HOME and SCHOOL

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HOME AND SCHOOL

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Child Hygiene*

THE importance of a practical understanding of the fundamentals of child hygiene comes to us when we call to mind the statement of the Spirit of Prophecy, "The health should be guarded as sacredly as the character." The Creator has given these little lives into our keeping, and it is for us to direct the molding of the plastic mind and body for God. The intimacy of the mind and body is no greater in the adult life than in child life, and the development of a lovable nature and obedient will is just as surely influenced by the physical state of the child as is the moral tone and mental balance in later life. In other words, our efforts in directing the intellectual and spiritual development in our children, which have been discussed before, will be fraught with a greater degree of success if we see to it that the physical side of their lives is in tune with the standards of right living.

The child with a physical defect is essentially handicapped, for not only must he put up with the local derangement, but with the reaction of this probably little thing upon his whole delicately balanced and easily upset nervous system. Many an incorrigible has been reclaimed through the removal of a physical cause. Many a mental defective has forged ahead after the body was properly adjusted. But beyond the immediate present, how about the future? The vast majority of abnormalities seen in adult life start in early years. A wrongly fed baby may grow up to be a dyspeptic adult. Neglected adenoids may mean a tuberculous history, or a life of mediocre achievement to say the least. Indeed, the lack of success in life is due in many cases to physical disabilities that might have been avoided. It is our duty as Christian mothers to see to it that as far as in us lies, our children are sent out equipped for life's work with sound, healthy bodies.

The vastness of the subject of child hygiene makes it manifestly impossible to compass the whole field in one short paper, so in order to discuss acceptably that which may be undertaken, I have chosen a few points which to my mind are among those of first importance.

Let us check first the normal, physically fit child, and make a mental note of the possible deviations from this liberal standard in our own.

A well child of any age should—

1. Show progressive development of mind and body.
2. Gain constantly in weight, have solid flesh, and well shaped bones.
3. Have proper amount of restful sleep.
4. Cry but little.
5. Have good appetite.
6. Have well regulated bowels.
7. Have no vomiting and very little or no gas.
8. Have a clear skin, and good color.
9. Be clean—skin, hair, mouth, and clothing.

I suppose that almost every mother has noted one or more points in which her young hopeful is apparently lacking. My own youngest is very much off on both vocal exercise and sleep, with no other reason as far as I can determine than that he is his daddy's own son, and the ergs of energy he wastes daily come from a never failing cruse, passed on by right of birth. A child of his age, sixteen months, should sleep fifteen hours a day;—from two to seven, twelve hours a day. Many a pale, thin, washed-out child seen on the streets these days, owes his pathetic appearance to fatigue, loss of sleep, too much running around with father and mother (sometimes without them as well) to parties, to meetings, and to movies.

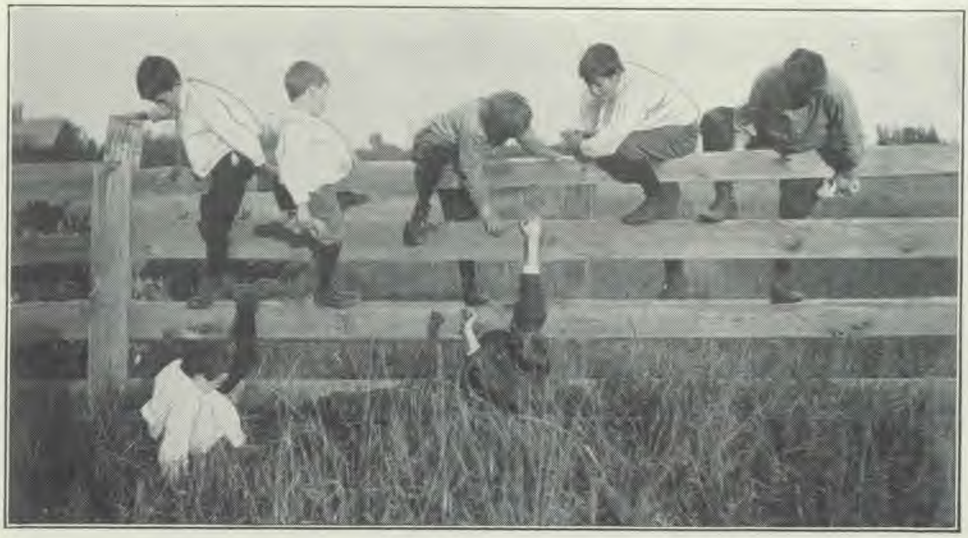
Interesting experimental data show that the period of recovery of the nerve cell is not in proportion to the time period of excitation. Five hours of continuous excitement required twenty hours for restoration. But two and one-half hours of

* The Editors would be very glad to give credit for this article if they can learn the name of the author.

excitement did not nearly require ten hours of rest for complete restoration; showing that the fewer the hours of excitement in children, the better will be the condition of the nervous system. They are much more susceptible to fatigue than an adult. They must not be exposed to prolonged mental, physical, or emotional strain in either play or work. Frequent periods of rest should be scattered through the day, and an early-to-bed program established for the night. The child who comes in too tired to eat or sleep must be restrained and given more rest. Many parents complain of the unearthly hour chosen by a child as the proper time to begin the day,—4 a. m., or so. If the hours of sleep are carefully regulated, this need not be the program. Let there be an afternoon nap, and an hour added to the evening play or to bedtime stories.

A restless sleeper is often developed by the practice of the mother, of running in answer to the first whimper, to remain until the baby is asleep again. It becomes a habit: baby wants mother by his side, and the subconscious sense of her absence sets him off a dozen times a night. Unless he is wet, too hot, or sick, let him cry it out alone. A child should be taught also to sleep through ordinary noises. It is a piece of unnecessary baby despotism for the family to be compelled to tip-toe around the house and speak in whispers while the heir apparent sleeps.

There are a few points in the big field of diet upon which I wish to touch. Eating between meals is an almost universal sin. It is condemned both by the "Testimonies" and by science. We know that in the natural order of things the stomach should empty its worked-over contents into the small intestines without delay. When conditions arise that prevent this proper emptying, and the food is retained in the stomach, the basis of stomach disorders is laid. Nature has provided against too rapid emptying of material from the small intestines into the large (because absorption of all nourishment occurs in the small intestine), by preventing too rapid filling from the stomach. Hence, when the material of a given meal begins to pass through the gate guarding the opening of the large bowel, telegraphic message is sent to the pylorus guarding the opening between the stomach and small intestine, to hold up the traffic. When one has eaten a meal of proper size, the stomach should be empty by the time the food gets to the fecum, and so the closing of this gate does no harm. But when one has overloaded the stomach, or eats between meals, a residue will be left to cause that uncomfortable leaden feeling, and perhaps to ferment. The child may not suffer much now; he is



vigorous, and may be able to stand some abuse, but in violating nature's laws, we are laying up potential trouble.

The three-meal-a-day program does not apply to the baby, but from three years on, at least, he is old enough to call three square meals enough, with nothing between. Children with poor appetite should be denied sweets. Sweets and eating between meals are the most frequent causes of lack of appetite. A bit of candy, a cooky, or a piece of cake before a meal will invariably spoil the natural desire for food of any other nature. Potatoes, beans, and bread are flat after indulging the sweet tooth, even as solid, wholesome reading is distasteful after indulging in trash.

The healthy child should eat whatever is placed before him. Parents are making a mistake when they allow Johnny to turn up his nose at a dish of creamed carrots, just because daddy was brought up wrong and allowed to exercise his untutored will in early life. Firmness on the part of the mother is necessary. But in the end the seeming hardness of heart toward the suffering little one will bear fruit worth while.

There would be more vegetarians among Seventh-day Adventists if mothers throughout the years had compelled their offspring to eat vegetables instead of pampering their dislikes for carrots, spinach, cauliflower, and the like. As they grow older they long for a greater variety, and with half, and sometimes more than half of the vegetable kingdom out of their list of desirables, they turn to flesh.

A child should be allowed a variety of foods. The greediness with which they devour a different kind of bread is a pathetic index of this need. Occasionally a child will be found who really eats too much bulk. Usually some particular element is lacking in that child's dietary, or is present in insufficient quantities.

One of the most common ailments of adult life is constipation with all the grief that it entails. In many instances the trouble had its inception in the years of early childhood. If we would safeguard our children in this respect, we must train them to regular habits.

Constipation in older children is caused by four or five possible mistakes:

1. They are not taught regularity in going to the stool. In fact many parents may be found who have no idea as to the state of their children's bowels after they are old enough to wait on themselves.

2. The toilet arrangement may not be comfortable, and the child dreads the experience, and postpones it if possible. We all know that if the call of nature is allowed to go unheeded, in time it will be suppressed.

3. Too much milk may be given in the second and third years.

4. The dietary may be too concentrated, and the child allowed to refrain from eating the bulkier vegetables and cereals.

5. We may be neglecting the use of fruits.

The proper time to expect the call of nature is shortly after a meal. The child should be put on the stool after his morning meal, and made to sit there until action is obtained. The habit is soon firmly fixed, and it but remains for mother to see that the demands of play do not interfere with the program.

When food is put into the stomach it increases the peristaltic action of the entire digestive tract, and the accumulation of the past hours is forced down into the rectum, ready to be discharged if the opportunity affords. Let us not neglect this very important phase of child training.

Stop a bad habit in a child by trying to teach him the power and delight of self-mastery. The nail-biting stage is quite distressing to most parents, and a habit that is really hard to overcome.

Do not give the child the notion that he is overpowered by a habit he cannot stop. This is harmful to his psychological make-up. Offer him a reward for getting the best of the thing, and let him experience the joy that follows the knowledge that he can conquer himself. It is a valuable training and offers him an example of what he can accomplish if he is willing to put his will to the task.

I am often asked about the walking and talking age of the child, and find these items a source of considerable speculation and worry with parents. The walking age is variable. If properly fed, there need be no fear of bowed legs, no matter how early he begins—of his own accord, for he will not tackle it until his muscles and bones are ready for it, that is, the healthy baby. If a baby isn't walking by the time he is two years old, something is wrong.

Adenoids are a frequent cause of delayed talking. A child that is not talking at from two to two and a half years, should be suspected of deafness or mental deficiency. Lisping, stuttering, and defective speech should be nipped in the bud. Do not use so-called baby talk in talking to any child. Require him to be careful in pronouncing his words. A baby prattle in a four-year-old, and a lisp in a boy of six may sound sweet to the ears of some, but they are the few, and the training in this respect is certainly counter to the best interests of the child.

Just one point on the care of the teeth. Some seem to believe that the teeth simply grow, fall out, and grow again without the need of care or thought on their part. This is a mistake, and may be responsible for untold trouble, ill health and malnutrition. It is said that eight out of every ten school children have seriously defective teeth. Decayed baby teeth, unless given proper attention, may be the cause of early decay in the permanent set. Many do not believe in wasting money in repairing, or having the first teeth examined, saying that they will soon come out. This is a bad mistake.

The child should have his own toothbrush, and be taught to use it at least once a day, or better, after each meal. The brush should begin its work as soon as the first baby teeth appear. Inspection by a dentist should be insisted upon, even of the first temporary teeth, and no decayed teeth should be allowed to remain unpulled or unrepaired.

Uncleanliness of the mouth stands as one important cause of diseased and decayed teeth. In this connection let us not forget the deleterious effect of cane sugar on the teeth. The less candy at the disposal of the child, the better his mouth hygiene.

I have attempted to bring out a few practical points here and there that appeal to me as being among the high lights in the subject of physical care of the child. The effectiveness of our ministry to the physical needs of our children depends in large part upon our own acceptance of the principles of the Christian version of personal hygiene in our own lives.

The Lord is preparing a people with a physical efficiency sufficient for the trying times just before us. Unless we ourselves are living in accord with God's laws for our physical being, and instructing our children in the same principles, we can never expect to be present with our children when the Lord appears in the clouds of heaven. Let us earnestly study the way of the Lord for us in the physical care of our bodies, and let us be willing to accept His precepts without compromise for ourselves and for our children.

Keep Trying

If boys should get discouraged
  At lessons or at work,
And say, "There's no use trying,"
  And all hard tasks should shirk,
And keep on shirking, shirking,
  Till the boy becomes a man,
I wonder what the world would do
  To carry out its plan?

The coward in the conflict
  Gives up at first defeat;
If once repulsed, his courage
  Lies shattered at his feet.
The brave heart wins the battle;
  Because, through thick and thin,
He'll not give up as conquered;
  He fights, and fights to win.

So, boys, don't get disheartened
  Because at first you fail.
If you but keep on trying,
  At last you will prevail.
Be stubborn against failure;
  Try, try, and try again;
The boys who've kept on trying,
  Have made the world's best men.

—*Eben E. Redford.*

"THE child tends to become what he imitates."

Sunset Glory

HAZEL MC ELHANY GREER

IT was evening time. I sat at my desk in the library. The last faint echo of the lingering student had died away as he left the building. I was alone save for the mystic splendors of the sunset colors that flooded the room, and with silent fingers bound and rebound the worn and faded volumes with bindings of old gold and living crimson.

My gaze passed on, over the little homes, where lazily the smoke curled up and lost itself in the haze of the twilight hour; over the whispering trees that sighed in the breezes, yes, away beyond to the very solar king himself. I watched until he had gone to his rest and only the clouds of gold and scarlet and purple remained.

I seemed to forget that I lived, to forget that the world moved on, to forget all save those wondrous clouds! Living things they seemed to be, only holding from my view the future. But lo! they moved, they parted, they touched again, and I saw as it were the domes of the city of our God. I saw those costly mansions with their massive golden pillars and their hangings of royal blue and purple and scarlet.

As I sat alone in the silence watching the ever-changing scene spread out gloriously before me, the pure, clear tone of some cornet set aloft on the evening air the old familiar melody, and my thought unconsciously linked with it the words:

When peace like a river attendeth my way,
When sorrows like sea billows roll;
Whatever my lot, Thou hast taught me to say,
"It is well, it is well with my soul."

As I listened, I watched until it seemed that the very crystal stream of life from God Himself, that flooded the painted landscape, filled my own soul and washed it of its dross, and my heart softly whispered, "Yea, it is well, it is well with my soul."

A step sounded on the stair—my reverie was gone. I was no longer alone, for by my side stood a little child. "Mother, did you see the wonderful sunset?" and the words were whispered in tones of awe and wonder.

Taking her little hand in mine, I answered quietly, "Yes, dear." Together we found our way down the dark stairs and took the path toward home.

Yes, for home, where is enshrined the best that God has given to earth —the strength and devotion of manhood, the love and purity of womanhood, and the sweet confiding trust of childhood —yea, verily, home is "a little heaven below," where we may catch glimpses of the joys beyond,—the joys which are prepared for us.

"IT may, indeed, be said that sympathy exists in all minds, as Faraday has discovered that magnetism exists in all metals; but a certain temperature is required to develop the hidden property, whether in the metal or the mind."

Story-Telling*

WHETHER in the schoolroom or in the home, one can not get away from the question, "Won't you tell us a story?" Children prefer to have stories told to them rather than read to them—I say told to them, yes, if the person asked can really tell stories. It is one thing to say the words that make up a story, and another to tell the story. Perhaps anyone could say the words, but not everyone can tell stories without training and forethought.

There are seven essentials to keep in mind for story-telling. Let us consider each one briefly: the first is, Select your story. Choose with respect to entertainment such stories as suit the age or the occasion. With respect to teaching, they must be selected for the character of the lessons they carry and the purpose in teaching.

The sources of stories are many,—books, personal memories, personal observations, and news printed or told. The Bible is of first importance to the story-teller and contains collections widely varying in its lesson content. Do not depend upon books alone for your sources of stories; the more personal the stories are made, the greater power they will have. Little songs often carry a story in their stanzas, and these appeal to the little children, especially. Nature stories are very good, and can be made very interesting by giving names to the little creatures of the animal and bird worlds, such as Davy the Diver, Sallie Loon, Black Sammy the Crow, etc.

The second essential is, Know your story. One hears stories and has read many, and there are perhaps vague memories in his mind of Joseph, Moses, Daniel and Jesus, but he could not bring them into focus sharply enough to make stories of them. The details and connections are blurred. The trouble lies in the fact that the stories have not been recalled point by point by telling them over in private before giving them in public.

How can you come to know your story? First, read it thoughtfully. Then look up from your reading, and tell it aloud. Do not try to memorize and repeat it word for word; tell it in your own words. But do not leave out any point. Why tell it aloud? Because that requires you to bring out each detail sharply. Merely running it over in your mind gives the opportunity and temptation to slight some part; and when you come to tell it, it is blurry in your memory. Then too, telling the story aloud makes one accustomed to his own voice.

One of the greatest primary faults in the story-teller is the forgetting of some essential part of his story until he has gone beyond the point; then he stops and says, "Oh, I forgot! Back there I should have told you ———"

The third essential of story-telling is, Feel your story. This means that you are to see the scene in your mind, imagine the gestures and the tones of the voices, make the events live before your eyes, and then tell the story as you see it. Use your imagination. Sympathy is required. Let out your sympathies to your heroes. It requires that you forget yourself, and put yourself into the place of another.

To analyze and outline your story is the fourth essential. Perhaps everyone makes an unconscious analysis of his story, but to do it consciously and to practice doing it until conscious analysis is natural and easy,— this gives a sense of mastery of the story which is very important.

Have a mental picture of the events in their order, and be sure of the lesson you wish to impress upon the child's mind.

The fifth essential takes up the modification of material, when necessary, by abbreviation or by amplification. You do not find all stories, in their sources, just as you want to tell them. Sometimes the story has not its parts arranged as you would have them, and by recasting it you can make it better fit your purpose. It sometimes happens that the account in your source contains extraneous matter,

* Instruction presented by one of the teachers at a Kansas institute.

mingles, perhaps, two or more stories in one. Again, you may find that there is too much matter for your purpose, that it would make too long a story. Or, on the other hand, the source matter may be too meager.

Here, then, are four reasons why you may find it necessary to modify the story:

1. Style
2. Extraneous matter
3. Too much matter
4. Too little matter

In the case of too much matter, how will you proceed? First, read the material, noting as you go what is most interesting and what is most important to a connected story of related events, what happenings act as cause and effect, for our object in story-telling is to teach a lesson of how good produces good, and evil produces evil, to the end that our hearers may be guided in their conduct of life. So, note what are the principal events and their relation to one another, what can be left out with least injury to the story, and what must be kept.

Then, there may be some events upon which you do not wish to dwell, some parts, perhaps, which small children are unable to understand; or some parts the morals of which you wish to avoid until a more opportune time.

When it is a case of too little matter, then the imagination must play an important part, but you must guard against getting away from the facts. History and geography also may help.

Now you are ready to tell your story, and here comes the sixth essential.

In the first place, tell it simply. Choose simple words, think in simple form, frame simple sentences. Watch the children as you tell stories, thinking incidentally of the character of the language you are using, and see whether or not they readily take it in; if not, then simplify.

In the second place, tell your story directly. Go in a straight line, without branching off into side incidents or unimportant details. Inability to come to the end of a story and stop is the weakness of some story-tellers.

In the third place, tell your story expressively. A story can be told with so little life as to make it wholly ineffective. On the other hand, the vividness with which a story is told may redeem it in spite of many other faults.

You must exercise imagination, and you must have energy. Vitality is essential to expressive story-telling. A listless voice can never convey the color and action of the story. Let the story-teller remember that motion attracts attention while the highest art of the teller is to catch the hold the attention by the power and charm of the story revealed through the voice and facial expression alone, yet appropri-

ate gesture helps. However, do not overdo the dramatic side.

Much may be accomplished by the use of pictures, paper folding and cutting, blocks, and the sand table.

The last, but not least by any means, is the seventh essential. Have an aim and climax.

What do you wish to teach the children by the story? In general, you wish to teach them obedience, reverence, justice, honesty, courage, courtesy, forbearance, love. But unless you recognize the elements in a story, you are not prepared to tell it. Suppose it is the necessity of obedience you wish to impress. What story shall you take? Perhaps "The Little Deer Who Thought He Knew More than His Mamma." Conscious that you wish to teach obedience, you select the story that teaches it. The best time to teach obedience by the story is when the child is obeying, when his mind is in harmony with the lesson of obedience.

The aim one has in telling a story largely shapes the lesson. Many a story contains more than one lesson, and that one which is emphasized by the teller is the one that makes the chief impression.

Take, for instance the story of David and Goliath. What is that to teach? Shall it teach athletics, or shall it teach loyalty? Shall it teach boastfulness, or shall it teach courage? Shall it teach blood-thirstiness, or shall it teach faith? It depends upon one's own point of view what he shall be able to teach through the story. No doubt every story-teller will lay the emphasis upon the faith and confidence that win victory: "So this is how the shepherd boy who trusted in God slew the great giant who despised God."

Now how about the climax? You are climbing a story mountain. Foot by foot you mount to one point after another, and have delight in the things you find, but all the while you are conscious, and your children are conscious, that there is something beyond, something grand to see when you get to the top. At last with a great effort you heave yourself to the top rock, and there spread out behind you is all the ground over which you have climbed. Do you keep climbing? No, you stop. You have your climax. Knowing well your aim will help you to make your climax just at the point where the lesson can be most deeply impressed.

Analyze your lessons point by point, and determine in your mind where the climax comes; then practice in each story working up to your climax.

A Spring Chorus

O, such a commotion under the ground
When March called, "Ho, there! ho!"
Such spreading of rootlets far and wide,
Such whispering to and fro!
And, "Are you ready?" the Snowdrop asked;
"'Tis time to start, you know."
"Almost, my dear," the Willow replied;
"I'll follow as soon as you go."
Then "Ha! ha! ha!" a chorus came
Of laughter soft and low,
From the millions of flowers under the ground—
Yes, *millions*, beginning to grow.

"I'll promise my blossoms," the Crocus said,
"When I hear the bluebirds sing."
"And straight thereafter," Narcissus cried,
"My silver and gold I'll bring."
"And ere they are dulled," another spoke,
"My Hyacinth bells shall ring."
And the Violet only murmured, "I'm here,"
And sweet grew the air of spring.
Then "Ha! ha! ha!" a chorus came
Of laughter soft and low,
From the millions of flowers under the ground—
Yes, *millions*, beginning to grow.

O the pretty, brave things! Through the coldest days,
Imprisoned in walls of brown,
They never lost heart, though the blast shrieked loud,
And the sleet and the hail came down;
But patiently each wrought her beautiful dress,
Or fashioned her beautiful crown,
And now they are coming to brighten the world,
Till shadowed by Winter's frown;
And well may they cheerily laugh, "Ha! ha!"
In a chorus soft and low,
The millions of flowers hid under the ground,
Yes, *millions*, beginning to grow.

—*Selected.*

School Health Series No. 3

"Who's Who in Healthland" presents a graphic way to conduct weighing exercises in a school. This booklet can be secured for ten cents from the Superintendent of Documents, Washington, D. C.

Two Ways of Handling Tantrums

FLORENCE BASCOM-PHILLIPS

"MAMMA! I want to go out and play," four-year-old Flossie announced one morning.

"Not today, dear," answered her mother. "It is too damp and rainy."

"Please, Mamma," coaxed Flossie, "I like rain."

"No, Flossie, you can't go outdoors now," answered her mother firmly.

After more teasing to no avail, Flossie resorted to a new scheme which she was sure would bring Mamma to time, that of berating mother's friends and relatives.

"Grandma's bad! Grandpa's bad! Aunt Mary's bad!" Flossie paced the floor as she made the announcements.

To the child's utter chagrin, her mother ignored her completely. Anything would have been better from Flossie's standpoint than to be ignored; even a spanking would have been preferable, for she would have known she was making some impression on Mother. She soon wearied of that scheme when she could see no effect at all. Then she resorted to the only means she had left to bring Mother to time, that of having a tantrum, the first and only tantrum she ever had.

Flossie was not angry when she began her tantrum, merely determined to gain her point. (You see I have a perfect right to tell you what Flossie thought, for I was Flossie.) Flossie lay down on the floor and kicked furiously and yelled, "I want to go outdoors and play, I do!" Still, Mother paid no attention whatever, and after a few minutes Flossie wearied of her one-sided game and began playing with her dolls as good humoredly as ever.

Contrast Flossie's experience with that of young Charles. When Charles was about two years old he developed the habit of screaming for what he wanted and crying furiously if the other children did not give up to him. If this did not bring the accustomed, "Let the baby have it, children," from Mother, or "Give that to Charles this instant. You ought to be ashamed to make a little boy cry," from Father, Charles bumped his head, kicked his heels, stiffened himself and bellowed, until one of his distracted parents would give the desired command to the other children. Then he would grasp the coveted article, shut his jaw defiantly and grunt one long "Ugh" after another until the spell subsided. This course was followed until Charles became so adept at gaining his point that, even after the arrival of another baby, he continued to hold sway. It was the baby who had to give in to Charles, not Charles to the baby.

Charles soon learned that the whole family stood in awe of his "mad spells" and he made use of his supremacy on every possible occasion. Eventually, his parents wearied of having a great big four-year-old lying on the floor kicking his heels and screaming at the top of his voice a dozen times a day and began punishing him for it, and while they eventually succeeded in putting an end to his tantrums by this method, he is still, at eighteen years of age, so disagreeable that his family can scarcely live with him, for the selfishness which was cultivated in him in babyhood has grown to monstrous proportions.

The first time any child shows a determination to have its own way in defiance to better judgment or at the expense of others, whether by willful disobedience, crying, holding the breath or tantrums, that is the time for the parent calmly but certainly to prevent it. One decided victory on the part of the parent will often practically end the matter, while one victory on the part of the child means constant trouble for the parents from then on, trouble for each teacher the child ever has, and perhaps the reform school or penitentiary eventually for the child. The learning, in the home, of obedience to parents and respect for the rights of others is the foundation for obedience to God and respect for the laws of the land.—*National Kindergarten Association.*

What Finger-tips Tell*

NAZALA SAMARIAN

I WAS nine years old when I lost my sight in a great plague of eye disease which swept through the refugee camps of Turkey. Therefore, I can remember very well what it is like to see. I try very hard all the time to remember what colors and flowers and sky looked like, so that when a thing is described to me and I have felt it with my hands, I get a mental picture of it with its real colors.

Many of our blind children have been sightless so long that they have lost this faculty of "imagining" colors. They no longer even try to "see" with their mind's eye, and I think this is very unfortunate, because I get a great deal of pleasure out of the mental pictures of things as I used to know them.

To become blind is very trying, especially at first. But it is a stimulus to the development of one's other faculties. As soon as I lost my eyesight, even before I left the hospital and had discarded my eye bandages, I began to use my hands in new ways, in order to replace the seeing sense which had gone from me. It was an interesting study, trying to comprehend things from what my finger tips could tell me. It took me longest to learn to read the Braille books, but now that I have thoroughly mastered finger-reading, I read much more than I ever would have done with my eyes.

People are very kind to blind folks. They do many things for us; this saves us time and gives us leisure for study and work. Here in the big orphan school of the Near East Relief, we have now nearly a hundred blind children. We have good teachers, some of whom are themselves blind, and who, therefore, know our difficulties. We live in two small buildings of stone, one for the boys and the other for the girls. Each building consists of just one big room, so that there is no difficulty in finding one's way about. Our pallets for sleeping are on one side of the big room, while our work benches and school mats are on the other side. In front of each building is a sunny yard, where we can sit, or play quietly and undisturbed, during the recreation hours.

Each day we spend about three hours at school work and about three hours in learning useful things, such as basket making, rug weaving, and music. It is curious how much music means to blind people. Almost all of our blind children are learning to play some instrument, and we have two orchestras, one of boys and one of girls. Every day they give us a little concert, and we never tire of listening to them, although they do not have a great variety of musical numbers. We all think that they play very well, but of course visitors might think their efforts rather childish. Never mind, they will improve day by day, I am sure, and certainly that is the most important thing—to grow better and better at whatever one is trying to do.

In our idle moments, we amuse ourselves mostly by talking. There are some wonderful imaginations among our blind children, as you would admit if you could hear us talking about what we think America is like. You would probably say that our descriptions are very quaint. Some day I intend to write a letter to my friends of the Near East Relief describing how America seems in the minds of a lot of blind Armenian orphans who have never seen it. My letter will be very amusing to the Americans, I think.

One curious thing about the conversation of our little Armenian blind orphans is that many of them speak in Biblical language, owing to the fact that most of our Braille books are Biblical and the children naturally talk according to what they read.

* The writer is a blind orphan girl now in a Near East Relief orphanage at Ghazir, Syria. Her bright mind and sunny disposition have won for her the sobriquet, "The Helen Keller of Armenia." This article, which she calls her "Story for America," was translated into English by the orphanage director.

Some of our children feel that the future is rather hopeless. We hate to think that we are going to be dependent on others for many long years, even when the "others" are good and kind Americans. But I tell the children that even for blind people, there is a place in the world, if we will only try hard to learn useful things. The baskets which we make are very good ones, I am sure, for we take a great deal of pains with them. The matting rugs which we weave are bound to be useful, for we are careful to make every fiber sound and strong. As we get more proficient, we shall weave more elaborate baskets, and rugs with beautiful patterns, which people will be glad to have in their houses.

Moreover, deprived of our sight, we shall learn to think better and more carefully than those who are bothered by seeing things all the time. We have no crowd of things rushing upon our attention from the images which our eyes bring us; therefore, we can concentrate better on our inner selves. I have found that one can be very happy, even without the blessing of sight. I think, perhaps, it is even easier to be a good Christian without eyesight—at least that is what I am trying to be.

Little Lessons in Teaching Helpfulness

ELIZABETH RUSSELL

WHEN we teach children to be helpful, we are training them not only for a life of usefulness, but also are giving them a passport to happiness. The helpful person is the happy person. The two are almost synonymous in practical life if not in the dictionary.

All little children have a desire to help. Perhaps it is not so much a desire to be helpful on their part as a desire for self-expression, but this desire for incessant activity can be turned into channels that will develop character.

Many of our leading writers on child life today deplore the lack of self-reliance on the part of the present day American children. One writer believes it is because so many city children do not have an opportunity to see any form of production at home. Bread comes from the baker — mother does not make it, milk from the dairy, food from the grocery store or delicatessen. Even the money used in the family the children do not see earned; father disappears in the morning to some mysterious place called "the office" and when he returns in the evening he brings the money.

Perhaps this indictment is not as true of Adventist children as of some others, yet as I write this I recall a young woman who came to work as a stenographer at one of our institutions. Genevieve knew nothing about helping herself or any one else, for that matter. She had never even combed her hair herself, or washed it. Before she left home, mother had always done it. Many of the girls had scant pity for Genevieve, yet really she was to be pitied and her mother blamed.

"I want Jackie to learn to be helpful," one young mother said, "so when I bring in the wood Jackie always carries in a stick too. Of course he is only a baby but he is so proud to be helping mother."

Another mother devised a system of red and gold stars such as are used in kindergarten. When her girls had done their work satisfactorily and without being told to do it, they were awarded a red star. A certain number of red stars brought a gold star. Of course this could not be used with the older children, only with the younger ones to whom it would naturally make its strongest appeal.

Many mothers discourage the baby efforts to help in setting the table, wiping dishes, and doing other little household tasks, only to wonder as the child grows older why so little of a spirit of helpfulness is shown. Again a little encouragement and praise tactfully bestowed will go a long way in maintaining a helpful spirit on the part of the child.

"IT is worth more to be possessed of but few of the lessons of wisdom, but to apply these diligently, than to know many, but not to have them at hand."

Her First Case

HARRIET HOLT

ONE bright sunny afternoon, a little girl, mounted on a shaggy pony, was riding along a country road. By her side on a big, gentle horse rode an elderly gentleman. He was a minister of the gospel, and week by week he told the people about Jesus and His love. But more than that, the vicar (that is what the people called their minister) visited the people each week. He knew what was best to do when anyone was sick, and he could tell the mothers and fathers how to keep their boys and girls strong; so all the people loved him. They loved the little girl Florence who was riding by his side that beautiful afternoon, too. Her father was one of the richest men in all the country round about, but Florence was never too busy playing with dolls to stop and ride with the vicar to the village and help take care of anyone who was sick. Sometimes her mother would let her take jelly or fruit or clothes to those in need. So everyone loved their minister and little Florence Nightingale.

This particular afternoon, they were on their way to the village where most of the folk lived, but they didn't get there,—not that afternoon. "Something is wrong," said Florence, as she pulled her pony to a standstill and pointed off to the hills.

The vicar stopped his horse too, and looked where she was pointing. A flock of sheep was scattering over the meadows. The little lambs were frisking playfully away, and their mothers were following them in wild confusion. The good shepherd was running and calling, but the lambs only ran away the faster.

Turning their horses' heads toward the scampering sheep, they were soon within speaking distance of the troubled keeper.

"What's the matter, Roger?" called the vicar.

"Please, your reverence," he answered, coming toward them, "there's no doing anything with those sheep. Just look at them," he added hopelessly.

"But where's Cap?" asked Florence. "He'd soon gather them up for you."

"Ah, Missy," replied the shepherd, "Cap'n's done for, and them sheep know it."

"Done for," said the minister, surprised; "why, he was the best sheep dog in these parts."

"I know it, sir," replied the man sadly. "But t'other day some boys were throwing stones, and one smashed Cap'n's leg. He just crawled into the hut a moanin', and he ain't moved since. I guess I'll have to kill him tonight, so's to stop his sufferin'."

"I'm afear'd you'll not find another like him," said the minister sadly.

"I fear so, too, and thank you for askin' about him." Then seeing the troubled look on Florence's face, he said, "Don't be vexing yourself, Miss Florence. We all have to die sometime, and the dogs have to, too."

Slowly they turned their horses back to the road.

"I wonder," said Florence, "if Captain is really as bad as Roger thinks. Can't we go and see?"

The vicar smiled. "Why, it won't be much out of our way," he answered.

A short canter brought them to a tiny white cottage, somewhat apart from the others of the village. As the horses approached, a series of short, sharp barks, broken by a moan of pain, announced that Captain was still alive. With the help of a neighbor lad, the key was found and the door unlocked. The dog growled fiercely, but little Florence wasn't afraid. She went right over to him and soothingly stroked his great head. It took some persuasion on the part of Florence to convince Cap that the vicar should examine the swollen

and painful leg. But at last he announced, "That leg isn't broken, it's just badly bruised. I think if it could be wrapped in hot cloths, the swelling would leave."

That was enough for Florence. With the help of Jim, the neighbor lad who had found the key, a great big kettle of hot water was soon bubbling. Then she found an old shirt of Roger's.

"I'll bring him a new one tomorrow," she said as she tore it into strips. All afternoon she worked, keeping the dog's leg in hot cloths,—fomentation, we would call it now. The vicar had to leave, but he promised to let her mother know where she was and to ask her to send for her after Roger came home.

The evening had already turned the bright afternoon to dusk when Roger tramped wearily up the slope to his home. He was sad, thinking of how lonely he would be when he didn't have Cap any more. What a surprise! Florence met him at the door, "Look, Roger," she said excitedly, "Cap won't have to die." Just then Cap got up and moved slowly to his master, whining in pleasure.

"Deary me! Deary me!" exclaimed the shepherd in surprise. "What did you do to him, Miss Florence? He couldn't move a step this morning."

Eagerly she explained the treatment. "And now, Roger," she said, "if you treat him tonight, Mrs. Norton, your neighbor, says she will help tomorrow, and he will soon be all right again."

"I'll see to him, Missey," said Roger hanging up his coat in a hurry. "And now as I knows what to do Cap'n will be well taken care of."

Captain was Florence Nightingale's first patient, but not her last. All through the years of her life, she turned away from the pleasures of wealth for the sake of taking care of the sick and the friendless. And when a great war broke out she went into the big hospitals to bring health and comfort to the wounded. Many a life she saved by her unselfishness, and those she nursed back to health would often kiss her shadow as she passed. But never did she forget that day when, a little girl, she saved the life of Captain, the shepherd dog.

The Crocus

"Rest, little sister," her sisters said—
Violet purple, and Wild-rose red—
"Rest, dear, rest till the sun comes out,
Till the hedges bud, and the grass-blades sprout.
We are safe in the kindly earth, and warm;
In the upper world there are sleet and storm.
Wait, dear, for the robin's true, clear note,
For the sound of a drifting wing afloat,
For the laughter bright of an April shower,
To call and wake you, sweet Crocus Flower."

But brave-heart Crocus said never a word,
Nor pushed to listen for note of bird,
Or laugh of rain-drop. In rough, green vest
And golden bonnet, herself she dressed
By the light of a glowworm's friendly spark,
And softly crept up the stairway dark,
Out through the portal of frozen mold,
Into the wide world, bleak and cold.
But somehow, a sunbeam found the place
Where the snow made room for her lifted face.

—*Madeline S. Bridges.*

E. J. Hall

EDITORIAL

Slipping Along

FOR weeks it has been slippery weather, snow, and freezing rain, and ice. Autos have skidded and spun and collided, street cars have labored and crept and stalled, pedestrians have slipped and slid and scrambled and gyrated. Very regularly I have done on my feet my mile and a half each way, from home to office and office to home, but allowing myself twenty minutes extra for the exercise. Sometimes I have blessed the occasional householders who have cleared their front walks from snow; and sometimes, when the wet surface has frozen overnight into a glare of ice, I have not blessed them. Sometimes I have taken to the middle of the road, playing hide-and-seek with the autos, and at cross streets going into hop-scotch with animated bobsleds. I have always gone upon my feet; I had always gotten along pretty well; I had always arrived. And I liked my way. Why should I not keep it up, slip and slide though I must?

But this morning, after a night of freezing rain, I had made half the distance in twice the time, when a friend, passing in an automobile, drew to the curb, opened the door, and offered to help me on my way. I looked up along the river of ice I was traveling, I computed the length of time it would take me to reach the office, I reckoned the hazards of foot travel, I observed the chained tires of my friend's auto, I remarked that he was a careful driver, and—I got in. And in five minutes I was at work at my desk. Then I said to myself: "Habit is enthralling, pride is exacting, independence is exhilarating; but to get there is the chief thing."

I see so many parents go slipping along the walks of life, mincing or rushing as their habit may be, falling many times, but without looking for or receiving any help. They say: "I guess my way is as good as anybody's. I don't think I need study how to do any better. I haven't time; I am too busy: I must get through."

Well, but child culture is a science that doesn't come all by intuition. These times are slippery times, hard times in which to train children. Many are slipping up on the job. Parents need a lift. How many of them are taking advantage of the "Parents' Lessons" offered by the Home Commission?

Are They Busy?

IF they are not busy, they are not in order. How can they be? Children are active, and must be exercising either their bodies or their minds. If you want to make a worthless boy, let him do nothing. Whatever is repeated in the life of a child becomes a habit; if he is permitted to sit idle, idleness is almost sure to become his habit. I am writing for the teacher of little or no experience who has not yet learned just how to make her work count for the most. The successful teacher has a very carefully arranged program; not only must the recitation work for each period be planned, but the study work for each grade must be clearly mapped out for every period of the day. This works almost automatically with the older grades if there is proper arrangement of the class periods, for the natural course is to take up the study of the lesson which must be recited next. But even here, the teacher must have extra work planned for that bright pupil who learns his lesson quickly. She has opportunity to develop him further along the line of the lesson he has studied, or along some other line. How helpful he can make himself to the class by throwing a side-light on the history or geography or

ETCHINGS

Bible lesson, by giving details which he has obtained through a little extra reading while the rest of the class were busy with the text of the lesson! How much broader his own ideas of the lesson may become!

But for the little ones who cannot yet study from the textbook or whose lesson assignment is very short, special plans must be made. There is educational work for all,—something for every child to do *all* of the time. The work should be varied greatly so that it will not become monotonous. The purpose of this little article is not to show what to do, but to urge upon the inexperienced teacher the importance of doing something. The busy person is the happy person, and this is just as true of the child as of the grown-up. Keep him so busy that he has no time to think of mischief.

Show us the teacher whose children are busy with helpful work, and we shall see an orderly school and children that are gaining useful knowledge. But better still, we shall see children who in the schoolroom are building worthy characters.

Toeing the Mark

SHE wanted to go to a "pie-eating contest," that little daughter of mine. It seemed to be all the talk in her school, and they said that every child who had a friend connected with the affair, a grown-up friend who would give her a red ribbon badge, might get in. And she had a grown-up friend who gave her the red ribbon.

It was the day before the scheduled contest. She and a girl friend were out in the kitchen, cooking on the little electric stove, and I heard them talking and chattering about the great pie-eating contest. But of course she knew there had to be permission, and so far that had not been gained, from either Mother or Daddy. I think she suspects that Daddy is the easy mark, where she is concerned. Anyway, the two marched in, wearing the red ribbons.

"Daddy, may I go to the pie-eating contest? Mamie's going, and Della, and Arethusa—" And so on.

I took her on my lap, a little girl already a bit apprehensive, and therefore rigid, and eager, and voluble. How should I give her a vision of proprieties, and dignities, and self-control? When grown-ups think it is funny to make a show of themselves at gormandizing, how teach a little girl that it is in no wise desirable?

"Do you think it would be pretty," I said, "to gorge yourself with pie, and eat as fast as you can, and try to eat more than anybody else?"

"But I wouldn't," she argued; "it's the others who do that. I just want to see them."

"Do you like to see pigs eat?" I asked.

"I don't know," she said; and truly I think she has never had the privilege.

So I told her, as graphically as I could, how pigs eat. But her mind was upon the main question. She swallowed fast again and again, and big tears welled up in her eyes. Oh, it was hard for her, and for me! And what did it matter? Why not give the child her pleasure, and let it pass? For the same reason that I would not start her sled-riding down a hill toward the river, and try to stop her three feet from the start.

"They give you a piece of pie," she advanced a main reason, "a piece of every kind of pie."

"But you get pie at home."

"I never get enough!" she said.

(Concluded on page 29)

From My History Notebook--No. 3

Dates and Events

BERTHA SHANKS CHANEY

IF you should take a vote in your schoolroom as to the likes and dislikes of the boys and girls in regard to the things they are studying, where would history stand? You might test it out.

A great many children and grown-ups profess a thorough-going dislike for history, and usually add as a final and incontrovertible statement, "I never *can* remember the dates!" "Dates" is the great bugbear, the *bete noire,* the task insurmountable.

So much has been written on the importance of instilling appreciation or love of history that one doesn't need to say more on that point. Enthusiasm and interest are of prime importance. But the drill on dates and events cannot be evaded.

If one knows rather precisely just which dates to emphasize, the task grows a little easier. There is an appalling list of dates and events in the beginning of the book. They may safely be left just where they are, and a shorter one be worked out as the class advances.

In the "Requirements in American History," of which mention was made in a previous article, there are about fifty listed that ought to be memorized perfectly in the seventh and eighth grade work.

With the permission of one of the authors, I am giving you the list as printed in *The School Review:*

1000—Discovery of America by the Northmen
1453—Capture of Constantinople by the Turks
1492—First voyage of Columbus
1497—John Cabot discovers North America
1522—End of Magellan's voyage around the globe
1565—Founding of St. Augustine
1588—Defeat of the Spanish Armada
1607—Settlement of Jamestown
1608—Quebec settled by the French
1614—New Netherland settled by the Dutch
1619—Slavery introduced into Virginia
1620—Settlement of Plymouth
1763—Peace of Paris
1765—Stamp Act controversy
1775—Lexington and Concord
1776—July 4, Declaration of Independence
1783—End of Revolutionary War
1787—Northwest Ordinance
1789—Washington inaugurated president
1790—Taking of the first census
1793—Invention of cotton gin
1803—Purchase of Louisiana
1807—Fulton's steamboat
1812—War with England
1819—Purchase of Florida
1820—Missouri Compromise
1823—Monroe Doctrine
1830—The beginning of the era of railroad building in the United States
1831—Cyrus McCormick's reaper
1844—Morse's telegraph
1845—Annexation of Texas
1846—Howe's sewing machine
Accession of Oregon Territory
1848—The era of the Mexican War
Discovery of gold in California
1850—The Great Compromise
1853—The Gadsden Purchase
1854—The Kansas-Nebraska Act
1857—Dred Scott Decision
1860—Election of Lincoln
Secession of South Carolina
1863—January 1, Emancipation Proclamation
1865—April 9, Lee's Surrender
1866—First permanently successful Atlantic cable
1867—Purchase of Alaska
1871—Settlement of the Alabama claims
1876—Invention of the telephone
1878—Invention of the arc light for streets and parks
1898—Spanish-American War
1914—August, beginning of the Great War
Opening of Panama Canal
1917—April 6, United States enters the Great War
1918—Nov. 11 Signing of the Armistice.

If this list should be spread out over the year, it would average less than two per week. This is certainly not a severe mental task, and you will all think of different devices for making the drill interesting.

Some of the dates can be made a nucleus for a number of things. For example: 1619 was a notable year in the Virginia colony. It was the year for

(a) First elected legislature
(b) First shipload of wives
(c) First shipload of slaves
(d) First shipload of tobacco exported
(e) First university planned for America.

Children of this age memorize with little difficulty, and it is a time for storing valuable facts.

EVEN if you did not get a chance to go to school, or if you failed to improve your opportunity when young, you can still set out upon the royal road to education if you have the will.—*Frank Crane.*

Some Suggestions Regarding English Teaching

MAX HILL

THE objects of teaching language, grammar, rhetoric, and literature should never be forgotten by teachers. Their objects are to train pupils to use correct and pleasing English in writing and speaking, and to appreciate the good and beautiful and true writings of others. As Christian teachers, we have a special phase of this training to consider—the presentation of the Third Angel's Message in the most effective and attractive way. There are people who are repulsed by false syntax, and there are many who will be drawn to an unpopular truth presented in an attractive manner.

There is a dangerous tendency in our teaching, especially in the lower grades, and that is to make more of the skeletons of words than of their meaning and their correct use. We mark, and syllabicate, and spell—yes, spell—till the children get the idea that words are just so much lumber that must be stowed away somewhere; when actually they are the means of conveying beautiful thought, sublime truth. And what a host of these vivisected thought-creatures are forgotten and strewn by the knowledge way!

When primary children master the idea of a "story" in a sentence, how happy they are. Then teach them to put two sentences together to make the story better and more interesting, As they acquire more ideas and learn how to express them, develop the paragraph. By the time children reach the third and fourth grades, they should certainly be able to compose pleasing little stories, combining sentences into paragraphs; and very soon after this stage is reached, groups of paragraphs may be required.

In the seventh and eighth grades, and onward, a great deal of time could be spent profitably in paragraph writing. It is well worth while to take the time to train for efficiency in this phase of English work. Drill till the assignment of a paragraph on a certain topic will not call forth the whine, "How many lines do we have to write?" There are countless subjects upon which a pupil may write, and write intelligently and fully. Of course only familiar topics or topics within reasonable reach, should be assigned. Try news notes.

Then the study of the standard authors needs attention. If a child comes up through the grades knowing little or nothing in an intimate way about Longfellow, Whittier, Tennyson, Holmes, Riley, and a host of others, he is seriously handicapped. The lives of famous men and women who have written and said beautiful things are valuable composition material; selections from their works read and memorized will prove a source of joy throughout life. "One Hundred and One Famous Poems," by the Cable Company, Wabash and Jackson, Chicago, price 25c, is ideal material. Our best hymns, fine passages from the writings of Mrs. E. G. White, "Vision of Sir Launfal," Gray's "Elegy," "The Deserted Village," "Snowbound," the stories of Joseph and Esther, taken directly from the Bible,—all these are excellent, and all are easily procured.

And with all our study, let us stress thought. What wonderful words make up our language! What wonderful thoughts can be expressed by them when they are properly understood and used!

Good-by

Good-by, good-by, old Winter gray!
Your reign is fairly over!
We'll gladly change your snow and ice
For fresh green grass and clover!

Just for your comfort, Winter gray,
We hope you will remember
With how much joy we welcomed in
Your chilly, grim December!

But, ah! the green and radiant hills!
The meadows, freshly glowing!
The streams, imprisoned for so long,
So gayly, gladly flowing!

We mean to be polite to you,
And shake your hand at parting;
But dear old Winter, gray old Winter,
Don't delay your starting.

—*Youth's Companion.*

Health Posters

THE value of the poster as a teaching factor is well recognized by teachers. Health organizations are now making extensive use of them, and poster contests have become popular. This contest will no doubt prove as attractive to our own church school children as similar contests have proven to large groups of public school children, high school students and others. The highest value of the health poster is in the emphasis which it enables the teacher to place on the importance of acquiring the health habit advocated in the drawing. This has been recognized by the American Child Health Association. All of our church school teachers, who, we believe, are quite familiar with the ten health habits for school children, will welcome this contest. We look for their heartiest cooperation.

The posters which will be submitted in this contest may be of great help to many besides the pupils who design them. We suggest that the local schools hold an exhibition of the posters, when completed in their grades, and invite parents and friends to see the work before any are passed on to the local conference office. The many excellent posters which may be retained by the conference educational or medical secretary, after selecting the best ones to be forwarded to the union conference office, would make an attractive exhibit to be used at camp meetings. These designs by children will have an appeal to older people, and may also impress them strongly with the importance of healthful daily living.

A crude example prepared by a primary pupil but which, nevertheless, does tell the story.

We hope that every child may be interested in the plan and encouraged to submit the best work of which he is capable. We want to get original ideas, forcibly expressed in the child's direct manner, and the artistic merit of the posters will be given secondary consideration. But there are some fundamental principles which should be adhered to in the preparation of posters, in order to express an idea to the best advantage. For the benefit of some instructors who may not have developed the poster idea in their schools the following suggestions may be pertinent, that the highest quality of work may be obtained.

A good poster is designed with three main objectives in mind, i. e., to attract attention, to hold the interest, to leave an appeal which will lead to action. Having these points in mind, the poster should be carefully planned in detail before actual work is begun upon it. The color-scheme, the wording, the style of lettering, and the arrangement of the design as a whole should be decided upon, and perhaps blocked out in a small sketch, before beginning work on the poster.

The accompanying cuts will give some good ideas on the possibilities of posters, and many other good suggestions may be found in material which may be secured from the American Child Health Association, in the *School Arts Magazine, Hygeia,* and other magazines and books which are accessible to teachers.

The drawing should be large enough to well fill the rectangle specified. The chief point of interest should be placed a little to one side of the center, and a little above or below the center of the rectangle. If only one line of lettering is used, it should preferably be placed at the bottom of the design, far enough from the lower edge of the rectangle to leave a little heavier margin than at the top of the poster. If all the lettering is placed at the top or too far to one side, or if the design is pushed too much above the center or too far to the

right or left of the space to be utilized it will be difficult to make a poster which appears balanced. There are, of course, exceptions which may be made to these rules of arrangement. Sometimes a word or two may be placed effectively at the top of the design, perhaps at one side, in such a way that it will balance the drawing.

A plain block letter is most effective in poster work. Fancy letters should not be used. The lettering should be arranged so that it is a part of the picture, and not placed so far from the drawing that it appears detached and separate.

Insist that the posters be kept simple, with only one thought expressed in each

An artistic poster designed by a grammar grade pupil.

poster. If the older children want to use crayons, pencil, ink, or paints in making their posters, they should be careful to keep all areas flat and even. Otherwise their drawing will be sketchy and weak, and will not tell as a poster.

For the small children the best method of working might be to allow them to cut or tear from colored paper a silhouette of an object or figure, and mount this on a grey, tan or black background. The letters may also be cut from colored paper and mounted. The wording should be brief and to the point and bear directly upon the thought expressed in the picture. Only one or two words should be used in the primary grades to express the idea of the poster, such as "Drink Water," "Bathe," etc. General terms should be avoided and the sad results from wrong living should not be pictured, but rather the positive side of health.

We hope that the contest may be entered upon at once in every school and systematically carried through in harmony with the conditions outlined.

General Conference Medical Dept.

POSTER CONTEST

FOR ELEMENTARY SCHOOL PUPILS

FOR

POSTERS ON HEALTH SUBJECTS

Purpose

The purposes of this campaign are: first, to impress more deeply on the minds of the children the ten health habits; second, to interest parents and conference workers in health habit development as essential to child health; third, to stimulate the interest of our people generally in the health idea by the publication and exhibition of the posters.

Conditions of the Contest

1. All pupils enrolled in our church schools, in grades one to eight, inclusive, may compete.
2. Each poster should illustrate one health habit, or phase of one. Only one idea should be expressed in drawing, design and lettering.
3. The posters must be designed and executed by the students, themselves, without assistance from either parents or instructors.
4. For the sake of uniformity we request that posters be 14 x 18 inches in size. Name, address, age and grade must be written plainly on back of poster.
5. Posters should be mailed between stiff cardboards or in strong mailing tube. They should not be folded or creased.
6. In judging the posters the health educational value will be given first consideration. Neatness, originality, color or values, composition and technique will, however, be determining factors in deciding upon the winners.

The procedure in judging the posters will be as follows:

1. The best two posters from each grade shall be selected by the grade teacher not later than May 1, 1925, and mailed to the local conference educational superintendent.

2. The best three posters from each grade shall be selected by a committee composed of the conference educational suprintendent and two

other persons, as may be selected, including the local conference medical secretary or nurse, where there is such, and mailed to the union conference educational secretary not later than May 15, 1925.

3. The best three from each grade shall be selected by a committee composed of the union conference educational and medical secretaries and one other person, as selected. These posters should be mailed to the General Conference Medical Department, by May 29, 1925.

4. A final committee of five, consisting of medical workers, educational workers, and artists will judge the posters, the winning designs to be published in *Life and Health* and *Home and School* and used for exhibitional purposes. No posters submitted to this committee will be returned to the students.

In Private

E. M. MEGRAW

EIGHT of them sat at table and each had a fling at Dickie—grandparents and parents, sister and brother—and their missiles, though only of words, were sharp and stinging, and Dickie grew "madder" every minute.

He seemed a tough little proposition, it is true. He had pitched greedily into the feeding process as soon as he had noisily and rudely taken possession of his chair.

Grandfather and grandmother looked frowningly at him. Their projectiles began with "In my day ——."

"Look at those hands!" big sister demanded of the company in general. "I'd be afraid to eat the bread they touched, but Dick seems to thrive on a germ diet."

Big brother's ammunition required a big gun. He raised his voice for the mention of some "perfectly awful" thing Dickie had done that day, and Dickie's shortcomings, which were generally very short indeed, were resurrected and hammered at, one after another.

Father looked fierce as a South Sea Islander as he said, "I'll 'tend to you later."

Mother wound up by saying, "I can't do a thing in the world with him," her voice a despairing plaint.

There was no such ugly trouble in the family near by, though it included a boy of Dickie's age and proclivities. For fault in the presence of the family, a quiet "Go to your room, Tommy," from his mother was sufficient.

It was true that one might have thought Thomas had been shod by the blacksmith judging by the noise he made climbing the steps, but he obeyed. One cannot expect ill temper to be wiped out magically, only that it be treated sensibly and considerately, regard for the child's future regulating word and action.

Dickie's mother visiting Tommy's mother on one of these occasions, appreciated the even flow of cheerful conversation that continued uninterrupted by Tommy's defection. It was so very different from the general squabble in her own home that usually followed misbehavior by Dickie.

When Tommy's mother reappeared, and her son had dashed out of doors to his play, the less successful mother put her plea:

"Please tell me how you can settle things so easily. I can't do anything with Dickie. I believe he takes a pride in his successful rebellions."

"I make it a rule never to correct Tommy in the presence of others," her friend answered quietly. "Notice that tree," she continued, pointing through the window to a fine, straight little beauty. "A few months after it was planted it began to lean. I set the gardener to work. He drove a strong stake, the top pointing as directly to the sky as if a plummet had been hung as a guide from the cloud above it, and to it he fastened the young, growing thing. Not with flimsy strings that would break in a day—as inefficient as intermittent discipline—nor did he pull it violently into place allowing others to join in the rough treatment. No, alone he tied it with strong bands neither harsh nor confining, leaving it room to grow true to the guide, upright. My dear, a mother may be the strength that will keep the child growing straight, bound and protected by bands that will not break—truth, affection, respect. The child respects the mother who shows respect for him. One of the ways of doing this is by recognizing his one, inviolable right—correction in private."—*National Kindergarten Association.*

Home and School Association

Adolescence — Physical Changes

MARY C. MC REYNOLDS, M. D.

THE external physical changes which take place prior to and during the adolescent period are too well known to mothers to need either elaboration or discussion here. The "change of voice" from the soprano of boyhood to the fuller, deeper tones of manhood, is probably the most easily recognized physical change in the boy. The demand for more social life, as well as the first use of the razor, betokens that you have lost your boy,—and happy the mother who can find the real man in the lost boy and hold the confidence during the trying hours just ahead.

In the girl the changes are no less marked. The experience which announces the maturity of the pelvic organs and the beginning of their characteristic function, the development of more womanly proportions and symmetry,— all say to the mother that the little girl of yesterday is becoming the woman of tomorrow. If the purity of girlhood can develop into the strength of womanhood, all is well.

No less marked, but not so well recognized, are the changes in the nervous system and in the mental attitudes which take place at this time. One of the best American essay writers of a quarter of a century ago, Hamilton W. Maybee, published two or three excellent essays regarding the experiences of young people at this time. "The Year of Wandering," and "The Pain of Youth" are among these essays. The titles themselves indicate something of what was in the mind of the author as he dealt with the restless uncertainties of this period. The years of adolescence are indeed years of "wandering" in the sense that the individual has not yet found his relation to the world,—its work, and its people in the new role of manhood upon which he is entering as an untrained actor. Someone has made this very homely expression which applies well here: "He is between grass and hay."

The nervous system is being taught to respond to new emotions, and new impulses, and like the unharnessed colt, which is not accustomed to the control of the bit and rein, it is capricious. Only the Master mind, in the depths of which was conceived the human creation, can control successfully the restless spirit of the boy or girl at this age. We are told ("Education," p. 209) that the brain nerves which connect all parts of the body are the only medium through which heaven can commune with man and affect the inmost life. We are told also that the brain is the capital of the body and that within it originate all the impulses which control the entire being. How important it is then, mothers, that you understand the wonderful mechanism which the Lord Himself created and put within the human body and through which He declares He will affect the inmost life of yourselves and your children. I would suggest that you read carefully and study prayerfully the chapter in "Education," entitled "The Study of Physiology." Here are brought to view fundamentals which every parent should thoroughly understand in order to make a success in the training of his children. In this connection, it would be well, also, for you to read pages 288 and 289 of this same book in regard to the will, and page 52 of "Steps to Christ," the paragraph telling more about the will which begins at the bottom of page 51. You will find another splendid section on this subject in "Testimonies," Volume V, beginning on page 513, entitled "The Exercise of the Will," and covering three or four pages. This will help you to understand the importance of wisely leading your children to a surrender to the Lord, because during the adolescent period, those physical functions which Satan has made it his special purpose to pervert, are beginning to mani-

fest their presence, and unless the child is controlled by a genuine Christian experience, Satan will surely get in to work mischief. You will find some remarkable statements along this same line in "Ministry of Healing," pages 130 and 131. The first half of page 130 deals with the importance of having the entire body under the control of the will, which is itself to be controlled by God, and then this masterly statement is made: "The kingly power of reason sanctified by divine grace is to bear sway in our lives." I would commend these pages of instruction to your most careful consideration.

If the experiences of your own adolescent age are still vivid in your memory, you will recall that there was an actual "pain" attendant upon the readjustments which were necessary, not only within your own mind, but in your social life and your mental and spiritual ambitions. The awakening to the fact that life is not a play-day and that playmates must soon take their several courses and assume their individual burdens; the growing realization of the personal accountability, not only to the world and its demands, but to the higher demand of God himself; the surrender of those ideals which have looked most worthy and most desirable, for those higher ideals which now appear to be imperative,—all of this experience brings a real suffering which may not be recognized by either child or parent, but which must nevertheless be wisely dealt with. Happy is that girl or boy who, at this critical time, finds in father a wise counsellor, and in mother a tender, sympathetic friend.

If the children have been bound to the parent by wise direction and discipline up to this time, if the daily worship hour has been a joy, and the Sabbath has been made a real delight, then the instruction which must now be given will come naturally, and find a ready response in the hungry heart of the adolescent child. There is no time or experience in the life of a child when he is so little understood and so often misjudged and unjustly accused as during these years; and it is now, when in a most critical sense, the entire future of the man or the woman is at stake, that these restless feet need the most careful guiding.

May I close this little talk with an earnest prayer that God will richly bless not only the mothers who may read these pages, but every mother who is responsible for the training of the men and women who must shortly assume the burdens in the carrying forward of this Third Angel's Message?

Teaching Obedience

MINA MORSE MANN

HE who said, "To obey is better than sacrifice," knows how, and can give ability to parents to know how, to teach children obedience. All the sin and misery in the world came as the result of disobedience. Heaven and eternal life can be gained through obedience only. Hence the importance of learning this vital lesson, and learning it in childhood, when all lessons are most easily learned.

"Eternal vigilance" is the price of most worth-while things in life, and this virtue of obedience is no exception. It cannot be taught spasmodically or according to the feelings of parent or teacher. It will take study and much prayer. It will take an infinite amount of patience and a vast fund of perseverance. But look ahead at the goal—eternal life—and is it not worth all we put into the effort to reach it? I do not say that one cannot be saved who has not learned to obey in childhood, but I do know that one who has not learned to submit to authority is going to have a very much harder time in his Christian warfare than one who has early learned to recognize law and how to obey it.

Our churches are constantly suffering disruption and trials because of some brother or sister whose way is *the* way and all others must recognize this way. How many times we have heard, "Sr. B—— is a good worker if you do not cross her: but you must not contradict her." Or, "Bro. C—— is a good man, but we have to be so careful how we handle him, for he is very touchy."? Now, really do you think Sr. B—— or Bro. C—— can ever find a place in the kingdom unless such traits

are overcome? "Endure hardness as a good soldier of Jesus Christ," is a command for *all*. Poor Sr. B—— and Bro. C—— never learned to give up in childhood, and it is so hard now to do it, and besides they cannot see the necessity of it. In childhood they pouted and coaxed, or had tantrums until they gained what they wanted, and why won't the same tactics work now? If anyone objects, or criticizes them, then discouragement comes, and they are sure no one loves them and everyone is against them, and there is just no use of trying.

Oh, if mothers could only realize the unnecessary misery and trials they are preparing their children for, when they do not exact obedience in childhood! "But I love my baby so, I cannot bear to punish her," says fond mamma. It is *not* love that takes such an attitude, but selfishness, even if not recognized as such. Mothers do not want the bother of going into the matter in hand, and it is much easier to let daughter have her own way this time. Some day when she has time she will show her that when she speaks she means she must obey.

But there is little need of telling the situation, for all recognize it more or less. It is the remedy we want. And the remedy has already been told. It is study, prayer, patience, determination. The Lord has given so much help on child training. How many times do you find these words in the Bible: "And thou shalt teach them diligently to thy children," or words of similar import? Go through the Testimonies and you will find material for weeks and months and years of study. Take the three books, "Education," "Counsels," and "Fundamentals," and you will find a wealth of material. Then you will find many other books. One of the best I have read is by Elizabeth Harrison, "Misunderstood Children." She has written several others that are good. Dorothy Canfield Fisher has written a number of good books on child training. A few good rules need to be observed. Never be arbitrary. I hear many times such remarks as these. "Now, Johnny, don't you ever play marbles for 'keeps' again." "But why," asks Johnny. "Never mind now, I told you not to do it." And Johnny goes off muttering audibly or silently according to his sense of fear, and doubtless keeps right on playing marbles for "keeps," only being careful mother does not find it out.

Now if mother had taken the time to sit down and by story or careful explanation show Johnny the evils of the entering wedge, enlist his cooperation, perhaps had a word of prayer that the dear Father would help Johnny now and always to keep his heart and hands clean and pure from every wrong, he would have gone out to play again, stronger to resist evil, with something put into the building of his character that would enable him to stand the judgment test. Let this stand for all temptations that come to childhood. Explain the pitfalls, and they will generally see the why of the prohibitions and when something comes that cannot well be explained they will have such a firm trust in mother's judgment that they know the command is right anyway.

Do not forget a promise or command. A small boy was telling of some escapade to a visitor, and the visitor said, "Does your mamma allow you to do that?" "No," said the small boy. "What does she do when you disobey?" persisted the visitor. "Oh, she punishes me," he said soberly, and then after a moment's thought, he continued, "But sometimes she forgets." He was banking on the forgetting.

Never slap a child in the face. It is an almost unforgivable insult. Never punish in anger. When you have given a command to a very small child, do not keep repeating it. Once is sufficient. If baby has been told not to touch the books on the table, she remembers it. When she goes and pulls them off, a sorry look, a moment's talk, a smart rap on the little hands—and the same thing done *every* time the books are disturbed will soon break the bad habit. But if part of the time she is allowed to have them and then part of the time is scolded for it, she gets sadly bewildered.

I have seen mothers give babies paper to play with and tear up for amusement. Then when baby tore up a book or paper that mother wanted to save, she was punished and called "naughty baby." It is not fair at all.

May our heavenly Father help fathers and mothers in these last days to "redeem the time" and study as they never have before—how to teach their children obedience.

Home Education

MRS. JOYCE M. FIELDS

"HAS Jesus given Himself for us? Has a dear price been paid to redeem us? And is it so, that we are not our own? Is it true that all the powers of our being, our bodies, our spirits, all that we have and all we are, belong to God? It certainly is. And when we realize this, what obligation does it lay us under to God to preserve ourselves in that condition that we may honor Him upon the earth in our bodies and in our spirits, which are His!" "Testimonies," Vol. 2, page 354.

"It is God's design that believing parents and their children should stand forth as living representatives of Christ, candidates for everlasting life. All who are partakers of the divine nature will escape the corruption that is in the world through lust. It is impossible for those who indulge the appetite to attain to Christian perfection. You can not arouse the moral sensibilities of your children while you are not careful in the selection of their food. *The tables that parents usually prepare for their children are a snare to them.* Their diet is not simple, and is not prepared in a healthful manner. The food is frequently rich and fever-producing, having a tendency to irritate and excite the tender coats of the stomach." "Testimonies," Vol. 2, page 400.

Can you imagine a young mother, just becoming acquainted with Jesus, who had never known of her God-given obligations concerning the development of physical, mental and spiritual power, facing the reality that all her life she had been ignorantly transgressing almost every law of health? Do you think she became discouraged because of her broken health, and the inherited weaknesses of her children? No, she began to gather up these precious rays of light and to seek God in prayer, and she and her family have learned that "By faithfulness in little duties we are to work on the plan of addition, and God will work for us on the plan of multiplication." "Christ's Object Lessons," page 360. Now this mother is a prayerful student with her children, and together they are learning precious lessons. For the encouragement of other parents who are climbing the same ladder with their children, I shall mention just a few of their experiences, as they are working away from the unhealthful cookery and indulged and perverted appetites of former days.

One of the first lessons brought to this mother's mind was that rich blessings will come to those "who eat in due season, for strength and not for drunkenness." Eccl. 10:17. To "eat in due season," implied to her mind regularity in eating. "For strength and not for drunkenness" spoke of an education almost foreign to her mind, because the family had always eaten whatever, whenever, and just such quantity of foods as pleased the carnal appetite. "Grains, fruits, nuts and vegetables constitute the diet chosen for us by our Creator. These foods prepared in as simple and natural a manner as possible are the most healthful and nourishing" foods. "Ministry of Healing," page 296. How strange, when she had always taken such pride in her reputation as a "good cook," and in her abundant supply of rich cakes, pies, pickles, relishes, jams and jellies and those salad concoctions and spicy foods that "tasted so good." But step by step the One Who has so lovingly enlightened her mind, has given her determination and power proportionate to the needs of herself and family. Many lessons have been fully mastered, but new assignments from the Great Teacher are being gratefully received, as the far-reaching subject of health is studied.

A crude flour mill has recently become a part of the home equipment, enabling the

family and others to have the entire grain flour and cereals. Cereals and raisins steamed well together, with plenty of milk, nuts, and other fruits for variety, provide a simple, nourishing breakfast. The raisins are precious "nuggets of iron" and more healthful than the sugar, so often used to excess. The entire family and others who have been cared for in the home have learned to prefer the home baked graham bread to the white or "baker's bread," so lacking in nutriment.

This mother knows that a perverted and indulged appetite can be educated to relish good health-producing food, and her children and others who have come in for care have always responded to her gentle, but resolute determination to serve such meals as the God of Heaven can bless. Believing that "Not all can eat the same things," and "foods that are palatable and wholesome to one person may be distasteful and even harmful to another" ("Ministry of Healing," page 320), she manifests a generous, Christlike spirit and true moderation; however she has learned that by tactful planning, the children and older ones will eat with enjoyment foods that seem necessary to healthy development, but which otherwise would be lost from the diet. For instance, in this family the "fruit meals" are more in favor than the "vegetable meals," however, parents and children are cheerfully educating themselves to give the vegetable its rightful place in the diet. Since a little garden is a part of the home plan, greater interest in vegetables has developed. Listen to mother and little daughter planning, "Let us get some beets and lettuce, and make a fresh, pretty salad to go with the baked potatoes for dinner. Yes, of course little daughter may grind the beets (raw) and some nuts, and with the lettuce it will look so pretty and taste so good when daddy and the others come in to dinner." If little sister helps make it, of course everyone wants to eat some, and after all it does taste real good. Special plans are made to fix the different vegetables in an appetizing way; however, the fact is kept in mind that vegetables may be made unhealthful by rich, greasy salad dressing, or by being cooked with grease which has been added for seasoning.

Stronger constitutions, rosier cheeks, sweeter dispositions are blessings gratefully received as results of the study and practice of lessons learned by this family as they study the various phases of home life; but above all blessings is that experience which comes as Christ is enthroned in heart and home, "the work of righteousness shall be peace, and the effect of righteousness quietness and assurance forever." Isaiah 32:17.

"If parents themselves would obtain knowledge, and feel the importance of putting it to a practical use in the education of their dear children, we should see a different order of things among youth and children. The children need to be instructed in regard to their own bodies. There are but few youth who have a definite knowledge of the mysteries of human life. They know little about the human machinery. Says David, 'I will praise Thee, for I am fearfully and wonderfully made.' Teach your children to study from cause to effect; show them that if they violate the laws of their being they must pay the penalty by suffering disease. If in your effort you can see no special improvement, be not discouraged; patiently instruct, line upon line, precept upon precept, here a little and there a little. . . . Press on until the victory is gained." "Testimonies," Vol. 2, p. 536.

"CONSCIENTIOUS attention to the little things will make us workers together with Him, and win for us His commendation, who seeth and knoweth all."

"IF there is any one person on this earth to whom I take off my hat and wait until she safely passes, it is a school-teacher. The most obscure teacher, back in the country hills, unknown, unthought, unpraised, but with loving patience unfolding the secrets of knowledge to little frowzy-headed boys and girls, can look in her mirror at evening and behold the face of an angel."

YOUNG MOTHERS

Daughters of Gad

YOU may make what you wish of that title. It's all right. I got it from reading the 12th chapter of First Chronicles and the 14th verse: "These were the sons of Gad, captains of the host: one of the least was over an hundred, and the greatest over a thousand." It says a lot more about these Gadites up in the 8th verse; but all the praise is summed up in Jacob's prophecy: "Gad, a troop shall overcome him, but he shall overcome at the last." The Gadites were the unconquerable, who wrestled with difficulties, defeated foes, never accepted defeat, and overcame at the last. Now listen!

This is introducing to you the Young Mothers' Society of Lima, Peru. They are all North Americans, Christian workers in a foreign land. The *Parents' Lessons* have not been translated into Spanish, or adapted to conditions in Spanish-American fields, and so only the English-speaking sisters find them available. But the South American Division Conference is working to the end of providing parents' help to all its varied groups. Mrs. Inez Hoiland Stevens, one of this Society's members, and its first Leader, is on the South American Home Commission, which has this project in charge.

I have before me the Society's report for 1924. Seven out of ten had finished the Parents' Reading Course. One other had just arrived, and another had come down from Titicaca only three months before and joined. The attendance is good. There are quite a number of blanks, but these are filled in with notes such as these: "In Ecuador," "At Titicaca," "Among the Chunchos." Do you know what those notations mean? Either on itinerant work of months in the different mission fields, or stationed permanently far in the interior.

Such, for instance, is the record of Sister F. A. Stahl, who could not, in consequence, be included in the photograph. "Among the Chunchos." If you have been

YOUNG MOTHERS' SOCIETY OF LIMA, PERU

Back row, left to right: Mrs. Dennis, Mrs. Striplin, Mrs. Wilcox, Mrs. Lawrence.
Front row, left to right: Mrs. Coble, Mrs. Stevens, Mrs. Minner, Mrs. Lorenz.

reading in the *Review and Herald* and the *Missions Quarterly* the reports of Brother and Sister Stahl's work, far over the Andes, on the head-waters of the Amazon, you can catch some faint idea of what that brief record means: tedious, dangerous traveling, mule-back, over narrow and precipitous trails, up and over the barren, frozen heights, down into the tropical jungle among the untamed and cannibalistic Indians of the interior. Brother Stahl, who pioneered the mighty work going on in the Lake Titicaca field, is now breaking trail into the mysterious, fever-filled country of the lowland Chunchos, out at the most advanced post of the Christian army. And Sister Stahl has faithfully followed with him, though at times so racked with malaria that life was despaired of. Present! except when "among the Chunchos!"

You will see all their names who were present when the picture was taken. Officers? Well, they pretty nearly all have been officers. You see, some of them are called off by field duty now and then, and so they make rather frequent changes of officers. The last report shows Mrs Minner Leader, and Mrs. Wilcox Secretary, though as Mrs. Striplin sends the photograph by request of the Society, perhaps she is the latest Secretary.

Greetings to our sisters in the far land of Peru, whether "Present" or "On travel." All hail to the Daughters of Gad!

Toeing the Mark

(Concluded from page 17)

Still, the battle was won. The gulps had ceased, the eyes were being dried, the will of the child was on the side of the parent. Red ribbon notwithstanding, she knew she was not going, and with a brave effort that I rejoiced to see she was reconciling her will.

So I said, "I'll ask Mamma to let you make three pies yourself tomorrow—just so big—peach, and raisin, and apple. And for once you shall have all the pie you want."

"I want a banana pie," she said, "the kind that Genevieve makes."

"Yes, four pies," I agreed; "and you may eat all you want. Will you have some to spare?"

"I'll give you some, Daddy, and Mamma, and Genevieve, and Brother, and—" so on.

So we became immersed at once in the mysteries of recipes, wherein she could be my instructor. And shortly she and her friend were chattering away as happily as ever over girlish things.

Like a little soldier she had toed the mark. Day by day, now here and now there, it's a toeing of the mark, in innumerable conflicts of desire with law, that makes the self-disciplined, courageous, developing soldier of the King.

Baby Dear

CAROLINE F. EELLS

Bluest skies,
Fleecy clouds,
Silver gulls on wing;
Forests dark,
Fragrant pines,
Birds that sweetly sing.

Golden sun,
Glassy sea,
Ships that sail afar;
Stilly nights,
Sparkling lights,
Hopeful evening star.

Houses small,
Mansions fair,
Marble palace walls;
Cabins brown,
Bungalows,
Massive castle halls.

What are these
If they lack
Baby's smiling face?
Somber homes,
Sorry world,
Without baby's grace.

Go thou thy way, and I go mine
  Apart, yet not afar,
Only a thin veil hangs between
  The pathways where we are.
And God keep watch 'tween thee and me.
  This is my prayer.
He looks thy way, He looketh mine,
  And we are near.

And though our paths be separate
  And thy way is not mine,
Yet coming to the mercy-seat
  My soul will meet with thine.
And God keep watch 'tween thee and me.
  I'll whisper there;
He blesseth thee, He blesseth me
  And we are near.

The Superintendent's Corner

Extracts from a Superintendent's Letter

AT the beginning of the term, as soon as the general scope of the year's work is clear, it is well to make a careful study of each subject to be given; decide upon the average number of pages of the various textbooks to be covered each day; begin to look out for supplementary materials. It is not a good idea to reserve a long time at the end of the year for reviews; the better plan is to review every day to connect yesterday's lesson with that of today, and today's with that of tomorrow. Then as a section is completed, review it thoroughly, touching the important points. In addition, occasionally review the entire subject, to fix in mind the very highest points of all. A few days at the end of the year will then be sufficient for general review.

When you begin work in a new place, and you discover that the children do not understand matters that are outlined for last year's work, be very careful of criticism of the former teacher. Some one will be following you some day! The fact is, children have a distressing way of forgetting things, even things that have been drilled upon very thoroughly; many of these will come back to their minds when you have done a little tactful reviewing. And if the children want to tell you terrible things about the last teacher, it is a splendid plan quietly to give out the information that that teacher is a special friend of yours, and has your confidence.

There is a real benefit to be derived from planning to do something special; make each school year stand out in the lives of the pupils as a time in which certain things were done. Study to introduce something that former teachers have not done—music, drawing, manual work of a special kind, drill exercises that develop skill along certain lines. A good thing to begin on would be absolute uniformity in papers handed in, with stress upon margins, capitals, punctuation.

Another might be the memorizing of a number of short poems from various authors; another an intensive study of a group of pictures, the children making booklets containing these pictures. A collection of the leaves, or the seeds, of plants in the neighborhood, all nicely arranged and classified, makes a good school project. Blueprints of leaves and other objects are beautiful, if they are made in a careful way, considering the principles of spacing, arrangement, and borders. A school scrapbook along a certain line is good; it might be pictures of our workers and institutions; it might be a collection of the most stirring missions stories gleaned from our own papers, stories that appeal to young people in a strong way. A geography book is a real education.

Something of this sort, faithfully carried out and actually completed, will give a teacher a standing that is worthy; and the teacher owes it to himself to make an impression upon those who are under his care. He will never make a favorable impression if he starts something and does not finish it in a strong way. So count the cost—in time and in effort—before you begin; plan out the work and then work out the plan.

A proper school spirit is worth developing. If the teacher makes the school all it should be in the way of attractiveness, comfort, and cleanliness, and then leads the children to feel that it is their school and that it is being conducted in harmony with right principles and high standards, the children should be proud of their school, and they should feel that its honor and its success depend upon them and their attitude toward it. With such a feeling, there should be a spirit that will hold the pupils and the patrons in a strong way.

Yours for such a school,

MAX HILL.

I WAS WONDERING
And So I Thought I'd Ask You

How can I eliminate whispering from my school?

NOT by saying, "Thou shalt not" unless you are ready to stand by your declaration six hours a day to see that the law is enforced. Better no rule than one which is not enforced. A positive command against whispering under any and all circumstances is a very difficult rule to execute. The real teacher will not have unnecessary or excessive whispering in his room. To allow a quiet request for the loan of a book or pencil is far from a pedagogical sin. To demand the quietude of the grave is a far worse one. The hum of busy activity is expected in a factory; but not confusion. If the privilege of an occasional whispered request is being abused causing disorder in the schoolroom, such privilege must be withheld for a time until all are willing to use and not abuse the privilege.

At one time I thought to avoid whispering in my school by offering awards to those who refrained. I felt that I could not depend upon my eyes and ears entirely. I had things to do other than attempting to catch the whispers. I thought to place my pupils upon their honor by calling the roll at night, permitting those who had refrained to answer "Perfect." Presently I discovered that I was placing a premium upon deception. Some child would answer, "Perfect," and that answer be followed by a suppressed, yet long-drawn breath on the part of the other pupils. Knowing looks would be cast in the direction of the now reddening "perfect" pupil, and finger tips would be placed on lips. That plan was speedily abandoned. Better whispering than lying.

An occasional talk with the pupils on the importance of maintaining a quiet, orderly room so that no one may be disturbed in his work, should be all that is necessary. The teachers should be willing to grant permission for really necessary communication. The plan of allowing pupils to sit together in order that they may assist each other in their work is a very questionable one. It usually results in mere copying on the part of one of the pupils, or at least in his doing the thinking for both, besides, being the source of needless confusion. Permissible communication may be reduced to a negligible quantity by careful assignment of lessons, attention to personal equipment at the recess periods, and elimination of the "studying together" program.

C. A. R.

The Lost Boy

Lost! I have lost him! Where did he go?
Lightly I clasped him. How could I know
Out of my dwelling he would depart
Even as I held him close to my heart?

Lost! I have lost him! Somewhere between
Schoolhouse and college last he was seen,
Lips full of whistling, curl-tangled hair.
Lost! I have lost him! Would I knew where.

Lost! I have lost him, Chester, my boy!
Picture-book, story-book, marbles and toy,
Stored in the attic, useless they lie.
Why should I care so much? Mothers, tell why.

Yes, he has gone from me, leaving no sign,
But there's another calls himself mine.
Handsome, and strong of limb, brilliant is he;
Knows things that I know not. Who can it be?

Face like the father's face, eyes black as mine,
Steps full of manly grace, voice masculine;
Yes, but the gold of life has but one alloy,
Why does the mother heart long for her boy —

Long for the mischievous, queer little chap,
Ignorant, questioning, held in my lap?
Freshman so tall and wise, answer me this:
Where is the little boy I used to kiss?

—The Cork Examiner.

THE only things that prevent any person from acquiring useful knowledge are laziness, self-indulgence, weakness, and procrastination.—*Frank Crane.*

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