time studying our lessons. Only you must promise, mother, to keep

a roaring fire so the clothes will dry as quickly as possible.'

"Well, we talked the plan over. My objection to it was the fear that they might grumble or be cross about going to bed in the daytime, but they overruled that by promising to go cheerfully and to study faithfully. As Arthur remarked, 'Why, mother, can't you see that the very thought of having to leave in the midst of our fun to go to bed and wait for clothes to dry, will make us watch our step?' And — it did.

"Just to show you how the boys lived up to their promise, I'll tell you what happened one day.

"I was busy with my sewing, when I heard one of the boys come into the house, go upstairs, then down again, and into the schoolroom, fussing around. But I thought nothing of it until a voice said, 'Mother, look. See how pink my toes are.'

"Looking up, I saw one little bare foot sticking in through the doorway. Quickly it was withdrawn and Donald's head appeared. Blowing me a kiss, he said, 'I'm after my reading book. I'm going to read out loud so you can hear me. Keep a good fire, mother, for there are clothes to dry. Bye.'

"Donald's plan proved to be a blessing; for it not only saved me much work and worry, but it saved the boys from being scolded or nagged. And it also taught them a lesson in lawmaking, and the inevitable result of lawbreaking.

"I never *made* my children mind. They themselves solved many a difficult problem for me, at the quiet hour, when we talked things over, and we prayed."

After Mrs. Bowen stopped speaking, the room was very, very quiet. Then Mrs. Burgess said, "Thank you, and *thank* you, and *THANK* you! I am going home now to sing, 'Once I was blind, but *now* I can see,' and I will report later."

As to the pure, all things are pure, even so to the impure all things are impure.— *Hare*.

Consider the Child's Motive

FLORENCE BASCOMB-PHILLIPS

"MAMMA! mamma!" exclaimed both children together, "Junior threw the cat in the pond!"

"And she swimmied out," finished little brother, who had been as interested in the escapade as Junior until he saw that sister was displeased. Then he was anxious to beat her telling their mother.

"How did it happen?" questioned mother wearily, for she had to whip Junior for some misdemeanor almost every day, and it seemed a pity, for he was such a jolly little lad.

"Why, he just threw her right into the water," said little brother.

"On purpose, too," added sister.

At this juncture Junior himself appeared, and mother greeted him with a reproachful look as she said severely, "Junior, did you throw the cat in the pond?"

Junior hung his head and reddened, though the suspicion of a smile lurked around his mouth as he answered, "Yes,"

and then with a grimace at sister and brother, "Tattletales!"

Mother pulled down the switch she kept handy, and gave Junior a whipping, meanwhile telling him what a cruel boy he was to be so mean to his pet. Junior made as much fuss as possible over the whipping, and at the end of it readily agreed not to throw the cat into the pond again.

Later I asked Junior why he threw the cat into the pond, and he answered confidentially, "To see if she could swim. I didn't know whether cats could swim or not, but they can!" triumphantly.

It was all clear to me then. This child had thrown his cat into the pond for a purpose, and the purpose was right, even if the method was questionable. He had performed an experiment in natural history. Of course he didn't want to throw the cat into the pond again, for he had ascertained what he desired to know. So that whipping was wholly unnecessary.

(Concluded on page 15)



For Parents of Young People

The Doors That We Want Opened

UTHAI VINCENT WILCOX

BANG! Almost everybody within the block knows that Wallie has really closed the door. They know it because the closing of the door is emphatic. That is one of the trials of fathers and mothers, particularly mothers. Wallie runs through the house to get his ball or his bat or his marbles, he barely hits the high spots on the way — takes varnish off from the furniture, leaves mud on the rugs, and a line of open doors behind him. There is no need of a detective or an Indian trailer to track him on his way. It is all too evident.

Then father or mother calls emphatically, "Walton, come back and close the door!"

Wallie comes back, a little slowly perhaps, but he comes, and finding a door open, whichever it may be, closes it with a bang that makes shivers run up and down the spine of the deaf woman next door as she says in an alarmed voice, "I felt another earthquake!"

When father or mother says "Walton" instead of "Wallie," he realizes that the psychological moment has arrived to do what he is being told to do. Obedience is pointing its finger at him, and frowningly saying, "Get busy!" Anxious to obey — at that time — and anxious to get back to the bunch waiting for him, he finds a door open and closes it. It is any door right at that time.

But isn't it more than passing strange (and if it weren't so serious it would be funny) that all the Waltons seem to want to keep all the doors open that are closed and all the open ones closed? There seems to be a perverseness about it all that is sometimes particularly annoying. However, it is human nature,

this desire to open and close doors as we pass through them. Boys (and this means girls, too) want to investigate what is on the other side of the door, and they are not always careful which door it is, either. They are anxious to know, and know by the experience that comes to them.

"Dad," said the lad one morning, "I want to go to the circus."

"My son," replied the solemn father, who had forgotten both the days and joys of youth, "I have been to the circus, and have seen the awful folly of it all."

"But, dad," said the eager lad, "I want to go too, and see the folly of it."

That is youth, and particularly youth today. We who are older may complain about it and lament it, but that is not enough. It requires something more, which is a sympathetic understanding and appreciation of the boy and girl in order to "get the message over" concerning the folly of some experience.

Father and mother watch anxiously to see what doors of life their boy and their girl will open. They would like to open the doors themselves for their children. Particularly are they anxious to do this in the matter of their vocation and their future work. Their Walton or their Rose is talented, for they have recognized the talent in a thousand ways. Father and mother have a special door that they have chosen for their children in the matter of their education, and in their eagerness they are almost ready to push them inside.

But Walton or Rose may just open the door a little way, and seeing nothing inviting within — everything humdrum and monotonous — they close it with a bang, and open some other door to the great occupation that looks to them more attractive.

How disappointed the parents are! Their Walton or their Rose is different, of course, than all the rest of the boys and girls in the land. Mother wants her son to be a physician, or a minister, or a writer, or a musician. She wants her son to have an insatiable appetite for knowledge. Mother has Walton's life all planned out. That is a weakness of mothers, even good mothers. How splendid to dream of the son's being a great doctor, a great minister, a great musician! Why, if mothers (and fathers too) had their way about it, what a crop of ministers and physicians and musicians and writers the country would have! Where in the world would the carpenters and the plumbers — yes, and our farmers — come from if every mother's dream came true?

So Walton, instead of entering the door into some learned profession, closes that one, and opens the door that leads to a printer's press, or a bookbinder's table, or a carpenter's bench, or the broad acres of the Western ranch — and father and mother are disappointed.

Possibly mother forgets, in the keenness of her disappointment, that the greatest Man that ever walked the earth was a carpenter. It is hard to see a son or daughter close the chosen door and open the other one. The dreams of great audiences held spellbound with eloquence, or that reception-room filled with wealthy patients waiting to give of their money in return for skill and advice, — it is hard to see that vision fade out with the closing of the door. But the world has need of good printers and plumbers and carpenters and farmers.

And, after all, it isn't the vocation that is everything, it is character that counts — Christian character — exemplified in whatever talent and latent skill lies there to unfold. Even though mothers and fathers are disappointed at the doors their children open, they may, if they have builded wisely, feel assured that whatever the chosen vocation, the world will be a better place for having known them. It is of first importance

that the homely virtues of honesty, integrity, industry, and the fear of God are a part of the character, and the experience beyond the open doors will be safe.

Fathers and mothers — all of us — will be thankful if the doors to unkind thoughts, unchaste language, and evil habits remain closed, and this is largely within the influence of home training and chosen environment. We may with profit watch these doors, and not worry so much about the vocational ones with which our Walton and Rose are experimenting.

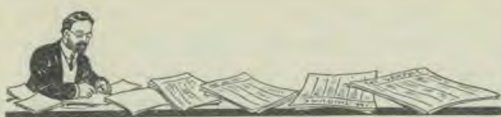
Consider the Child's Motive

(Concluded from page 13)

How much better, I thought, it would have been for his mother to have taken the time to question him with regard to his action, and, having learned it was prompted by his interest in natural history, to have promised him a book from which he could learn such things without having to make his pets uncomfortable — and then to have remembered her promise.

Parents should seek to develop the natural bent of a child's mind when it takes a legitimate course. Usually, if we can spare time to go to the bottom of things, we shall find that it is not meanness which prompts the child's naughtiness, but some undeveloped talent struggling for expression. If repression of desires is as disastrous as some psychologists would have us think, surely many a child grows up greatly handicapped by unnecessarily repressed desires. True, the talent responsible for certain acts may seem far removed from the crude, childish attempt at expression, but patience and tact can usually discover the talent, and parental guidance can develop it along constructive lines. — *National Kindergarten Association.*

HOW'ER it be, it seems to me,
'Tis only noble to be good.
Kind hearts are more than coronets,
And simple faith than Norman blood.
— Tennyson.



EDITORIAL

Paying the Devil

It seems to me a curious thing that parents will pay the devil to ruin their children. What! Pay the devil? Yes.

Whatever we get in this world that is worth while, we work for. Work, rightly conceived and rightly done, is not a curse, but a blessing. The joy of accomplishment is the chief pay for labor; but besides that there are gained self-dependence, skill, health, and money or its equivalent. The child, the youth, who is not required to work, is delivered, bound hand and foot, to the demon of discontent. Discontent breeds lawlessness, and the wages of lawlessness is death.

"I want to take more music in the city," said a young lady to me, "but father won't stand for it. I guess his business isn't going so well."

"Why don't you pay your own way?" I asked her, and told her where she might get a position that would give her her board and sufficient money for her tuition.

She tossed her head. "I don't want to work," she said, "I want to study. You can't be a musician and a dishwasher at the same time."

Maybe not, though they do claim that Ivory soap will not hurt the hands. But believe me, sister, when you've gotten all that Professor Yellup can teach you about your voice, and have learned from Madame Zerinski just how to pluck the strings of a harp three yards high, your poor little imitations of life's music will not draw a corporal's guard to hear you. It takes a soul to capture music, and a soul can't be handed you out of daddy's pocketbook.

A lot of the foolishness and most of the devilry with which our adolescent

children plague us, can be eliminated by letting them work their way through school and through life. To give your children everything they want or that you want them to have, without any effort on their part — school, and clothes, an automobile, and plenty of spending money — is to spoil them for life; and fortunate indeed are they if they keep out of the penitentiary and the divorcee court and the scorn of the world.

Every able-bodied, able-minded youth ought to work every cent of his way through college and a good part through the academy. There are schools where they can do it, and there would be a good many more if parents demanded them. Of course, those youth must have been trained as children to earnest work, self-denial, and courage; they must have been equipped by their parents in the elements of a trade — farmer, carpenter, stenographer, cook, or anything worthy.

But so long as parents want to give their children a soft bed, a smooth path, an easy way, so long will their children prove succulent morsels for the devil to gobble down.

Correct Speech

WE used to require them to write it all — the language lesson, I mean. But we learned that bad habits of *speech* were not broken in that way. The children got a fair understanding of how to write English, but speak it correctly they do not to this day. When these now-grown-ups stop to think and study the point in question, they usually know the form to use. Were they writing, it would probably be written correctly, but they go on in the even tenor of their way, using incorrect expressions almost constantly.

ETCHINGS



If only all parents used correct English! In that case there would be no language problem. It is the English we learn about the fireside that stays with us through life. We know when we think, but we do not have time to think of the mechanical part of our sentences (and maybe sometimes we do not take time to think very much of the thought content of our sentences).

But how shall we break up bad habits of speech in the children? First and best, let teachers and parents learn to speak correctly themselves, then let both be watchful of their children's language. Be careful not to nag them in this effort for better English. You must have their co-operation, or you will utterly fail.

Give them as pleasant ways as possible of curing themselves of bad habits. Throw the responsibility onto them as far as you can. One way to do this is to play language games. A live teacher often makes up her own games, but here are a few for those who say they are not "original" enough to create them:

Make lists of the common errors and beside them place the correct forms. Make some neat tickets, giving each child a certain number of tickets, perhaps five or eight. Then you are ready. Whenever a child makes a mistake, he forfeits a ticket to the one who corrects him. Losing all his tickets does not cause the child to drop out of the game, for he still has a chance to win back some. The winner is the one who has the most tickets at the end of the given time. The time should not be made too long, as the interest might lag and the effect be spoiled. This game would be played outside of school hours. It has been played at the beginning of a year and again near its close, so that all may see how much improvement they have made.

"It Is We"—"It Is He"

Blindfold Jennie. Teacher with a motion calls forward several children who surround Jennie. One touches her. She asks, "Who is it?" They answer, "It is we." From their voices, Jennie guesses who it was that touched her, "It is Mary." The children at their seats answer, "It is she," or "It is not she," as the case may be. When Jennie's guess is correct, the child named takes his seat, and another quietly takes his place.

To Avoid "Ain't"

Henry and Beth stand at the front of the room with backs toward the children and look straight to the front (or they may be blindfolded). Children take various positions or quietly do something of their own choosing. Henry asks, "Isn't Jennie writing on the board?" The children together answer, "Jennie isn't writing on the board," or the opposite if that be true. Then Beth says, "Isn't Susan studying her geography lesson?" "Susan is studying her geography lesson." Then it is Henry's turn again. When Henry guesses right, the child concerning whom he questioned takes his place on Henry's side. The same is true of the other side. The winning side is the one which in the end has the largest number of children.

Now you can make some new games of your own. Try it.

Then there is "good English week." Let us make the most of it. This time affords special opportunities for keeping uppermost in each child's mind his own special errors, and helping him to correct them.

Once we required them to write it all. Today part of the work is written, part is oral.

A Good Plan

ROSE E. HERR

It is the last Sunday of camp-meeting at Holly, Mich. The hour is 11:30. The big tent is filled almost to its capacity, and an air of expectancy can be felt as the orchestra strikes up a march.

Outside, down the road from the academy chapel, where they have assembled, comes a procession of children. How beautiful the sight! Do you ask, "Who are these?" These are our school children in attendance at camp-meeting, about one hundred fifty of them, led by two of their teachers. Now they are marching down the aisle and up on the platform, where they remain standing while prayer is offered by Elder White.

After the invocation the voices of all these children unite in singing a church school song which they have learned in their various schools at home. The words are as follows, sung to the tune of "Aloha Oe:"

1.

"O church school, our own church school, we
love thee,
With thee our happiest hours we'll spend.
The truth that thou dost daily teach us
With vigor we shall ever defend.

REFRAIN:

"We hail to thee, we hail to thee,
Thou happy home of education true!
Again we pledge our love and loyalty,
As we return each day.

2.

"Our minds here learned to grasp Jehovah's
power,
Our hearts to know His wondrous love;
The lessons from His sacred Word
Reveal the workings of our God above.

3.

"When school days on earth shall all be ended,
There will be a glad commencement day;
Our great Teacher we shall meet in heaven,
And continue our studies for aye.

REFRAIN FOR THIRD STANZA:

"And then 'twill be farewell to thee,
Thou school below that we have learned to
love;
A fond farewell we'll say before we part,
To meet in school above."

The singing over, all except those who are to receive diplomas march down to seats reserved for them in the center

front. Those finishing the eighth grade, of whom there are present twenty-three out of a class of twenty-eight, sit in two rows of the choir seats. From nine different schools these young people have gathered here today.

Elder C. H. Watson gives the address, telling us of the world-wide extent of our church school work, and of the importance of seeing to it that *all* our American children have the advantages of an education in our schools from first grade through academy and college, if possible. He presses home the conviction that workers must quickly be prepared and consecrated to the great work waiting to be finished. The members of the class are admonished to go on with their school work, and look forward to definite places in God's cause.

Elder Holden, the conference president, speaks some very helpful words to the class before the diplomas are presented to them by the educational superintendent.

Mr. W. C. Hannah, the principal of our Adelpian Academy, in a few words of hearty welcome invites every one of these to enroll in the academy in September. We hope to see a good many of them do so.

A vocal solo is sung, and the benediction pronounced.

You have followed as I have taken you hastily through the features of our graduation program. But if you want to catch the real inspiration of the occasion, plan for your eighth graders to receive their diplomas at camp-meeting next year. Parents will come to bring their children for this occasion, who might otherwise feel too busy to attend camp-meeting. We are always sure of a big crowd at such a meeting, and people whose children are still in public schools are seized with a desire to provide a Christian education for them. Thus the heaven is working in parents' hearts during the summer, and when schools open in the fall, we expect to see many new pupils knocking at our church school doors for admittance. We welcome them.

A History Project

NELLE P. GAGE

I SAW an interesting notebook the other day. It was quite unlike the ordinary notebook. Every boy and girl in the history class had a part in making it. It looked like the scroll of an ancient writer, but on closer observation I saw it was made on the white back of a roll of wall paper. Through the center of the paper were drawn two parallel lines, six inches apart. This was spaced off into inch spaces, and each space numbered for the years of American history from 1492 to the present year. Besides the date, each space contained the principal event of the year.

The space on either side of the middle strip was used for bits of interesting history and biography, clippings appropriate to the time, brief accounts of such points as colonial customs, the Articles of Confederation, the Monroe Doctrine, or the Missouri Compromise. In the space preceding each war, the causes of that war were given in tabulated form. At the beginning of the scroll was a large picture of the landing of Columbus in America, and all along the way were pictures pasted on or sketched in, and small maps drawn in.

Each child in the class contributed a share toward its making. It included work in drawing, spelling, penmanship, English, and geography, as well as history.

The paper was kept rolled from each end when not in use, one rolling ending where the work had ended. Only enough of the paper was unrolled to give space for the pupil to work. For exhibition or review, the completed end was unrolled and tacked up with thumb tacks.

A project of this sort should add interest to history, it should encourage co-operation among students, it should show in quite an objective way the march of events in their order, and provide an excellent way of reviewing any portion of the work done.

Silent Reading — Grade II

MRS. J. A. TROUT

ARE there times when you feel that variation in reading lessons is essential to sustain a healthy interest? I have often found this so, as doubtless others have. It is an inspiration to a teacher to have her pupils come to class with a real interest and love for their work.

The following lessons prepared by students from the Normal Department of Atlantic Union College afford one way by which this may be done. They were written in the springtime, and may be a little difficult for the early part of the second-grade work, but we give them as suggestive of a kind of work which teachers everywhere may do.



Would you like to know my name? I am Jack, and I am papa's little helper. I am taking a drink of water to him in my little gray tin cup. He is in the garden. I should be very happy if my clothes were pretty. Kenneth, would you like to color my clothes for me? I want a brown hat, with a black band around it. I wish my shirt to be light

green, with a dark green collar. I like blue trousers, and black shoes. Will you color them for me?

(FLORENCE BELL.)

Mary and Her Garden

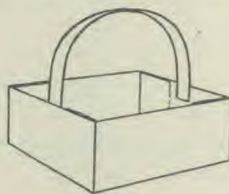
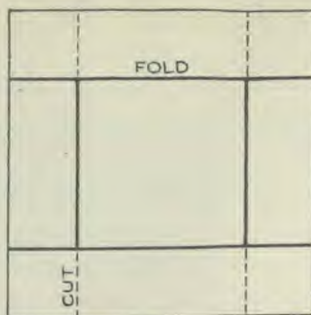
Mary had a garden of her own. Her father gave her some seeds and she planted them. Every day when she came from school she raked up the leaves and watered the seeds. She always put on her working clothes before she went to clean up the garden. In this way she kept her school clothes neat and clean. She put on her old black shoes and stockings first. She had a blue dress with a white belt across the back which she wore after school. It was always very hot in the sun, so Mary's mother bought her a pretty yellow sunbonnet to wear. It kept the sun out of her eyes, too, so Mary always wore it.

Charles, wouldn't you like to see how pretty Mary looked when she was in her garden? If you would, color the picture. The leaves and ground would look pretty colored, wouldn't they? The leaves are green and the ground and the rake are brown.

(HELEN NOSWORTHY.)

May Day

Would you like to know what the boys and girls used to do in England on the first day of May?



Every boy and girl would get up very early in the morning. Then they would all go to the woods to hunt for flowers. In the woods they made pretty wreaths of flowers and laurel.

When they had all the flowers they could carry, the children came back to town to have a parade. In the parade they carried their beautiful flowers. As they marched they sang about the lovely springtime. The boys carried a May-pole which was covered with wreaths.

Do you know what boys and girls in America do on the first day of May? Yes, we hang May baskets on the doors.

Cut along the dotted lines on the paper I have given you. Then color the paper any color you want to. You could draw a flower instead and color it, if you could do it real well. Fold along the heavy lines so you will have a box. Paste it together in the corners. Now cut out a handle and paste it on the basket. Your basket will look like this.

(ELIZABETH BOWEN.)

Be true to your word and your work.

"Fundamentals in Arithmetic"

B. B. DAVIS

MANY things are necessary in the successful teaching of arithmetic. In this brief article only a few of them can be mentioned.

It is fundamental, among other things, that the teacher should know that the subject of arithmetic is built upon certain well-defined principles. It is not merely an aggregation of problems jumbled together for teachers and pupils to solve. By way of explanation let it be said that all problems in percentage are of three types. Every percentage problem has three parts,—base, rate, and percentage. Two of these parts are found in the problem as stated, while the third part must be found. In type one, base and rate are given and percentage (commission, gain, tax, interest, etc.) must be determined. This is done by multiplying base by rate. In type two, percentage and base are given. To find the rate, divide percentage by the base. In type three, percentage and rate are given, and base is the missing quantity. To find it, divide percentage by rate. In the same way that percentage is based upon fixed underlying principles, so, likewise, are fractions, decimals, and other parts of the subject based upon principles. When the teacher understands this fact and helps the child to understand it, the teaching of arithmetic is much clarified and simplified.

It is fundamental that arithmetic be taught in relation to *life*. The child is constantly surrounded by problems of the radio, the automobile, the farm, the store, the city, the home, etc., in which he is personally interested. In addition to these, there are problems of the school itself pertaining to light, heat, ventilation, blackboards, seats, manual training supplies and equipment, domestic science, playground apparatus, and a long list of things around which problems may center. The child wants to know how to make a post office or an express money order, how to make out checks, how to

register a letter, how to make a savings deposit, and many other things of similar type. It is not necessary that some one text contain problems of all these types. Anyway most of the book problems are abstract and unrelated to *his* life. The interested teacher will put the child into situations (real or imaginary) that will call forth the necessity for knowing these facts. Then refer the child to the book as a source of needed information.

It is fundamental that the child be taught to pay an honest tithe, to give proper offerings, to give honest measure of goods, and to count the cost before rushing into a business transaction of any kind. Teach him money values. Can he *afford* to have the same kinds of things his neighbor has? Can he be happy if he doesn't have them? Can he keep a simple book of account of his income and his expenditures? Does he pay his bills when due? Does he live within his income? Does he know that the borrower is servant to the lender? Can he go to the store with a dollar and bring home a dollar's worth of supplies? If he can relate himself rightly to all these problems, is it not more important than that he be able to solve the abstract problem in cube root on page 287 of some textbook? It is not necessary that we should slight any technical process in the teaching of fundamentals. There should be constant drill to insure accuracy of every process. Why should the child be allowed to think that a mere passing grade is good enough, when *life* problems demand absolute accuracy down to the last penny?

Teachers, there are wonderful possibilities for character building in the arithmetic classes. It is fundamental that we recognize our opportunity and use it. Shall we, or shall we not? If not, then what?

If you want something to last one hundred years, go plant a tree.

If you want something to last one thousand years, go plant a habit in a child.

Making Busy Work Profitable for Primary Grades

ADA MAE PHILLIPS WEBKA

HERE in the primary grades is the place where the foundation is laid for all future educational effort, and if this foundation is not firmly and securely built, the superstructure will suffer the same fate as did the house built on sand.

Let us picture the first day of school. The little ones, just emerging from babyhood and entering the years of school life, have this morning said good-bye to father and mother, and with eager, anxious steps (or it may be timidly, shrinking back, led by some older brother or sister) have found their way to the schoolroom. Here, standing as it were on the very threshold of the storehouse of knowledge, they meet their teacher and anxiously wait for her to turn the mystic key, open wide the door, and allow them to explore its mysteries. What teacher can look into the trusting eyes of a child, and not do her best!

The Bible class for the first two grades is called. The little ones are taught to obey signals and march to class. They listen to the story of our heavenly Father and of the wonderful world He created. They march back to their seats. Now what shall they do while the others recite? The first graders cannot study; shall they be left to look around, whisper, and finally get into mischief? *No*; they are forming habits which will influence their whole future school life, and the wise teacher will not allow them to form habits of idleness. She will have something prepared to keep them busy, and that something will be profitable.

Since our educational system is three-fold in its nature, training the head, the hand, and the heart, their busy work, to be profitable, must tend to develop them mentally, help them to grow spiritually, or teach them to be skilful with their hands.

Taking these things into consideration, after their Bible class we might give the children cards on which to paste the

memory verse illustration. The second- and third-grade pupils can copy the memory verse onto the cards.

Little booklets with bright-colored backs may be given to them in which two circles are drawn on the first page. The first one they may color all black to represent the darkness when the world was first created, the second may be divided and half colored black and the other half left white to represent the entrance of light and the day and night.

After the lesson on light in which you have separated the ray of light into its colors with a prism, give the children something round, as a penny, and let them draw six circles and color them the hues of the light. Every lesson on creation may be illustrated in their little booklets, and the children will enjoy doing this and be happy in the possession of them when they are finished.

After the first-grade reading lesson in which you have told them the beautiful story of Jesus blessing the little children, and you have sung with them the little song, "Praise Him," and they have learned to read the sentence, "God is good," they may with a piece of chalk write the word "God" on their desks. Give them some kind of small seed such as rice or lentils, and let them lay the seed around the outline of the word. In this way the word is being fixed in their minds and they are learning to do something in a systematic way.

When a given task is well done, five minutes spent in the open air in the sunshine will do the little folks more good than that time spent in idleness in the schoolroom.

After the little number class, give the pupils figures cut from an old calendar; have them lay them on their desks in order to five, ten, or twenty—just as far as they have learned them. Keep these in envelopes; have one for each pupil.

By the second day, have little reader booklets made for the beginners. As they learn the sentences from the blackboard, write them on paper, cut them in

strips, and let them paste them in their little booklets. Always have some bright illustration to paste beside each sentence. These you can cut from papers and magazines, or give them traced outlines of the object, and let them color them. Teach them to study these sentences over at their seats, and occasionally let them read from their booklets in class.

When they have learned several sentences, write them with pen and ink on paper, paste on cardboard, and let them study these for a change. Write their sentences on white cardboard, cut the words apart, and let them use them for sentence builders. This is excellent busy work. Keep in envelopes, and add to them from day to day.

When teaching children to read and write their names, write the name of each child on a strip of cardboard, show them how to prick the cards for sewing, and then let them sew with bright-colored thread.

After a lesson in phonics, give each child a card with the letter written on it, and let him prick and sew it. When learning the names of animals, give him a sewing card with the outline of the animal to be sewed. A hectograph will be a great help in preparing these cards, but if your class of beginners is small, you can use carbon paper to trace the outlines.

When teaching the names of colors, give the children strips of paper in the colors of the rainbow, have them write the name of each color on the back of the strip, and paste them together in chains. These can be used in decorating the schoolroom.

Pupils of second and third grades may be allowed to make posters for schoolroom decoration, as a reward for faithful study and perfect lessons. Mat weaving, the making of Japanese lanterns, raffia picture frames, and cardboard fans make excellent busy work for the pupils.

The principal thing is *preparedness*. Plan your busy work as faithfully and as carefully as you do the day's lessons, have materials all ready. Give careful

instruction in regard to the work, then leave the children to do it alone.

Do not allow the children to feel that you give them things to do just to keep them busy. Make all busy work educational, and help them to understand that it is. All seat work should be carefully inspected, giving judicious praise when well done, and correcting mistakes in work, thus encouraging them to try to improve.

Begin Right

DAISY YATES MC CONNELL

THE time has now come for the opening of school. Soon the most important days of another school year will be in the past. How necessary, then, that these first days be used wisely!

The old adage, "Well begun is half done," surely applies here if anywhere. This is the time that those "first impressions" that are "most lasting" are made. A well-planned, orderly first day goes far toward securing the hearty co-operation of the boys and girls throughout the succeeding days. Now is the time to fix habits of orderly movement by drill in routine. Orderly passing of lines should be insisted upon from the very first. Then nothing else will be expected. We teachers are largely responsible for our difficulties in maintaining proper order. Children usually fall into line when they see what is expected, but irregularity tends to disorder.

To use properly the first days and weeks of school necessitates wise planning. Plan in each study the work to be accomplished in a certain definite time. This, of course, requires a thorough knowledge of the textbooks. If you should find yourself confronted with a large number of new textbooks, do not despair. Read them through at the earliest possible moment, but before waiting to do this, study the table of contents, and plan your work. Your plan may have to be changed later, but *have* a plan. It saves time, and time is the students' capital. With our crowded curriculum,

there must be wise planning or the children will be overcrowded or else come out weak. Much time is wasted by the teacher's failure to teach *definite* things.

So let us *plan* for our opening days, and fill these days with that which is important.

Physical Education

C. A. RUSSELL

It is gratifying to learn that the work of physical inspection has been carried on so thoroughly in many of our conferences. The elementary schools in one of our unions were all visited during the past school year, and this most important work was done. In other unions this work was carried on in one or more of the local conferences.

The students in most of our secondary schools and colleges were given medical examinations. Suitable blanks to be used in carrying forward this work in our higher schools have been prepared.

We fear that one important adjunct to this work is being lost sight of to some degree. All must recognize the value of frequent systematic exercises in school. The Government, recognizing their value, introduced its "setting up" exercises as a part of its soldier training. How quickly an atmosphere of dulness and listlessness may be dispelled from a schoolroom by throwing open the windows and engaging for a few minutes in vigorous calisthenics!

"A Manual of Calisthenic Exercises" prepared by Miss Jean B. Henry and printed by the Pacific Press is indispensable to the teacher seeking to carry out such systematic training. It is fully illustrated, and is made so simple in its directions that a trained physical culture director is not required to lead out in this work. Every school should have a copy and should put its suggestions into daily practice. Price, 90 cents. Order through the tract society.

"ALL His biddings are enablings."

The Teacher That I Pray to Be

(By a teacher who is laid on the shelf by ill health—one who has time to think.)

I MUST have a systematic way of praying, never omitting prayer, no matter how crowded the day.

I must always be thankful for whatever experiences the Lord permits to come to me.

I want to love the little ones as Jesus did when on earth.

I want to see in every experience of suffering the love and goodness of God.

I want to teach the children to love God's great out-of-doors, and to see spiritual lessons in nature.

I wish to train them to be strong physically, like Daniel and the three Hebrews; also to do their work so that no fault can be found with them save in the law of their God.

I do not want to do anything that I would be ashamed to have my guardian angel see if I could behold him looking at me.

If God blesses me with the outpouring of His Holy Spirit, I do not want to get exalted over it afterward.

I want to comprehend more of the love of God every day.

I want my love for Him to increase every day.

I wish to grasp more of His precious promises by faith.

I must have complete victory over every sin.

I do not desire to be a teacher whom everybody will praise, but one who pleases God (even though thereby I make enemies).

I want to keep in view heavenly things.

I want to pray until God rains righteousness upon me, until heaven's gates are opened, until I can talk with angels, until I can see the glory of God.

I want to be a teacher who, through the power of God, can train the children to form such characters as will go through the plagues and stand on the sea of glass, having the harps of God.

Home and School Association

Guarding Our Children's Health in Matters of Dress

(Questions and Answers)

(The leader should have in hand a copy of the questions. Ask all to whom parts are assigned to be prepared to comment on each question answered.)

1. *What should be our standard in selecting our apparel?*

"In like manner also, that women adorn themselves in modest apparel." 1 Tim. 2:9.

2. *What does this text exclude from our attire?*

"This forbids display in dress, gaudy colors, profuse ornamentation. Any device designed to attract attention to the wearer or to excite admiration, is excluded from the modest apparel which God's Word enjoins."—*Counsels to Teachers*, p. 302.

3. *What instruction are we given concerning quality and color of material?*

"But our clothing, while modest and simple, should be of good quality, of becoming colors, and suited for service. It should be chosen for durability rather than display. It should provide warmth and proper protection."—*Id.*, pp. 302, 303.

4. *What other essential in good dressing must be observed?*

"Our dress should be cleanly. Uncleanliness in dress is unhealthful, and thus defiling to the body and to the soul. . . . In all respects the dress should be healthful."—*Id.*, p. 303.

5. *Against what are we warned in dressing our children?*

"Nor should they [the children] be dressed in an expensive or showy manner. This encourages pride in them, and awakens envy in the hearts of their companions. Teach the children that the true adorning is not outward."—*Id.*, p. 141.

6. *Who instigated the invention of the ever-changing fashions?*

"It was the adversary of all good who instigated the invention of the ever-changing fashions."—*Id.*, p. 303.

7. *What is Satan endeavoring to accomplish through the evils of modern fashions?*

"He desires nothing so much as to bring grief and dishonor to God by working the misery and ruin of human beings. One of the means by which he most effectually accomplishes this is the devices of fashion, that weaken the body, as well as enfeeble the mind and belittle the soul."—*Id.*, pp. 303, 304.

8. *What instruction is given which will especially safeguard the health of growing girls?*

"Everything worn should be so loose that when the arms are raised, the clothing will be correspondingly lifted."—*Id.*, p. 306.

"Another serious evil is the wearing of skirts so that their weight must be sustained by the hips. This heavy weight, pressing upon the internal organs, drags them downward, and causes weakness of the stomach, and a feeling of lassitude, inclining the wearer to stoop, which further cramps the lungs, making correct breathing more difficult."—*Id.*, p. 304.

9. *What other very serious evil is fostered by custom?*

"Another evil which custom fosters is the unequal distribution of the clothing, so that while some parts of the body have more than is required, others are insufficiently clad. The feet and limbs, being remote from the vital organs, should be especially guarded from cold by abundant clothing. It is impossible to have health when the extremities are habitually cold; for if there is too little blood in them, there will be too much in other portions of the body."—*Id.*, pp. 305, 306.

10. Why is the unequal distribution of clothing of such serious consequence?

"Perfect health requires a perfect circulation; but this cannot be had while three or four times as much clothing is worn upon the body where the vital organs are situated, as upon the feet and limbs."—*Id.*, p. 306.

11. Who invented the fashions which leave the limbs exposed?

"Satan invented the fashions which leave the limbs exposed, chilling back the life-current from its original course. And parents bow at the shrine of fashion, and so clothe their children that the nerves and veins become contracted, and do not answer the purpose that God designed they should. The result is, habitually cold feet and hands."—*Testimonies*, Vol. II, p. 532.

12. What is the result of this fashion to the health of the child?

"In order to follow the fashions, mothers dress their children with limbs nearly naked; and the blood is chilled back from its natural course and thrown upon the internal organs, breaking up the circulation and producing disease. The limbs were not formed by our Creator to endure exposure, as was the face. The Lord provided the face with an immense circulation, because it must be exposed. He provided, also, large veins and nerves for the limbs and feet, to contain a large amount of the current of human life, that the limbs might be uniformly as warm as the body. They should be so thoroughly clothed as to induce the blood to the extremities."—*Id.*, pp. 531, 532.

13. To whom must parents who follow fashion rather than reason render an account?

"Those parents who follow fashion instead of reason, will have an account to render to God for thus robbing their children of health. Even life itself is frequently sacrificed to the god of fashion."—*Id.*, p. 532.

"As a student is in school, so he is in life."

Christian Attire

OUR Master wore a plain, seamless garment.

Some folks have more on the head than in it.

Some people, like the snail, put everything on their backs.

God made the first garments for His children. Gen. 3: 21.

Gaudy colors are characteristic of the harlot. Rev. 17: 1-5.

Clothing is a token of man's shame. Then why exhibit pride?

Satan brought sin into the world, but God provided a covering.

Some people wear shoes so tight they can't walk in the narrow path.

Most great men and women, who do the world's work, dress modestly and plainly.

In Japan, the styles have not changed in twenty-five years. Why should they here?

High-heeled shoes are more dangerous than the German submarine.—*Representative Kirby*.

Fashions are designed to attract the attention of the opposite sex, to the person of the wearer.

"Satan invented the fashions which leave the limbs exposed."—*Testimonies*, Vol. II, p. 532.

Appropriate, Christian attire is such that when the wearer comes and goes, we do not remember what he wears.

The blood of the animal slain to make the first garment typified the blood of Christ; and the fleece, His righteousness.

"There should be no carelessness in dress. For Christ's sake, whose witnesses we are, we should seek to make the best of our appearance."—*Testimonies*, Vol. VI, p. 96.

"The woman shall not wear that which pertaineth unto a man, neither shall a man put on a woman's garment: for all that do so are abomination unto the Lord." Deut. 22: 5.

"I would remind the youth who . . . wear feathers on their hats, that, because of their sins, our Saviour's head wore the shameful crown of thorns."—*Testimonies*, Vol. III, p. 379.

At a recent public school graduation, the girls were all dressed in plain white middy blouses and skirts, with canvas shoes. The children of this world are sometimes wiser than the children of light.

"As soon as any have a desire to imitate the fashions of the world, that they do not immediately subdue, just so soon God ceases to acknowledge them as His children."—*"Testimonies," Vol. I, p. 137.*

Dear remnant people, let us be clear in this matter.

When You Go Away to School

NELLIE WHEELER FAIRFIELD

THIS is a college town, and my neighbor has several young women rooming with her. Keeping roomers, I fancy, is one of the best ways to learn human nature, study character, and know about home training.

I live alone, and it would give me much happiness to have some one in my home who would fit in. A good home I would make for her! But I see so much the uncertainty of such a proposition that I do not venture to answer, "Yes," when a stranger girl asks to come and stay with me. I am not brave enough to try, fearful of the unpleasant experience that might come.

My neighbor, this morning, said to me: "Always, the girl who has my smallest, least desirable room is the best and the sweetest one in the house." I am sure that is true; for at least three times, after I have known the girl in that back chamber, I have said, "If only I could have her, or one like her!"

Paying less, she is possibly from a humbler home. Do unpretentious and poorer people train their children better and more wisely? Does the give-and-take of unselfish sacrifice, the yielding place, each to the other, where much figuring and planning are necessary, make young people more thoughtful, comprehending, and finer in disposition? Many times it is so.

Not that abundance need be a drawback. It should be the reverse. Training, and the ideals held up in a home of wealth with its advantages and opportunities, ought to be the best. But, with money and position, there are so many demands on time and attention, that it is easy to neglect and forget what is most important and closest at hand.

It is unfortunate for any girl who may need to go into a strange home, not to have been taught gentleness, adaptability, and appreciation. These will be manifest, not by appropriating the whole house, not by seeking to know plans and activities that do not concern her.

The young woman finely brought up, and with right motives, will not be noisy and careless in her room, nor regardless of the furniture. She will not slam doors, waste electricity, nor be loud and positive. She will know what would be unseemly use of the piano, and will refrain from undue entertainment of company. She will have thoughtful regard for the rights and wishes of others.

She will be a lady, a gentlewoman of true Christian spirit. So will she add to the happiness of others, be admired and loved and favored, be happier herself, and be missed when she goes away.

If you have not already obtained a copy of "Child Health Program for Parent-Teacher Associations and Women's Clubs," address a request for one to the Bureau of Education, Department of the Interior, Washington, D. C.

THE readers of this journal will be especially interested in one of the resolutions passed at the recent N. E. A. meeting. It reads as follows:

"The National Education Association, while recognizing the American public schools as the great nursery of broad and tolerant citizenship and of a democratic brotherhood, acknowledges also the contribution made to education by private institutions and enterprises, and recognizes that citizens have the right to educate their children in either public or private schools when the educational standards of both are approved by the State educational authorities."

YOUNG MOTHERS

Partnership in the Home

MRS. JAMES R. H. JOHNSON

THE word "partnership" is defined in the New Universities Dictionary as "the state of being a partner; union of two or more persons in the same business." This appealed to me, and to my mind it is a good definition, especially the latter part of it. When we try to teach our children that home is a partnership, we want to impress upon their minds that each one has a duty to perform within the home. Each one should be taught to realize that he has an interest and a part in all that pertains to the home.

Home is the one place where parents and children unite to make a perfect whole. The littlest children can be taught this by precept and example; thus when they grow older they too will cheerfully fulfil their duties, knowing that by so doing, they will be led onward in improvement, progress, and true happiness.

I wonder how many of our parents sense the fact that children have rights as well as they, and try hard not to invade them with too minute prohibitions. *Don't* is a word every child despises, and one that every parent should shun, as far as possible. If the child should not do everything just the way we would have her, instead of saying, "Don't do it that way, Dolly," show her the right way and say, "Dolly, watch mother, and do it this way." Let each one of us get the habit of saying "do" instead of "don't" to our children. They will appreciate our efforts and love us the more.

To give a child who is trying hard to do his best, a word of encouragement is not out of place, but rather should be practised more in every home, though at times we may have to do the work all over again. Just this may stimulate the child's better self to try even harder.

Our homes should not be made into prison houses. Rules we should have, but make them as broad as possible, allowing each child to use his or her own knowledge of right and wrong, seeking all the time to develop more and more the child's judgment of what is right and best.

To honor father and mother, and God above all, should be instilled into each child's heart. He should learn that to disobey would be to fail to honor father and mother. His disobedience would hurt papa's and mamma's feelings. This we know any child would not do deliberately. The Bible says, "To obey is better than sacrifice, and to hearken than the fat of rams." Our children should be taught the force of this statement. God should be first in all things pertaining to the home. Father and mother should be united in one purpose,—to bring up their children in the fear of the Lord. In the "Testimonies" we are reminded that "the Word of God should be the daily monitor in every home, the law of God our standard." Thus the children will learn to love God, and will be happy in doing His will. Obedience includes loyalty to parents and to God, in principles and practices, which we are endeavoring to teach them every day.

Let us not antagonize our children by our reprimands and our commanding tones, but rather get their co-operation, and encourage in them a feeling of loyalty. We should let them know that we and they together are loving subjects of a great King, and that we all should delight to do His will and obey His laws.

How beautiful to see a home where love rules supreme, where peace and contentment abide, where loyalty to one another and to our all-wise Creator is the aim of each member! Truly the home is as the church should be—one body,

many members, yet all working together to make up a united whole, Jesus being the head of each home.

Let us look into the hearts of our children, and strive to develop in them love for one another, bringing harmony and happiness to all. *Service* is a word every member of the home should love, and all should understand. Christ's example is enough to show them the joy that comes in being helpful and self-sacrificing.

True, we as parents have responsibilities many, yet the reward is greater than the sacrifice. Let us be faithful to the great work God has intrusted to us. Surely, to see our dear children saved in the kingdom of God is worth all the seeming trials we have here. When the Lord shall ask us the question, "Where is the flock that was given thee, thy beautiful flock?" then may each of us mothers be able to answer, "Behold, I and the children whom the Lord hath given me."

I Was Wondering

(Concluded from page 30)

family worship will recognize the relation of that to the church service, and will have ingrained the habit of reverence. The very little child may be induced to take a nap in church, his head in mother's lap. Since, unfortunately, most church services are not designed to catch the attention of children, the little child must be interested some other way. By no means let him down and out-of-hand, to run about the floor; nor let him turn around and stare over the church, perhaps to catch the attention of other children for fun making.

Instead, interest him with a picture, or with quiet paper-folding, or with pencil and paper. When he is old enough to understand, you can perhaps begin to interest him in the sermon by having him watch for some familiar name, "Jesus" for instance, and mark on his paper how many times he hears it. If the minister is awake to his duty toward the lambs of the flock, he will begin to

catch the attention of the children before they are very old.

Let it not be understood by what I have said against punishment for activity, that there is to be no discipline of the child. In some cases the child is so obstreperous that decorum must be helped by a little discipline. But that discipline must be, in the mind of the parent, not punitive but constructive. It must be given, not because the child has done wrong, but in order that the child's overplusage of nervous energy may be subdued. One of my children required that. We used every device to keep her quiet, but not always with success. I have on occasion taken her out of the church and spanked her and brought her right back in. Her little crying spell dissipated her surplus of nervous irritation, and she was ready to yield to the soothing inducements to sleep—in her case, curiously enough, as I discovered, a slow, rotary motion of my finger in her ear. I guess it made her hear the soothing song of the great deep sea. None of our other children ever required the discipline, though naturally active enough and requiring diversion in church.

In the Sabbath school, the kindergarten is perhaps the best preventive of restlessness. Even then it is often difficult, in the crowded condition of the department, to hold the child's attention profitably. Of course the ideal is a room for each class. It is a question whether one large class, as in the day kindergarten, is not better than the confusion caused by many small classes. If, however, the mother finds the child disliking to go to the kindergarten Sabbath school, and if she cannot find a way of remedying this state in the Sabbath school, then there is little value to the child and certainly little joy to his teacher, in forcing him to go. A kindergarten lesson at home might substitute. But really, the condition is so unusual that it indicates the necessity of looking into the methods in that particular Sabbath school.

"No love, no burden; no burden, no souls."

I WAS WONDERING

And So I Thought I'd Ask You

✓ SHOULD parents punish little ones, two, three, and four years of age, for moving and continual twisting in worship, and also in church? Is there danger of making them dislike the worship and church? I have a little fellow, and already he dislikes to go to Sabbath school, though we have a very interesting school.

It is wicked to punish children for wriggling and twisting. Danger of making them dislike worship and church? Well, rather! How would you like to go to a lecture hall and sit perfectly still for an hour while you listened to a lecture in Chinese or Choctaw, not one word of which you could understand? And you are grown up, and are supposed to have learned decorum, and to have passed that period when every impulse of your mind and body is to be on the move.

God puts it into child nature to be active mentally and physically. A good part of the time he must be on the move, in order to exercise his muscles, relieve his nerves, and promote his growth. To set him down and command him to keep quiet, without anything to grip his attention and interest, is cruel. Of course children differ greatly: some children are naturally less active than others; some children are too high strung. But in no case is the remedy punishment.

There may be infrequent occasions when, after the parent has provided conditions as ideal as possible, and then the child persistently disobeys a direction to be quiet, he may be brought to attention and obedience by discipline. A smart spat—or more than one—on the little kicking legs, a firm, settling hand on the too-active shoulders, may change his current of thought, and focus his attention on the parent's command. But that, rightly speaking, is not punishment; it

is a constructive piece of discipline, designed so to change the child's current of thought as to bring him to attention.

But the fretful, nagging efforts of a parent to keep the child from activity, are unnatural and damaging to the child's body, mind, and soul. Instead of straitjacketing the child into our grown-up mold, we should fit the conditions to his needs.

Shall we, then, allow the child to be unruly at worship or at church? No. The remedy is to engage his interest. For a short period, varying in different individuals, the child can and will keep quiet if his attention is thoroughly caught.

Take worship. It should be a brief service. It should contain elements which will attract the child's interest. First, sing. Sing songs in which the child will be interested (they need not all be "children's songs"), and teach him to sing with you. Even his untrained, disharmonious voice is pleasing to the angels; he is taking part. Second, read or tell a story that will interest him. Third, make your prayer brief, a half minute or a minute. He can't kneel nor keep quiet during a long prayer. Teach him a prayer also, and let him pray it. Fourth, come with reverence, though with cheerfulness, to family worship. Impress upon even the baby that it is a time for quiet behavior. If he is very little, hold him. Whisper, "Sh-sh," into his ear when he becomes restless—and shorten your service. Make your service brief, to the point, and filled with childish interest, and he will come to love it.

Church service is more trying because it is longer. But the child trained in

(Concluded on page 29)

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