

MARCH, 1935



HOME and SCHOOL

A JOURNAL OF CHRISTIAN EDUCATION



H. Armstrong Roberts

"First
Aid"



HOME AND SCHOOL

Official Organ of the Department of Education and the Home Commission of the General Conference of Seventh-day Adventists

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No. 7

God Made This Day for Me

*Jes' the sort o' weather and jes' the sort of sky
Which seem to suit my fancy, with the white clouds driftin' by
On a sea o' smooth blue water. Oh, I ain't an egotist,
With an "I" in all my thinkin', but I'm willin' to insist
That the Lord who made us humans an' the birds in every tree
Knows my special sort o' weather, and He made this day fer me.*

*This is jes' my style o' weather—sunshine floodin' all the place,
An' the breezes from the eastward blowin' gently on my face;
An' the woods chock-full o' singin' till you'd think birds never had
A single care to fret 'em or a grief to make 'em sad.
Oh, I settle down contented in the shadow of a tree,
An' tell myself right proudly that the day was made fer me.*

*It's my day, my sky an' sunshine, an' the temper o' the breeze—
Here's the weather I would fashion could I run things as I please:
Beauty dancin' all around me, music ringin' everywhere,
Like a weddin' celebration—why, I've plumb fergot my care
An' the tasks I should be doin' fer the rainy days to be,
While I'm huggin' the delusion that God made this day fer me.*

—Edgar A. Guest.

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COURTESY

By ESTHER MILLER

WHAT is this desirable quality in an individual which we call courtesy? Is it politeness? Is it etiquette? Is it the observance of reasonable conventionalities? I would say that it is all of these, but these are not courtesy; for with courtesy there must always be associated the element of kindness.

Before I can successfully teach anything, I must appreciate its worth. As a guide to true values I turn to the Bible and God's special gift for this time, the Spirit of prophecy. In the book, "Education," page 240, we find these quotations: "The value of courtesy is too little appreciated. Many who are kind at heart lack kindliness of manner. Many who command respect by their sincerity and uprightness are sadly deficient in geniality. This lack mars their own happiness, and detracts from their service to others. Many of life's sweetest and most helpful experiences are, often for mere want of thought, sacrificed by the uncourteous.

CULTIVATE COURTESY

"Cheerfulness and courtesy should especially be cultivated by parents and teachers. All may possess a cheerful countenance, a gentle voice, a courteous manner, and these are elements of power. Children are attracted by a cheerful, sunny demeanor. Show them kindness and courtesy, and they will manifest the same spirit toward you and toward one another." In "Messages to Young People," page 420, we have another helpful statement on this subject, "Oh, what rays of softness and beauty shone forth in the daily life of our Saviour! What sweetness flowed from His very presence! The same spirit will be revealed in His children." Please notice also these gems: "The golden rule is the principle of true courtesy." "Christianity will make a man a gentleman." "Christ was courteous even to His persecutors and His true followers will manifest the same spirit."

These statements might be summarized as follows: 1. A lack of courtesy mars one's own happiness and detracts from his service to others. 2. When power, force for which we daily pray, is analyzed, we find among its elements a cheerful countenance, a gentle voice, a courteous manner. 3. Show children kindness and courtesy, and they will manifest the same spirit toward you and toward one another. 4. We cannot be true Christians without learning to be courteous, and we must strive to reach a high standard. 5. We want to develop a courtesy which

Courtesy and the Golden Rule need to be added to the three R's in teaching school.



will spring from the heart; therefore we must teach the children to love one another.

It is usually an easier matter to discuss how something should be taught than to tell how one teaches it, but my subject reads, "How I Teach Courtesy." That makes it practice, not theory.

Some one has made a statement to this effect, "What you do speaks so loudly I can't hear what you say." Placed in the order of their importance then, we have first, example, then precept. Therefore I try to be what I believe God wants each one of my pupils to be.

Everyday experiences make splendid object lessons, and I use the method of commendation rather than that of condemnation. Occasionally a tactful rebuke may be necessary, but I find that words of encouragement usually produce better results.

COURTESY WEEK

Good stories are not hard to find, and I use mottoes a great deal. Especially do I use them during our "Courtesy Week." Every day there appears on the blackboard in neatly printed form such questions as these: Have you been kind today? Have you shared some good thing with another today? Have you been polite today? Have you thought of others' happiness today? We begin our week by having the names of the pupils on the blackboard, and give each child ten points, using white chalk. We discuss occasionally what things are courteous, and whenever this commendable trait is shown, a mark in some bright color is added to the ten. Should a child act in a discourteous manner the process of subtraction takes place. My first plan was to have only three days devoted to this kind of program, but the children were so enthusiastic about it that they asked that it continue the rest of the week. They were not working for credits, grades, or prizes, but for the satisfaction of being courteous, and they were encouraged by the honor of points publicly displayed. Another satisfying result was that disciplinary troubles were appreciably minimized during this period of time. So I feel that it was a success from several standpoints. Some children come from homes where they do not have careful training along these lines, and I feel that all these things are habit-forming. To encourage them not to forget what they have learned I tell them to keep in practice for we shall have another week in the spring.

A SUCCESSFUL PLAN

My group is composed of grades seven to nine. During this particular age often there is manifest a special rudeness among the boys and girls and a lack of appreciation for one another. In case there is such a lack, here is another little plan which I believe is successful in provoking thoughtfulness. I have used this near the first of the year. I ask one of the girls who is a leader what she would think of giving the

boys a surprise at the next Friday lunch period—something in addition to their lunch. Immediately she is enthusiastic, and the girls do the rest. In fact, they may wish to give them a real dinner, but I suggest that for the first time we do not make it so elaborate. Thursday evening we ask the boys to bring only sandwiches for their lunch next day because the girls have a treat in store for them. At the noon hour we tell them that they are our guests and we wish them to remain in their seats. Several tasty and attractive dishes are brought in, and perhaps one mother decorates a cake, "In Honor of the Boys." We all have a happy time and our guests are polite and quiet during the luncheon.

As they are passing out, I stop one of the boys and suggest that when they return to school they give the girls a big vote of thanks. Once I had forgotten the whole affair by the beginning of the afternoon schedule, and was surprised to see a boy arise without permission. Perhaps he noticed the rather blank expression on my face, so without recognition, he said, "I move that we boys give the girls a vote of thanks for the fine dinner. How many are in favor?" Had you been passing along the near-by walk you would have heard a chorus of "Ayes." Plans like these are contagious and the boys soon feel that they want to do their share of entertaining.

In teaching courtesy, as in anything else, I do not expect perfection, but I do expect growth. I tell my boys and girls that they are to make progress every day, and unless they are bigger this week than they were last they should be alarmed and ask the Lord for special help.

"I study, I work for eternity" is the thought I endeavor to keep constantly before me. While I try to do my best, I expect God to add His blessing, and He never fails.

Say I *will*, and then stick to it,
That's the only way to do it.
Fix the end you wish to gain,
Then go at it, heart and brain.

Glad days of spring! How happy they make us feel. The bird-calls cheer us to meet each problem bravely. Now is the time to awaken the whole school to a new interest in nature.

1. Trees—study of bark, wood, and buds. Collect and press twigs bearing buds.
2. Birds—list the varieties and learn to recognize them by sight or sound. Where will they nest?
3. Flowers—collect and press early wild flowers, draw and color them and put them in notebooks. Secure patterns for flowers to color from Kiger & Company, 113 S. Penn. Street, Indianapolis. Price, fifteen cents. This is required for fourth grade but all grades will enjoy the work.

Some Things a Superintendent Looks for When Visiting Schools

{*Concluded*}

By W. C. LOVELESS

HOW may the visits of the superintendent be made more profitable? In visiting schools, the superintendent should hold this problem before him constantly. How can I improve this school by my visit? A visit that fails to function in some improvement is a waste of time and effort. This first condition for effective visitation is a simple, well-worked-out program of things for which to look.

The teacher should ask this question, How can I be ready for the visit of the superintendent and profit most by it? The superintendent must also remember he is an administrator and that his administrative problems must be looked after when he visits schools. The following are some of the questions that he must settle:

SUPERINTENDENT'S POINTS

1. Are the patrons doing all they can to improve the physical condition of their school?

2. How can I as superintendent enlist the interest of the Home and School Association to repair the building?

3. In some schools, I have found teachers actually furnishing brooms, coal buckets, and gathering up fuel for the stove and supplying other articles that the school board should see too. People who do not think any more of their school than that, do not deserve one.

4. The superintendent, as he goes from school to school, should do his best to develop a proper attitude on the part of the church toward their school, and see that the Home and School Association is organized and active.

A superintendent's visits will not be profitable unless he knows what to look for before going out to the schools. Then if he goes around with the know-all attitude, the teachers will soon learn to keep their difficulties and problems to themselves, for teachers know that this kind of superintendent will not back them up if any serious problem should arise. The day of hard-boiled supervisors is past; today, teachers and supervisor must meet on common

What will the superintendent find as he visits each teacher?



ground and work out their problems together. A superintendent cannot hold the respect of teachers, nor will he succeed if he talks one way to the school board and another way to the teacher.

No form of flattery is subtle enough to deceive the experienced supervisor. He was once a teacher under supervision. That little subterfuge is quite transparent to him. The teacher who acts as if she believed that the class will get more if she teaches it than if he taught it, is taking a fine professional attitude.

DO NOT DODGE THE ISSUE

The teacher who is sure that the children will be greatly benefited by the supervisor's speech is not fooling him even if she is flattering him. The teacher who omits the regular grammar lesson and calls out her third reader class instead is not fooling herself nor the supervisor nor the children. If such dodging must be resorted to when he comes, of course the teacher will be under a tension and strain. If careful plans are made for the daily work, for recitation and for seat work, and if the plans are faithfully followed out, the teacher has forestalled all faultfinding. Instead of faultfinding, the careful planning and the faithful carrying out of the plan will evoke praise and will be sure to receive commendation and will thus start kindly thoughts and pleasant expectations from his visit. The teacher who thus thoughtfully notes her difficulties daily just as they occur and refers them to the supervisor, who adapts his suggestions to her needs, who reports her own success as well as her failures, who plans her work and works her plan, determined to teach every lesson as if it were to be taught under the observation of the supervisor, will be sure to enjoy her work most when the supervisor comes to render

an opinion; she will be sure of his approval of the excellence of her work. From that experience she will be able to judge more correctly and confidently on days when he is not present. This will surely result in a substantial increase in joy in her work. Thus, diffidence, fear, discomfort, or even dread of the supervisor's visits by determined and conscientious effort may be turned into enjoyment and pleasure and into the largest professional gain.

Although teacher rating by superintendents and supervisors is a professional procedure based on the "rater's" long experience, special preparation, and sincere and honest desire to do right and to deal fairly, the "rating" of the superintendent is done by everybody, often with malice, mostly in ignorance, and without any special knowledge or experience in the matter judged. Not all superintendents and supervisors are perfect, none are infallible. Some may be and are influenced by considerations which are not professional, but entirely personal. This must be admitted, but the admission will not deprive rating schemes and processes of all claim to support for their continuance.

Pupils rate the superintendent. They think his examinations are too difficult, his rules are too strict, his requirements are too exacting, when the rating is low. Or, he may be an amiable person, all of whose deeds are entirely pleasing to the children.

Between these extremes are all shades of modified opinion, more or less colored by repetitions of opinions gathered from elders at home or on the street, or sometimes even nearer the seat of authority. Every superintendent knows that for him there is no immunity from some kind of opinion held by the pupils of the system.

Parents rate the superintendent; they praise or blame, sometimes one and sometimes the other, according to current opinion, settled habit or temporary community excitement. In about ninety-nine per cent of the cases, these opinions are based on half knowledge or on less than half knowledge. The equal rights theory of democracy is perverted into a supposition of equal knowledge and equal competency, and judgments are rendered on the work of supervisor and supervision with entire disregard for limited knowledge and lack of skill to judge that kind of values.

Every superintendent knows he is being thus rated, and accepts the fact as part of his official responsibility. Does not every day's experience on the streets of his city confront him with persons who have a grievance against the schools? Does he not many times have to explain and justify the acts of teachers who protest against his rating of their work by asking the question, "But who shall rate the superintendent?"

Does he not know that he is being rated just as certainly as are the teachers, and does he not also know that usually there is no "long preparation, long experience, sincere desire to do right and to deal fairly"? Just as with teachers, rate of pay and continuance in office depend on such rating for the superintendent.

The board of directors rate the superintendent; usually this rating is quite unreserved, frank, and entirely undisguised by any diplomatic effort. Position, pay, peace of mind, esteem of the community, and other values depend upon it. It is a part of the responsibility, and is so accepted by the superintendent. Any and every phase of the many varieties of duties imposed by the office is subject to rating by the board.

Nothing in a teacher rating scheme can in any way compare with the board's rating of the superintendent. This fact is urged so that teachers may see and comprehend how much pleasanter is their lot when rated by superintendent and supervisor than is the superintendent's when rated by the board.

"Who shall rate the superintendent?" is admittedly a fair question. He is rated by pupils, by parents, by the church, by the teachers, by the conference committee, by General Conference and Union Department of Education.

The superintendent has not one but many persons who rate his work. Knowledge of his work in many cases is very incomplete and one-sided, disposition is biased, judgment is given about matters of which the judge has no knowledge of values. Teachers rated by supervisor and by superintendent surely cannot think they have made rating of teachers ridiculous by asking satirically, "But who shall rate the superintendent?" They cannot avoid the conclusion that theirs is the lighter burden. So it should be, of course.



By Ewing
Galloway,
New York

Off for a
good start.
Who will
win?

Church School Investment

By T. E. UNRUH

IN THESE days of distressing economic conditions it is well for us to remember that God has a thousand ways of supporting His work that are unknown to us. It is our privilege to discover those ways, and we are assured that God will guide us in the discovery if we will but earnestly and sincerely seek Him.

The experience of our brethren of the Rhodes Church should encourage all our churches that are struggling with the problem of church school finance. As far as we know this is the only church in Michigan where the teachers' salary is provided for in advance for the entire year. It has not always been thus at Rhodes, but this year they discovered one of God's many ways of supporting this important work of the church. We will let them tell the story. The following word comes from Wilbur Morrow, the teacher, and C. B. Graham, the chairman of the school board:

WHAT ONE CHURCH DID

"The financing of a church school has always been a problem in our church. None of our members possess more than a meager amount of this world's goods, and with large families to support and many books to buy, the teacher's salary has been a lagging proposition.

"But this year things have changed. Toward the close of the school term last year, a new school board was elected. At their first meeting each member pledged a substantial sum, and, besides his cash pledge, one member pledged the proceeds from one acre of sugar beets. The board then voted that, with the help of other members of the church, they would invest in four acres of sugar beets to raise money for school purposes. The next day all the members of the church were visited and their cash pledges obtained.

"In due time the ground was prepared and the beets planted. But weather conditions were not favorable and the beets did not grow. Were our folks discouraged? No. They again prepared the soil with a pulverizer and drilled in beans. The crop flourished in spite of dry weather and pests, and with the coming of fall rains, yielded abundantly.

"With the combined help of adults and children, the beans were harvested and threshed, one member having a machine. The entire crop was sold at a near-by elevator which gave consideration to the purpose for which the money was to be used and paid a very good price.

"One bright Sabbath day in October our hearts were made glad as we listened to the report of the goodness of the Lord to us. And there in our meeting

we knelt together in a prayer of thanksgiving to Him for His blessings. With the matter of the teacher's salary arranged for this year, we are planning together for another investment for next year."

Let other churches follow this noble example.

The Rarest Gift

By L. HENRIETTA EMANUEL

THE glories of the sunset,
The coolness of the rain,
The splendor of the rising sun
Which warms the earth again;

The grandeur of the ocean,
The treasures of the wood,
The trill of countless feathered flutes
In joyous concert mood;

The smiling flower faces
Upturned in morning dew,
The gentle, soothing zephyrs sweet
Which waft o'er me and you;

The many-tinted rainbow
Which spans the heavens high,
The million gleaming, twinkling stars
That stud the evening sky—

All these and myriad others
Of nature's wonders rare
Delight and awe our senses fine,
But naught can e'er compare

With clasp of baby fingers;
With smile of infant small;
With sight of first weak, tott'ring step
Which endeth in a fall.

The timid peep of first shy tooth
Enraptures ev'ry mother;
The frightened wail in darkness deep
She does with kisses smother.

From purple dawn to ocean grand,
Great oak to microbe small—
All Nature's gifts delight and awe
But baby doth enthrall!

Rounding Out Discipline

By
CLARA K. BOWERS



This group of students at our West Indian Training College in Jamaica seems to be well disciplined.

EACH child placed under our care demands on our part an individual study. No two children can be dealt with in the same way. The supervised study is one means of giving individual help, and far more is gained if the child is started out right, than if he is allowed to flounder along, and then come to class with poorly prepared work or an entire failure. The normal child has enough power, as does a street car. But when he gets into difficulty he is like the street car whose trolley is disconnected. What a privilege it is for the teacher to be able to put the trolley on the wire so the car will glide along! What motorman would hold his job, if he refused to get out and put the trolley on when necessary? Then, what teacher should continue in her profession if she fails to see a need, or refuses to set up the proper situation for study? Many discipline problems would be avoided if interest in assignments were aroused and properly directed. It is a matter of note that it is in the assignment period where the teacher has the opportunity to arouse a real interest if she will but improve it.

TEACHER ATTITUDES REFLECTED IN STUDENT

A child's reaction is often directly due to the teacher's attitude. We all know that a noisy teacher will have a noisy room. Investigations reveal heavy variations in behavior of the same group of children under different teachers that cannot be explained by mere differences in attitudes of the various classes of children, or even by differences in the interpretation or description of the behavior. Then differences in children's reactions must be due to the teacher's attitudes. One teacher starts out with a determination that she will not have any whispering in her room. Naturally she stresses this point, but to her amazement, she finds that whispering is more prevalent in her room than in the room of a teacher who does not put on a campaign against it. Another teacher is greatly annoyed if the children's feet are noisy and in her effort to quiet the children, she may

increase the noise, simply because she uses the negative method instead of the positive. A little praise on the improvement in such points works wonders with the children.

Discipline problems may arise from various sources. The work may be too easy, or too hard. Or the child may be shielded at home too much by the constant aid or supervision received from the parent. If this latter is the case the teacher should *gradually* remove the props, otherwise the child may think the teacher is not willing to give help or has no interest in his welfare and progress in school and he may come to look upon school life as something to be disliked and shunned.

Another cause of discipline problems is lack of a recognition of law and order which some never learn in the home, but which in the classroom are commonly regarded as requisite to effective study. Teachers prefer orderliness in the classroom whatever children's tendencies for independence of activity may be. There is a vast difference between license and liberty in the schoolroom. When we enter a factory, we expect to hear the hum of machinery; why not expect a similar situation in the schoolroom? But many teachers do not expect this hum and in trying to control it, often make matters worse and create confusion. In attempting to probe the cause of the disorder the teacher creates a situation which did not exist before. Of course, certain disorders which are similar to the squeaks of machinery must be attended to. But let us be sure that our investigations are directed in the right channel.

It is true that undesired behavior hinders satisfactory school work, and the teacher herself is under pressure to bring her pupils up to the required standard. Whatever the underlying causes of disorder may be, we are confronted with the fact that teachers' attitudes contain a large amount of expressed dissatisfaction with the school work of their pupils. This dissatisfaction in turn influences

the attitudes of the child toward school and all that the school means to him. One must not let the pressure of work and the fear of departure from the approved practice cause her to become indifferent to the individual peculiarities of the children. One must not only be concerned for the welfare of a child when gross behavior disturbances are evident, but one must consider the child's physical and mental health as well. The school exists for the child's welfare, but those attitudes which transgress the teacher's moral sensitiveness and authority, or which hinder her immediate teaching purposes are often regarded as relatively more serious than attitudes which mainly affect the welfare of the child.

Being required to "stay after school" destroys any interest that may have been aroused in school work. In order to avoid this loss of interest, the teacher should have a definite plan in mind. Early in the school year stress should be laid on the preparation of at least one major lesson for the following day. This preparation applies only to those above the fourth grade, and is not to be undertaken at home, but is to be completed before the close of the school session. In the study of this lesson the child may encounter difficulties and decide in his own mind to take the assignment home for help. It is here that the teacher may build up a favorable attitude toward remaining after school by suggesting a willingness on her part to aid the child in his difficulty. There is an advantage in letting the child feel that the teacher is remaining to help him as a favor, instead of his feeling that a punishment is being administered.

ANALYZE THE SITUATION

Teachers come to their schools with different backgrounds of experience that cannot fail to be reflected to some extent in the management of their pupils. In some cases the teacher's training or experience has been at fault, and either the methods used or the results have not proved satisfactory. In such cases, out of fairness to the child, the teacher must analyze her methods, her attitude, the reaction from the child, the results, find wherein lies the difficulty, and work along better lines. But it is more difficult to re-educate the teacher than to re-train the child. Firmly established habits are not easily modified, but it is worth while and important. One may be aware of the sinister nature of his disciplinary measures and still continue to practice them. Discarding of old ideas is a large problem in re-education of teachers. This means an acknowledgment of wrong practices, and involves a teacher's self-respect and professional pride. Findings suggest that teachers' reactions to behavior problems of children are determined in direct relation to the immediate effect of the behavior upon the teachers themselves. Ideal children according to teachers' opinions tend in the direction of complete submis-

sion to authority, order, routine, and abstinence from any aggressive social tendencies that run counter to the teachers' standards of classroom order. If a teacher receives an unfavorable impression of a pupil, provoked by a single kind of annoying behavior, she is more likely to rate the child more rigidly on other items.

Behavior problems are observed by teachers to occur more frequently in boys than in girls. This is no doubt due to the fact that teachers are particularly sensitive to the aggressive overt form of behavior which is generally characteristic of boys. Teachers' reports on disciplinary problems include a larger majority of boys. These boys, when studied carefully, reveal little enthusiasm for their teachers.

Though we have no figures on the actual amount of emotional disturbances among children, the mass of recent literature on the subject has revealed that unhappiness, dissatisfactions, and worries exist in the mind of the child. It is the solemn responsibility of the teacher to get each child interested in his school work, in at least some phases. The more we can increase these lines of interest, the better.

KEEP A HIGH STANDARD

Many children have developed undesirable personal traits at home which will not be evident at school if a proper attitude is maintained by the teacher. If the child feels that the teacher has a high standard in her opinion of him, he will strive hard to attain to this standard. More than one child has overcome "back-talk" because he was ashamed to have the teacher learn that he talked back at home. Stubbornness, sulkiness, obstinacy, selfishness, jealousy, greediness, lack of true sportsmanship, and many such traits may be overcome in much the same way. It should not even be suggested that the child already possesses such and such a trait.

The first appearance of an undesirable trait should be made the occasion for a confidential talk with the child. The teacher may be aware that the undesirable trait is already well established, but she should in no case betray this fact to the child. Confidence in the child should be shown by calling his attention to good qualities which he possesses. Upon this foundation may be built the structure which will crowd out the undesirable traits.

To sum up the points briefly we find that supervised study is an asset to the teacher as well as to the pupil. The teacher should study her own attitudes and reactions as well as those of the child. This is necessary if the teacher's interest is child-centered. The physical and mental phases of a child should be studied if desired results are to be obtained. The school should be made an enjoyable place by exercising patience, sympathy, and fairness. By stressing desirable traits, those less desirable will gradually disappear.

Making a Daily Program for the Children

By MAUD A. DRINKENBERG

IN THIS great age of increased knowledge the child knows much about the mechanism and the whys and wherefores of our intricate machinery. He knows that the radio, the automobile, the concrete mixer and the washing machine are of no use if any of their parts are broken or missing, and that machines need regular oiling and other care to keep them in good running order.

From these object lessons he can easily be led to understand that the most wonderful machine ever made is the human body operated by the motor of the mind, and that in order to do its intended work the body must be kept strong and beautiful, and the mind sweet and clean. Very early he will understand that health is the greatest beauty specialist in the world.

IT TAKES DETERMINATION

To establish habits that will make for abounding health and shining beauty, it will take much thought, determination, and insistence upon the part of parents. I never knew but one boy who actually enjoyed keeping himself immaculate, from kindergarten to manhood, and the whole school always called him "Sister Jones."

Almost without exception much supervised practice is required that right habits may be formed at an early age, but routine will triumph and gradually the repeated task will become an automatic habit, leaving the mind free to enjoy life and its achievements.

Really, very young children love to do the same thing over and over. The song they know best is the one they choose to sing when asked. All nature teaches us that childhood and youth is the habit-forming period, either for good or bad. "As the twig is bent, the tree's inclined," is trite, but none the less true. A regular, systematic program to teach habits of health, neatness, order, thrift, industry, and other right habits cannot be too strongly recommended, if the routine is planned as a joyous co-operative affair and never savors of nagging or drudgery.

The very worst housekeeper I have ever known had an exceptionally rigid training in neatness as a child, but she was never allowed to do the things she really loved to do. She had to scrub, wash, iron, cook, and drudge in general from the time she was ten till she married, forty years ago. All my life I have known her, but not since I can remember has she ever scrubbed her kitchen floor. The health officers cleaned up once when she got sick, about twenty years ago. She has made miles of exquisite lace and tatting, gorgeous quilts, and literally

hundreds of garments beautifully done for most particular people, but she won't take a bath if she can help it and she will not clean up her house. She is as good as gold and we all love her, but one of my most vivid memories as a child is watching two bedbugs walk round and round the face of her clock. She says she cleaned so much all her young life and never did anything she liked to do that she just naturally developed an antagonism for cleaning.

How much more sensible and kind it would be to talk it over with the children. Budget the time and the tasks to be done and let them help plan. They know how long they should sleep, how many hours they spend in school, how long it takes to go to and from school. Children are well informed these days and they can help much with plans if we will let them.

I do not believe a mother should let a child off from practising his music lesson just because he doesn't like it, or let him shirk any task in a spirit of mistaken kindness, for even the best of them will not always co-operate, and stern measures are often necessary to back up parental judgment and authority.

(Concluded on page 28)



Everything on time and in order encourages punctuality and orderliness in the child.

Teacher POISE

By
MELVIN
OSS

*Teachers need relaxation
and an occasional change
from their profession.*



THE greatest lesson we ever teach is something we never *teach* at all. The most effective textbook we employ is not one printed with ink upon sheets of paper, but with experience upon the tablets of the heart. The greatest gift, aside from Christ—one that we leave in the hearts of our pupils—is memories of ourselves. We share what we are.

In the position in which we have chosen to place ourselves, responding to a divine call, there are tremendous responsibilities. As the vastness of the privilege and responsibility dawns upon us, we are prompted to exclaim, "Who is sufficient for these things?" 2 Corinthians 2: 16. The answer to our question comes from One whose strength is made perfect in weakness, "My grace is sufficient," 2 Corinthians 12: 9.

It would be impossible for me to hold up before you sufficient inducements and arguments to make teaching appear easy and altogether attractive, for hardships and difficulties do exist. The true teacher is called of God. The divine urge must come from within. The best pay one will ever receive in life is for doing things he is not paid for.

Not only would we think concerning the greatness of our profession, but we would live in possession of those qualities that prepare us to discharge our responsibilities efficiently. We would have our eyes opened to see more opportunities and greater possibilities in service, and go to our work filled with enthusiasm and courage. We would truly

find ourselves, and go on in the lifelong profession of self-development.

A parable tells of individuals to whom talents were intrusted. Those who improved were approved by the Master. The slothful individual who was content in keeping what he had, did not attempt to make his talent increase and was condemned. God expects still greater service from us. We are to develop our talents in preparation for the greater service we shall be called to render tomorrow.

Educators say that a child with a low I. Q. has an arrested mental development. There are many adults also with a high I. Q. who have arrested mental development. They do not go on growing. Time is squandered while they keep moving along to the final examination called the judgment, at which time God will call upon all to account for the time and opportunities which he gave. The divine Judge will hold us accountable for what He expected us *to have become*. If we were to see what God expects us to be we could no longer be self-satisfied with our present attainments. Our guarantee that we shall not be set aside on the shelf tomorrow is in the fact that we are learning new lessons and making new applications of truth today. We are to attend to our physical development and health. There are to be evidences of intellectual, spiritual, and social progress. Also, we are to be able to observe in successful teachers that admirable balance of emotions which we shall refer to in our discussion as "teacher-poise."

Personality often explains why some are more desired than others. Personality comprises the whole individual in action. It is the inner atmosphere, made up of all our characteristics and emotions, that radiates from us. Emotions have a controlling influence upon our bodily functions. It is likewise true that they in turn are affected by the endocrine secretions.

The emotions are expressed in our faces. They sometimes overflow and come out when we do not desire it. The stronger emotions have a tendency to drive people from us. They throw the face into ugly curves. Anger, fear, and jealousy draw the mouth down. Fits of anger wreck our nerves. They are very exhausting, and for this reason, and for many others, we should not indulge in anger. Teachers need daily to give consideration to the development of poise and harmony in their experience so that they will not become despondent and bitter after ten years of teaching. They are not to become victims but victors in the changing experiences of life. They are not to be overcome with evil, but to overcome evil with good. Theirs must be a radiant, positive, conquering attitude toward life's problems.

Will you use your imagination a moment? Picture a teacher who is not satisfied with her schoolroom, pupils, patrons, or herself. She sits with tilted head, one eye closed, and only one corner of the mouth turns up. These are the effects of disgust and contempt.

Another teacher gets the blues, is despondent, and worries. There are furrows in her forehead, the inner angles of the eye are close together, the face is elongated. The course of such an attitude runs into the insane asylum. Not one of us can afford to be unduly affected by real or imaginary difficulties. We can master and surmount circumstances rather than let them master us if our "innerstances" are right.

SOME EMOTIONS REPEL, OTHERS ATTRACT

While the stronger emotions repel, the milder attract. They recuperate us and make us live longer. They make us cheerful and lovely. For the sake of example, teachers should laugh daily, whether they need it or not, and believe me, most of them need it. One has said that hearty laughter blows troubles away. It is the cheapest and best remedy on the market. Cheer up! The worst and best are yet to come.

"Keep sweet and you will conquer,
That is the only way.
This is the way to win the day,—
If you just keep sweet."

Some time ago I read some advice to the effect that we should take our work seriously and ourselves frivolously. If one is in earnest, his work will

not become monotonous. If he is overcautious concerning himself and is always dreaming about himself he cannot have the proper interest in his students or schoolroom.

The suspicious teacher unwittingly trains cheaters. Students shun such a teacher. Instead we should manifest an attitude of confidence and trust in the classroom. Respect the students and they will respect you. Practice the golden rule.

In the magazine *Education* for March, 1934, I found an interesting article by Paul J. Fay, Ph. D., entitled, "Normal Pupils and Neurotic Teachers." Your attention is invited to some citations found on pages 426-431:

"School children have a right to expect a normal, wholesome, emotionally balanced atmosphere in the schoolroom; such a thesis needs no defense. They have a right to expect sympathy and understanding from their teachers. They cannot get that understanding from nerve-wrecked teachers, from teachers whose own personalities are chaotic masses of warring elements, from teachers whose pity and sympathy is all poured out upon themselves."

SOME OF THE KINDS

"First and most important way in which we teach pupils to be neurotic is by being neurotic ourselves. Many teachers are not quite sure of themselves. They have feelings of inferiority." Proper lesson preparation generally helps to overcome the inferiority complex.

"The introverted teacher, of course, considers herself the most interesting individual in the world. Dreaming her life away in an imaginative and more interesting sphere, she has no interest in the real problems of the schoolroom or of her pupils. Since she projects herself into every situation, her feelings are lacerated at the least affront of her ego."

"Even more menacing is the irritable teacher, the nagging teacher, the over-excitabile teacher."

Concerning the "worrying teacher," we read: "Worry is an unintelligent and ineffective method of dealing with reality. It is a form of fear, and fears are not what they seem. . . . Confidence and assurance are the birthrights of a child."

Concerning the teacher who lacks respect for the individual personality of the pupil, I quote: "An independent pupil she considers an insubordinate pupil. If she is not repressing her pupils, she is driving them; if she is not driving them, she is belittling their opinions. Intimidation and sarcasm she substitutes for constructive encouragement; wholesale charges of stupidity and laziness she substitutes for an intelligent approach to their problems. This vicious attitude, I have already pointed out, may be compensation for inferiority in the teacher herself. On the other hand it may be merely a carelessly developed habit. In either case it will inevitably result in a crop of inferiority com-

plexes among her pupils. Or a few children, with egos made of sterner stuff, may develop into the destructive rebels and anarchists of the next generation."

I believe teachers should realize that there are not only problem *pupils*. Teachers themselves may be bigger problems if they do not give their attitude and course of procedure proper attention. Children are open to suggestion. We should have knowledge of the forces and possibilities in them. Many of their qualities represent not problems but possibilities, if they can be rightly guided and directed. This is our task. We cannot allow ourselves to entertain doubt or uncertainty. The teacher should not entertain such an unpredictable attitude from day to day that the students will worry over what is coming next.



Who could be happier than this boy
and his dog?

It is not overwork but underbeing that accounts for breakdowns in some professions. I read this paradox, "Many of us teachers have too little to do, yet spend too much time on our work." It is a sin to fail to get exercise and in other ways fail to care for our health. Many men in responsible positions whom we greatly respect are there because they have sense enough to give attention to their health. In supervising the play at recess periods the teachers should put their energies into the game and enjoy it. They need it as well as the pupils.

Our social contacts afford us opportunities to develop and demonstrate teacher-poise. "The teacher who goes into a community should become an integral part of that community. . . . We all need roots. A rolling stone gathers no moss, but it may collect a fine crop of neurotic habits." Let us be at home wherever duty calls us. Concerning contentment, I invite your attention to these texts:

"I have learned, in whatsoever state I am, therewith to be content." Philippians 4: 11.

"Be content with your wages." Luke 3: 14.

"But godliness with contentment is great gain. . . . Having food and raiment let us be therewith content." 1 Timothy 6: 6, 8.

"Burnham pointed out that three essentials to mental health are a task, a plan, and freedom."—William H. Burnham, *"The Normal Mind,"* pp. 207, 208, Appleton, New York, 1924. The objective of all our efforts is to save our children and young people for the Christ who gave all for them. The magnitude of our task should lead us not to magnify non-essentials and cause us to lead upright and exemplary lives before all with whom we come in contact. Not only should we have nobility of purpose. We must have nobility and poise of character.

THAT UNPROMISING ONE

"The teacher who is severe, critical, overbearing, heedless of others' feelings, must expect the same spirit to be manifested toward himself. He who wishes to preserve his own dignity and self-respect, must be careful not to wound needlessly the self-respect of others. This rule should be sacredly observed toward the dullest, the youngest, the most blundering students. What God intends to do with these apparently uninteresting youth, you do not know. He has, in the past, accepted persons no more promising or attractive, to do a great work for Him. His Spirit, moving upon the heart, has aroused every faculty to vigorous action. The Lord saw in those rough, unhewn stones, precious material, that would stand the test of storm and heat and pressure. God sees not as man sees. He judges not from appearance, but He searches the heart and judges righteously."—"Counsels to Teachers," p. 93.

"We are living in a hard, unfeeling, uncharitable world. Satan and his angels are using every means in their power to destroy souls. The good that a teacher will do his students will be proportionate to his belief in them. And let the teacher remember that it is the most unfortunate, those who have a disagreeable temperament, who are rough, stubborn, sullen, that most need love, compassion, and help. Those who most try our patience most need our love.

"We shall pass through this world but once; any good that we can do, we should do earnestly, untriflingly, in the spirit that Christ brought into His
(Concluded on page 30)

"The Spark That Counts"

By THELMA IMLER

IF THERE are times when you, teacher, feel that the vital spark which causes your school to differ from the common public school is burning faintly, it would be a wise thing to give some serious thought to some of probably many questions which may be staring you in the face. This one, "Is my Junior Missionary Volunteer Society the power in my school that it was designed to be?" is one that should be carefully considered.

After all, the parents who place pupils in your church school had their religious welfare and development first in mind. However, it is too probable that with the crowded daily program one will unconsciously neglect stressing many principles of firm character building that we should stress. I sincerely believe the evil one will do his part in occupying us with just anything so as to strangle all thoughts of the purpose of the school if we allow it to be possible for him to do so.

PLANS FOR J. M. V. MEETINGS

Every church officer feels grateful for the well selected subjects and material that the *Church Officers' Gazette* offers, I'm sure; and especially can we appreciate all this coming regularly to the school. This wonderful convenience could, however, prove detrimental to some children if they felt that their preparation for their part in the Junior Missionary Society had been practically completed for them. Since thorough preparation is such an important factor in the success or effectiveness of the program, you can readily see how the value of the program might be lost.

The art of selecting good officers among the children, and yet making them all feel equally important and necessary, cannot be overemphasized. Nothing can succeed without capable leadership and the Junior Missionary Volunteer Society is no exception. Let the officers take hold in earnest. I have found that an officers' meeting during some portion of the noon and recess period is valuable. It is at this time that constructive criticism is freely given by those who can quickly put out that little thing that hinders and promote that new idea we tried during last meeting which interested everyone so much. We try to handle very tactfully the different attitudes which will naturally be manifested among the pupils whether it be the familiar "backward" condition, the unfortunate "stubbornness" or perhaps the air of conceit of a child who is talented and has been asked to take part many times. Good judgment must be exercised by the teacher and she must realize every effort would be valueless without much prayer.

Is Your Home Like This One?

By NELLIE M. BUTLER

THE moment you enter this home you feel an atmosphere of love and peace. The family does not quarrel with their neighbors but they always lend them a helping hand whenever possible. Their neighbors think they are the best Christians that they have ever seen.

The oldest child does not scold the little ones nor show a domineering spirit over them. The government is left to the parents. If any of the children must be punished (which is not very often), prayer always precedes it; also there is an expression of sorrow that the punishment must come, and an explanation of the reasons for the chastening. If a child accidentally breaks a pretty dish, the mother speaks to her in the same kind way that she would speak to a visitor who did the same thing. The parents do not speak of the children's faults before others, neither do they discuss each other's imperfections with relatives or friends.

Perplexities are taken to God in prayer. All confess their faults to one another and are not ashamed to ask forgiveness. The children are always ready to give up an easy chair when an older person enters the room. They never reach across the table for the biggest piece, but say, "Please pass me—." When receiving a gift, one "Thank you" ascends to Jesus and another to the friend who presents it. They say, "Thank you, Jesus," for a drink of water as well as for something to eat.

When mamma is sick, the children are quiet and glad to help her because they wish her to get well soon. When papa comes home from work, the children run to meet him, and he is not too weary to take them in his arms or to play "on all fours" with them. The children always look forward to the hour when he will come.

Grandma is always ready with interesting stories. She delights in darning their stockings. Age has not made her irritable and cross, but she wears a pleasant smile which invites even the neighbor children to sit beside her. When her spectacles get lost, several little feet are eager to run to find them. They call out, "I spy!" when they are found.

If a stranger comes to the door while family worship is being conducted, he is invited in and asked to join the circle and listen to the reading of the Bible; and if in physical need, he is fed, and sent away with a gospel tract or paper in his pocket.

Kicks and cuffs are unknown to the dog and cat, and the canary is kept clean and well fed, and these creatures all feel the atmosphere of a Christian home.

The pictures that adorn the walls of this home and the literature that lies on the table are such as lift the thoughts to higher things and lead toward the beautiful home above.

Is this a picture of your home?



The Story Circle



A Dinner That Grew on Vines

By INEZ BRASIER

"MARIE! Where are you?" Madge called as she and Lorna came into the kitchen. "I don't see where she can be. She is always home Mondays 'cause she gets dinner."

"Maybe she is down cellar," Lorna, who lived next door, suggested.

Madge and Lorna went down cellar. They looked all about, but Marie was not there.

"I know!" Madge exclaimed. "She is in the garden!"

They hurried up from the cellar and through the kitchen. Lorna pointed to the rows of peas in the garden.

"There she is! Let's help her."

"Did I hear you say something about helping me?" Marie asked as she laid the last handful of pods on the pan.

"If we help you, will you tell us what kind of dinner you are going to have? And will there be a pan to scrape?"

"I think you can guess the kind of dinner if you look at that pan of tomatoes and cucumbers and at the other pan of potatoes and at this pan of peas."

"That is easy! It will be a vine dinner because peas and tomatoes and cucumbers grow on vines," Lorna said. "But that won't be much."

"Wait and see. There will be something more, even better than a dish to scrape, though you may have that, too. Now you may carry the pans of potatoes and tomatoes to the kitchen. I will carry the peas."

Madge and Lorna set the pans on the table and looked about as Marie got out the rolling pin and pie tins.

"It must be some kind of pie for dessert. What kind is it?" Madge asked.

"A vine pie."

"It can't be watermelons and it can't be muskmelons. I give up," Lorna said.

"I can guess. Pumpkin pie!" Madge laughed. "And Marie is going to make us little saucer pies. That is what she meant when she said we'd get something better than just the pan to scrape."

"Where did pumpkins come from, anyway?" Lorna asked.

"Pumpkins are truly an American vegetable like corn and potatoes. When the Mayflower settlers came over here, they found the Indians using them. It did not take long to find what good things can be made of them, I can tell you. To this day, pumpkin pie is one of America's favorite pies. This pumpkin is some I canned last fall so father and Jim could have this kind of pie whenever they wanted it."

"If Jim knew that you were making them, he'd want some for his old club, I know," Madge said as she sniffed the ginger and nutmeg and cinnamon Marie was adding to the pumpkin.

Marie laughed. "Did you think we could eat six pies? Four of these are for Jim. If you will be careful, you and Lorna may carry them to the oven for me. Fine! Here are the saucer pies. We'll put them in the oven next."

"Umm! Won't they be good! I can hardly wait," Lorna said.

"Be careful! If you drop them upside down on the floor you will be minus pies tonight. Now while they bake, we will get the peas and potatoes ready."

"Everything you have is from vines," Madge remarked. "That is, everything but the potatoes."

"Potato plants are sometimes called vines, also," Marie explained. "Potatoes are cousins of tomatoes. You remember I told you people used to think neither of them were good to eat. Early settlers would not feed potatoes to their cows for fear they would die. Finally they began cooking them with butter and sugar and grape juice. They seasoned this mixture with dates, lemons, mace, cinnamon, nutmeg, and pepper. Then they put a sugar frosting on it."

"I'd call that a mess," Jim remarked as he came into the kitchen with a large parcel. "Did Marie tell you that cucumbers were known away back when the pyramids were built, just the same as onions and radishes? They are cousins of squash and pumpkins and gourds. Also watermelons and muskmelons."

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Many are the benefits to be derived from growing a garden.



Praying Mothers and Illustrious Sons

By S. HENRY CARNAHAN

THE great leaders in the world among the people of God were those who were born of prayer and nourished by God's word; they were trained by Christian, praying mothers. We shall be able to speak briefly of but a few of them down through the world's history.

RACHEL AND JOSEPH

Let us note first that beautiful Syrian, Rachel, whose son, Joseph, was indeed born of prayer. And too, Joseph's father, Jacob, was born of prayer by Rebekah; also his grandfather, Isaac, came as a promise of God to Sarai, the wife of Abram, later known as Sarah and Abraham.

Joseph's mother died when he was about thirteen years of age; but the lad was taught the way of uprightness and obedience, and to abhor sin and not indulge in it, even though that was a very sinful age. This happened more than 3,600 years ago. The result of his character building brought him to be ruler of Egypt.

JOCHEBED AND MOSES

Nearly a century later when Joseph and all his generation had passed away, Moses was born of godly parents in the tribe of Levi. Though under a death decree by the Egyptian monarch against the Hebrew male children, through prayer the child was spared and faithfully trained in the truth of God during the twelve years his enslaved mother Jochebed had him in her charge. This training led Moses to sacrifice inheritance to the throne of Egypt and to suffer with the people of God. And his further training to humility while a shepherd prepared him to lead his people from Egyptian bondage and to write six books of the Bible, Job and the Pentateuch.

HANNAH AND SAMUEL

Over four hundred fifty years after this while Eli was priest and judge over Israel the child Samuel was born in answer to prayer. Said his mother, "For this child I prayed," and she named him Samuel, which means "asked of God." Hence his faithful mother, Hannah, and loving father, Elkanah, consecrated Samuel, early in life, to the Lord's work, and he became the last of Israel's series of fifteen judges.

He was called also of the Lord to be a prophet. He it was who anointed Saul and David as kings over Israel. Yet his influence was greater than Saul's over the people, and he judged the nation all his life.

ELISABETH AND JOHN THE BAPTIST

Coming down to the year 4 B.C., we find that God's messenger, John, who was to be the forerunner and witness for Jesus, the world's Saviour, was also born in answer to the prayer of his godly parents, Zacharias and Elisabeth, who were descendants of Aaron. Like Samuel, John was born of the Spirit of God and sanctified for his work even before birth. And his parents were given special instruction and wisdom as to the child's training.

It might be noted here that the parents of Samson desired knowledge from the Lord for instructing their child. And the angel of the Lord gave direct instruction that even they themselves were to live strictly temperate lives for the child's benefit.

Of John, we may say his evangelistic work was in the spirit and power of Elijah. And Jesus said, "Among them that are born of women there hath not risen a greater than John the Baptist."

THE VIRGIN MARY AND JESUS CHRIST

Now we shall consider the Virgin Mary, whose first-born was Jesus. Ever since the promise to Eve of such a descendant, every truly religious woman down to Mary's time had hoped to be the chosen one to bring forth this child.

When the fulness of time was come for God to send His Son to be born of a woman, He sent His angel Gabriel to make the announcement thus: "Fear not, Mary, for thou hast found favor with God. Behold, thou shalt conceive . . . and bring forth a son, and thou shalt call his name Jesus." Hence Mary and Joseph, her husband, obeyed the instruction of the angel of the Lord, and relied fully on the promise of God and the work of the Holy Spirit.

Jesus, as we might express it, in a special sense had His spiritual birth before He had his human birth. And his mother was well versed in the Scriptures of God and gave her Son a very careful training. And no greater teacher and religious leader has ever

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~ Editorial Quillograms ~

Modesty

MODESTY—"That temper which accompanies a moderate estimate of one's own worth and importance; absence of self-assertion, arrogance, or presumption; proper reserve respecting one's own merit or ability."

What an easy thing it is to overestimate one's own worth! Sometimes the individual is boastful and everyone with whom he comes in contact becomes aware of his supposed superior ability, and even with his friends his boasting becomes a joke.

Another reveals his estimate of himself by his insistence that his own opinions are absolutely correct; that he is emphatically right in what he does; that he does not make mistakes.

Let us consider these two texts: "If a man think himself to be something, when he is nothing, he deceiveth himself." Galatians 6: 3. And "For I say, through the grace given unto me, to every man that is among you, not to think of himself more highly than he ought to think; but to think soberly." Romans 12: 3.

There is nothing in these texts to indicate that we are to lose the positive element out of our characters, but rather to control it, and to defer to others unselfishly. Surely this is one very desirable and important kind of modesty.

OTHER PHASES

There are other definitions for the word modesty, one of which is, "Proper delicacy regarding the person; purity of thought and manner; due regard for propriety in speech or action."

From the Spirit of prophecy we have this admonition: "Avoid even the appearance of evil. In this fast age, reeking with corruption, you are not safe unless you stand guarded. Virtue and modesty are rare. I appeal to you as followers of Christ, making an exalted profession, to cherish the precious, priceless gem of modesty. This will guard virtue. If you have any hope of being finally exalted to join the company of the pure, sinless angels, and to live in an atmosphere where there is not the least taint of sin, cherish modesty and virtue. Nothing but purity, sacred purity, will stand the grand review, abide the day of God, and be received into a pure and holy heaven."—"Testimonies," Vol. II, p. 458.

We do well to study carefully such counsel. Similar instruction is given over and over again, and certainly applies to both men and women, for there is no double standard of action with God. (See "Counsels on Health," page 294.)

We are living in a time when impurity is rife and if we follow in the careless ways so prevalent, we surely will be led into wrong paths, perhaps before we are really aware of it. From what has been said, some modest young person may feel that he scarcely dare speak to one of the opposite sex, but we are instructed to "be sociable, kind, and courteous to all." ("Counsels on Health," pages 294-5.)

WHEN WILL A CHANGE COME?

The question has been asked, "When will there be better conditions among children?" The answer comes back, "I know there will be no decided change for the better, until parents feel the importance of greater carefulness in educating their children correctly."—"Testimonies," Vol. II, p. 459. Much responsibility devolves on parents; but teachers see a side of these boys and girls which the parents have little opportunity to see. The teacher constantly sees the boys and girls of the school associated together. She has opportunity to drop seeds that will spring up and bear fruit. But the teacher must herself have received the right education, either from her parents or through her own study. Every teacher as well as every parent should read books that help to a proper understanding of these matters. Let us not in our zeal attempt to make grown-ups out of little children.

"Makers of the Home" will be found helpful both to parents and teachers. Other smaller books may also be found which will be very helpful.

Behavior is not the only factor which we should take into consideration. Dress is a consideration we cannot afford to side-step because of its great influence on the behavior of children and youth and because of its effect on the very fiber of the child's inner self. Why should we wipe the "bloom off the peach" with the clothing the child wears? Children cannot be dressed in the bare fashion of today and retain their modesty. Centuries ago Seneca, the Roman philosopher said, "When modesty is once extinguished, it knows not a return." And Cicero said, "He takes the greatest ornament from friendship who takes modesty from it."

Shall we lay aside the following of fashion and save the boys and girls?
W.

Most men, as well as women, who talk well talk too much.

Seven cities strove for Homer's bones 'tis said,
Through which the living Homer begged for bread.



In the Schoolroom



Why Enter Bookland?

By LORENA E. WILCOX

"TEACHER, I can read," announced the littlest boy in the primary room proudly as I passed him in the hall.

"I can read this, right here," he continued, showing me a page his teacher had given him to take home. And he could read,—I proved it to my satisfaction when I tested his newly acquired ability. But small Freddie did not and could not know that his connecting a few symbols with the meaning of some familiar words was the beginning of proficiency in an art which can afford him pleasure and pastime as well as instruction and information all the rest of his life.

His teacher knows it, though, and is reading stories to him every day from books. When he is a little more advanced she will encourage him to read for himself, not for information only, but also for sheer pleasure. She knows that the ideas that any boy gets in this way become in time a part of his thinking, his moral standards, and, in fact, his very life. If she is successful in her efforts to teach him to like to read—and the chances are she will be—Freddie will always have a source of interest and amusement at hand which will help to keep him from being bored with life, and he will know good reading from bad, because he has become well acquainted with the good. He will read his Bible for himself also, for books will be to him a source of ideas, and God's Book will represent His thoughts about our lives and responsibilities here.

FORMING MENTAL SETS

It requires more tact and planning on the part of Freddie's teacher to form these mental sets and habits than it does to teach facts and skills. But when a teacher realizes that she is a director of thought and a molder of character, she ceases to be a mere taskmaster and becomes an artist in souls, whose companionship will be a vitalizing influence in the lives of all her pupils.

To do this kind of teaching requires more than mere enthusiasm. Suitable methods and devices are the vehicles by which the teacher's purposes are carried across to the pupils. It is one thing to want to cross a stream, and to realize the advantages of being on the other side; but it is another thing entirely to be able to construct a suitable boat to carry one's self, with all his ideas and purposes, safely over the current.

"I do not care for the help I am getting from my teacher in public speaking," said a young man many years ago. "It hampers me in getting across my thoughts to have to think all the time about what she says are the most pleasing ways of speaking."

His listener, who had heard him speak unhampered by any such considerations, felt that even thoughts like his would be improved if expressed in a little more polished language and manner. But in his efforts to do better, he made the mistake that some teachers make—he failed to make himself so familiar with his method that he could follow it without self-consciousness. A good device, with the use of which the teacher is thoroughly familiar, will give definite form to her enthusiasm for her subject, and will help her make it produce definite results in the lives of her pupils.

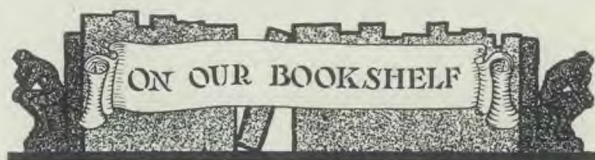
A JOURNEY TO BOOKLAND

A device that may be used to encourage children to read for pleasure we will call a visit to Bookland. Distinguished visitors to a city are often presented by the mayor with a key to the city. This suggests the device that I shall describe.

The first thing needed for working out this plan is a list of good books suited to the age and grade of the children in the schoolroom. The next thing is a love for books on the part of the teacher. Otherwise she will not be able to describe the magic realm of Bookland to her pupils in a way that will make them want to enter.

A poster should be made showing the gates or doors to that delightful city. These may be drawings or cut-outs. A large wire ring, covered with bright colored crepe paper should be hung on a hook just below the poster. This is the ring which will hold the keys to Bookland. The keys themselves should be made of different shades of bright colored cardboard, and may be from nine inches to a foot long. An enlarged pattern of a Yale key makes a very good design as it is wide enough in the middle to make room for the list of books the child has read. Each child should have his name written at the top of a key; and these keys should be kept by the teacher until the child has read ten books.

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Guide in Teaching Geography--Peru

(Concluded)

By CATHERINE SHEPARD

PUPIL'S GUIDE SHEET—EXPLORATION

YOU are going to study for a while about a country called Peru. It is a part of South America. Though it is quite near us, yet it is a strange place to us. This is because it is so different from our own land. Many of the people that inhabit Peru are Indians—much like the Indians who used to occupy our country. These people are very ignorant and superstitious because they are bound by evil customs. They do many evil things that bring harm to everyone just because they do not know Christ. Wouldn't you like to help them find out about Jesus? We will study how we can help them.

Many, many years ago Peru was different from what it is today. The people who lived there were highly civilized. They were known as the Incas or "Children of the Sun." They developed their country greatly. They built large cities, good roads, and were skilled in weaving and in the making of pottery. They were wealthy due to the rich mineral resources which they had developed. By use of irrigation they raised an abundant supply of food. The Incas lived very happy and peaceful lives until one day a band of Spaniards invaded their land. They came to conquer the Incas and take away not only their gold and other riches but their freedom. The Incas were not prepared for war so the Spaniards finally overcame them. The Incas were treated very cruelly. They were forced to accept the Catholic religion or else to be killed. The king would not take the religion of the Spaniards and he was cruelly murdered. As a result of the Spanish conquest the Indians have become ignorant, and dependent; they are slaves to the wealthy landowners and Catholic priests.

However, God has heard the cries of these poor Indians. He has influenced some missionaries to go to Peru and tell these needy people about God. When the Indian learns the gospel he becomes a changed man.

On the table you will find many pictures, articles and stories about Peru. Some are about the ancient Incas, some are about the Indian of today. There are also some about our missionary work in Peru. As you look through these pictures you will notice many interesting items as you go along. The following topics may aid you:

1. Ancient Incas
 - a. Occupations
 - b. Dwellings
 - c. Extent of civilization
 - d. Works of art

2. Peruvian Indian of today
 - a. His condition
 - b. Occupation
3. The missionaries
 - a. How they live
 - b. How they work

(This is only suggestive; you may make your list just as you wish.)

Bring your lists to class and we will discuss them together. If you have any questions bring them to class also.

PUPIL'S GUIDE SHEET No. 2

You have already found out a little about the country of Peru in looking at the pictures on the table and also in our discussion in class. As you now start really to study Peru you will see the conditions that are existing there. You will see how Peru is different from what she was in ancient times and the reasons why she is so needy. You will understand our duty toward the Indians of Peru.

Your geography book tells you a little about this country but you will find much more in the books and articles on the table.

AIM: To find out why Peru is so needy and what she needs most.

1. The difference between Peru today and ancient Peru
2. The effect of the Spanish conquest
3. Why the Indians today are so ignorant
4. What the missionaries have done to help Peru and what remains to be done.

ACTIVITIES FOR ALL PUPILS

1. On page 254 in your book you will find something about the history of the Incas. After studying this and any added material you can find, write a summary, following these topics:

- a. Type of lives the Incas lived
- b. Kind of dwellings
- c. Occupations
- d. Cities and roads they built
- e. Worship and kind of religion
- f. Extent of their civilization

2. Be able to explain why the Spaniards wanted to conquer Peru.

3. Find out three reasons why the Indian of Peru declined after the Spanish conquest. Write your reasons down in your notebook and we will discuss them in class.

4. Tell what is meant by "The camel of the Andes," and "The downtown district of Lima."

5. After you have studied the map on pages 244, 245, be able to locate the following places: Lima, Callao, Cuzco, Mollendo, Arequipa, Iquitos, Lake Titicaca, Rio Ucayali, Andes Mountains.

6. State in a few words the influence of the climate and surface of Peru upon the life and development of the Indians.

7. You have read of the Mission of Elder Stahl at Lake Titicaca; be able to give a description of the lake and its surroundings. What interesting thing can you tell about this lake?

8. Find out three changes that the missionaries have brought about in Peru.

9. Explain in a written paragraph how the native Indians are oppressed by the few wealthy landlords and the priests.

10. Below is a list of farm products. Underline the most important ones of Peru:

coffee	cotton	rice
sugar	meat	fruit
tobacco	wool	lumber

11. Draw an outline map of Peru. Locate on this map the railroads that have been built in Peru. Locate also our mission stations in Peru and see if you can determine how railroads are aiding the spread of the gospel.

12. Write a sentence about each of the following cities telling why they are important to Peru: Lima, Mollendo, Callao, Iquitos.

13. List several reasons why Peru may be called, "A Land of Opportunity."

14. List the four main problems of Peru at the present time.

15. Make two lists opposite each other. In the first list give the conditions of Peru today. In the second list give the conditions that would exist if all the Peruvian Indians could hear and believe the gospel of Christ.

In the working out of these assignments your teacher will be glad to help you if you have difficulty. If two of you would like to work at some assignment together, you may do so after you have received permission from your teacher.

We will spend some class periods in general discussion. These times will be your opportunity to bring up your problems and difficulties and receive help from your classmates.

OPPORTUNITIES FOR A AND B WORK

1. Reports to class
 - a. When the Spaniard conquered Peru
 - b. A day with a missionary in Peru
 - c. Customs of the Peruvian Indian
 - d. A typical home in Peru
2. Imagine yourself a visitor at the Lake Titicaca Mission. Describe the things you would see.
3. Tell to the class a mission story you have just read.



A group of Campa Indians in Peru.

4. Make a mission scrapbook, placing in it as many pictures as you can find of mission stations and the missionaries at work.

5. Write a dialogue on missionary work among the Incas which you could use in Junior Missionary Volunteer meeting.

6. Make a relief map of Peru.

7. Build a house such as the Peruvian Indians live in.

8. Build a temple such as the ancient Incas worshipped in.

9. Dress dolls in the costumes of the Peruvian Indians.

10. Work out a sand table demonstration of an ancient Inca village.

11. Take an imaginary journey on the railroad train through the Andes. Tell the class what you saw.

12. Write a letter to the Sabbath school department of the General Conference for any mission quarterlies about our work in South America. If you tell them what you are doing, perhaps they will send more material.

13. Draw sketches or pictures of the Indian farmer at work, illustrating the machinery he uses, how he works, the things he grows, the type of land he has, etc.

Choose the topics or activities you wish to work out before you have studied very far. Plan your work carefully; if you need help your teacher will be glad to aid you. We will have class periods for you to show what you have accomplished. During these periods you will have opportunity to give reports to the class.

PUPIL CHECK TEST

Read the statement and fill in the blanks with the correct word or phrase to complete the sentence:

1. The ancient Incas of Peru had a civilization.
2. Peru was conquered by
3. Peru has declined because and
4. The surface of Peru is

5. An interesting item about Lake Titicaca is that it is.....
6. The chief products of Peru today are....., and
7. Two results of the missionary work in Peru are and
8. The most important city of Peru is.....
9. The native Indian of Peru is....., and
10. Part of the Mountains are in Peru.
11. Three disadvantages of Peru are,, and These things have helped to cause the backwardness of Peru.
12. The state religion of Peru is
13. The most important animal in the mountains of Peru is the
14. The greatest need of Peru today is

KEY TO PUPIL TEST

1. High.
2. Spaniards.
3. Spaniards took away freedom. People are kept ignorant.
4. Rugged.
5. Highest body of navigable water in the world.
6. Wool, sugar, cotton.
7. Indians change habits of life. Become intelligent and educated.
8. Lima.
9. Ignorant, superstitious, backward.
10. Andes.
11. Ignorance of people. Bad climate and surface of Peru. Location.
12. Catholicism.
13. Llama.
14. Knowledge of God.

TEACHER CHECK TEST

Underline the correct answer.

1. The Indian of Peru is (more civilized, less civilized) than in ancient times.

2. Peru is (governed by Spain, an independent nation).
3. The agricultural land of Peru is nearly all in possession of the (uneducated Indians, a few wealthy families, the Spanish).
4. The land in Peru is (nearly all cultivated, very little cultivated).
5. The important mineral of Peru is (iron, silver, copper).
6. The capital of Peru is (Iquitos, Lima, Callao).
7. The country of Peru is (sparsely, densely) populated.
8. Peru has (few harbors, many harbors).
9. The three chief agricultural crops are (sugar, coffee, cotton, rice, wool, corn).
10. Our missionaries in Peru have (greatly helped the Indian, proved a hindrance to him, helped him very little).
11. The missionaries (suffer no dangers, suffer many dangers, suffer few dangers).
12. Some of the problems facing Peru today are [underline 3] (how to increase the area of irrigated land, how to free itself from Spain, how to improve transportation, how to build larger cities, how to help the people make a better living).
13. The dwellings of the Indians are made of (wood, grass, stone).
14. The Catholic priests (help the Indian, oppress the Indian).
15. The two ports of Peru are (Lima, Mollendo, Callao, Iquitos, Arequipa).
16. We can help Peru most by (improving the land, teaching the people the gospel, giving them money).
17. The Spaniards treated the Indian (kindly, cruelly, justly).

The right sort of women grow more attractive every year—they've been making pleasant thoughts so much longer than the younger ones.



Elder Stahl shaking hands with a savage chief in Peru.

Mission Geography Helps *Ethiopia*

By
MAE MATHEWS



The equipage of honor.

A governor of Abyssinia who pleaded for a hospital to be established among his people.

ETHIOPIA is one of the oldest world empires if we can believe the legends and history concerning it. The true Ethiopians claim to be descendants of King Solomon and the Queen of Sheba. They are a proud people and most of them look upon manual labor as being beneath their dignity. The rich people never work, at least with their hands, for manual labor is left to the poorer classes, servants, agricultural laborers, and slaves. The big chiefs and rulers show their rank and wealth by the number of servants, cattle, and other possessions they have.

When a chief goes to the palace or to any other place of importance, he usually rides a mule which is gayly bedecked with a fancy bridle decorated with much gold and other ornamental trimming. The saddle is covered with various kinds of silk. Closely following the chief are usually two or three other chiefs of lower rank and a regiment of guards, servants, and slaves. Many carry guns, spears, and other kinds of weapons. Many are now leaving their mules and are using automobiles, but the mule is considered the aristocratic animal in this country.

PROVINCES AND RULERS

The country is divided into provinces over which a local ruler, called a ras, governs, and under him are sectional rulers of less importance. Any case which cannot be settled satisfactorily in the provinces is appealed to the Emperor, who is a fair and competent judge.

The Emperor, Haile Selassie I, is a man who personally directs all affairs of importance in his kingdom. He has a wonderful memory and can recall many events of minor importance that are several years in the past.

At present Ethiopia has only one railway, reaching from Djibouti, French Somaliland, to Addis Abeba, Ethiopia. It is owned and controlled by the French

government. Such a high freight rate is charged by the French that it makes importation almost prohibitive. This makes imported goods rather expensive.

Roads in Ethiopia are at present few but many are now in the process of construction. Until recently about the only roads in the country were in and near Addis Abeba, but now in many of the provinces, roads are being built which will, in time, connect with Addis Abeba. As one travels into the interior by the only possible means, namely, that of riding a mule, he finds many places where the only road is a stony, mountainous trail. He may travel for days and weeks over such a trail. In a few places, in the interior, motor roads which can be used in the dry season, are being built. In the rainy season, which lasts for four months, from the first of June until the last of September, travel and transportation into the interior are next to impossible.

THE RAINY SEASON

Persons living in the interior must lay in their supply of provisions, foodstuffs, medicines, etc. before the rainy season begins. Several places in the interior have government postal service, and during the rainy season, these poor carriers have a very hard work and one often wonders how they can cross the swollen, unbridged swift mountain streams.

Much of Ethiopia is high mountains and plateaus but the soil is fertile and although the methods of agriculture are quite primitive, the yields are quite good. Oxen are used in tilling the soil and one often sees six or seven yoke in one field each drawing a very primitive plow. Threshing the grain is done by driving cattle back and forth over the straw. The wind is the winnowing machine which separates the grain from the chaff as it is thrown up into the air by men.

In the homes the women grind the grain for food, crushing it between two stones. As one passes

through the country at harvest time, he sees both men and women working in the fields. It is an interesting sight to see men cutting hay. Each uses a hand sickle and they sit in rows and chant a song to which they keep time in their work.

Ethiopia, although only a few degrees from the equator, has, due to its altitude, a very pleasant and healthful climate. In the lowlands, it gets quite hot at certain seasons, but in the highlands it is always cool enough to be enjoyable. During December and January, thin ice sometimes freezes at night, but the middle of the day is very pleasant. In some of the large river valleys in the lowlands, people cannot live, due to malaria. Each year at the close of the rainy season, there is much malaria in certain sections.

Most of the houses are circular; the walls are made of mud and the roofs are thatched. Between the wall and the roof is an opening through which the smoke passes from an open fire inside. As one passes by a house in which there is a fire, he might think the house itself was burning, for smoke pours out not only through the opening between the wall and the roof, but also through the thatched roof as well.

CORDIALITY COMMON

Ethiopian people are very cordial and polite. When one calls upon them, even if the call is for only a few minutes, he must be served a drink and probably food, too. When friends meet they bow quite low to each other, and often shake hands and kiss each other on both cheeks. They inquire several times as to the health of the other as well as of the various members of his respective family.

According to the Ethiopian calendar, it is now 1927 A.D.; the new year begins shortly after the middle of September.

"Never do today what you can do tomorrow," could well be used as an Ethiopian slogan. People are never in a hurry and time is of little value. Very few know their ages nor when they have birthdays. No official record is kept of births or deaths, nor is a census ever taken, so the population of cities or even of the country itself is mostly guess work.

The state religion is the Coptic like that of Egypt; and the Abuna, who is at the head of their church, is an Egyptian. The people observe many feasts and fasts, but with most it is a form, and they hardly know why they are observed. The land is full of priests and churches. Some of the churches are built in honor of the Virgin Mary and some in honor of some saint.

I trust that these few ideas will give you a little enlightenment for your geography study, for I know but little is given in textbooks about Ethiopia. You will find this country on the map of Africa in your geography under the name Abyssinia; but the inhabitants still call their country by the old Bible name, Ethiopia.

Outline of Mission Geography

(Concluded)

By ENID SPARKS

V. INSTITUTIONS

A. North America Division

1. Colleges

- a. Atlantic Union College, South Lancaster, Mass.
- b. Canadian Junior College, College Heights, Alberta, Canada.
- c. College of Medical Evangelists, Loma Linda, Calif.
- d. Emmanuel Missionary College, Berrien Springs, Mich.
- e. Home Study Institute, Takoma Park, D. C. (Correspondence school).
- f. Oakwood Junior College (for colored), Huntsville, Ala.
- g. Oshawa Missionary College, Oshawa, Ontario, Canada.
- h. Pacific Union College, Angwin, Calif.
- i. Southern California Junior College, Arlington, Calif.
- j. Southern Junior College, Collegedale, Tenn.
- k. Southwestern Junior College, Keene, Tex.
- l. Union College, College View Station, Lincoln, Nebr.
- m. Walla Walla College, College Place, Wash.
- n. Washington Missionary College, Takoma Park, D. C.

2. Publishing Houses

- a. Canadian Watchman Press, Oshawa, Ontario.
- b. Pacific Press Publishing Association, Mountain View, Calif.
- c. Southern Publishing Association, Nashville, Tenn.
- d. Review and Herald Publishing Association, Takoma Park, D. C.
- e. Christian Record Benevolent Association, (for the blind), Lincoln, Nebr.

3. Sanitariums

- a. Boulder-Colorado Sanitarium, Boulder, Colo.
- b. Florida Sanitarium and Hospital, Orlando, Fla.
- c. Glendale Sanitarium and Hospital, Glendale, Calif.
- d. Iowa Sanitarium, Nevada, Iowa.
- e. Loma Linda Sanitarium and Hospital, Loma Linda, Calif.
- f. New England Sanitarium and Hospital, Melrose, Mass.
- g. Paradise Valley Sanitarium, National City, Calif.
- h. Porter Sanitarium and Hospital, Denver, Colo.

- i. Portland Sanitarium, Portland, Oreg.
 - j. Resthaven Sanitarium and Hospital, Sidney, British Columbia, Canada.
 - k. St. Helena Sanitarium, Sanitarium, Calif.
 - l. Walla Walla Sanitarium and Hospital, Walla Walla, Wash.
 - m. Washington Sanitarium and Hospital, Takoma Park, D. C.
 - n. White Memorial Hospital, Los Angeles, Calif.
- B. Central European Division**
- 1. Eight educational institutions
 - 2. Five publishing houses
 - 3. Eight sanitariums and treatment rooms
- C. China Division**
- 1. Twenty educational institutions
 - 2. Four publishing houses
 - 3. Eleven medical institutions
- D. Far Eastern Division**
- 1. Seven educational institutions
 - 2. Four publishing houses
 - 3. Five medical institutions
- E. Inter-American Division**
- 1. Seven educational institutions
 - 2. One publishing house
 - 3. Two dispensaries
- F. Northern European Division**
- 1. Fourteen educational institutions
 - 2. Ten publishing houses
 - 3. Twelve sanitariums and treatment rooms
- G. South American Division**
- 1. Six educational institutions
 - 2. Two publishing houses
 - 3. Three sanitariums
- H. Southern Africa Division**
- 1. Eight educational institutions
 - 2. Three publishing houses
 - 3. Twenty-three hospitals, nursing homes, and dispensaries
- I. Southern Asia Division**
- 1. Twenty-one educational institutions
 - 2. One publishing house
- 3. Twenty-three hospitals, sanitariums, and dispensaries
- J. Southern European Division**
- 1. Three educational institutions
 - 2. Ten publishing houses
 - 3. One sanitarium, and two food factories
- K. Australasian Division**
- 1. Ten educational institutions
 - 2. Four publishing houses
 - 3. Two sanitariums and six food factories

Why Enter Bookland?

(Concluded from page 18)

A sheet of questions should be made out including at least one question for every book in the collection. These should not be too detailed, as it is not the plan to make the test so hard that the children will worry about it.

Questions like these are suggested: 1. What did Lindbergh, in his message to scouts, say is the greatest factor in reaching success in life? In what book did you find this? 2. In what book did you read of a boy who was an apprentice in a brass shop?

When a child has read ten books and can answer the ten questions correctly, the titles of the books he has read should be written on his key and the key hung on the ring. He is now a welcome visitor to Bookland. Some children may be encouraged to earn more than one key if there are books enough and they have enough time at their disposal. The teacher must use her judgment in this. She should try to get the full value from the device without overcrowding it.

Each year the teacher who understands the value of reading will plan for new devices to encourage her pupils to read good books. Her enthusiasm will soon be matched by that of her pupils. Then she holds the key to their thinking in her hand, for their thoughts will be molded by the books she has encouraged them to read.



Praying Mothers and Illustrious Sons

(Continued from page 16)

existed among men than this "Son of man," Jesus Christ, the only begotten Son of God.

EUNICE AND TIMOTHY

Among the early Christians was the noble young disciple, Timothy. He was from a Greek father and a Jewish mother. His character training in harmony with the Holy Scriptures began in early childhood; thus was developed a sincere, genuine faith through teaching by his grandmother Lois and his mother Eunice. This training did much toward fitting him to become companion gospel-worker to the apostle Paul. He further was an associate with Paul in the epistles sent to some of the churches.

MONICA AND AUGUSTINE

In 354 A.D. was born one of the most distinguished fathers in the early church, Aurelius Augustine, commonly called Augustine. His father was a pagan (converted in later life), but his mother Monica was a sincere Christian. Her prayerful faith in her child's training was what made her son become a great worker for Christ. Her faith and prayer were such that it is made mention of in the Spirit of prophecy through the "Testimonies," Volume V, pages 322, 323.

MARGARET AND MARTIN LUTHER

Hans and Margaret Luther were the humble parents of Martin Luther, who was born in Germany, Nov. 10, 1483. They were conscientious, God-fearing Christians. Martin was christened in the Roman Catholic church when he was only one day old, because his parents believed that to be the right course to pursue. Often his parents' prayers would ascend to God that Martin might become a true Christian worker. One of his great evangelical tasks was an endeavor to reform the church of Rome. But he was cast out for his protests. Hence he became one of the leading Protestants of the sixteenth century. In 1534, he gave to the German people the translation of the Bible in their own language.

MRS. WESLEY AND HER SON JOHN

John Wesley was born in England, June 17, 1703. His father was an English clergyman and his mother was a remarkable woman, well educated and religiously sanctified for the work of rearing her boys for the gospel ministry.

John began his ministry among the outcast and poor, and became the greatest traveling preacher and religious writer of his time. He never formally separated from the Church of England; yet he was the founder of Methodism. He kept a good appetite and remarkable strength, preaching his last sermon in 1791, the year of his death.

PAULINE PHELPS AND WILLIAM MILLER

In western Massachusetts on Feb. 15, 1782, was born William Miller, who became the renowned student of the last-day prophecies, and a leading preacher of the second advent of Christ. He was the eldest in a family of sixteen children. His father, also named William, had been a captain in the army of the Revolution and was a man of excellent character, although not a professor of religion. His mother, whose maiden name was Pauline Phelps, was a deeply pious member of the Baptist church, and she prayerfully instructed her children in the truths of the Bible, which was their first lesson book.

Later in life, William was led by associates into a deistical turn of mind; but it was largely through the influence of the prayers and Christian deportment of his mother that her son was regained to the truth and work of God.

MARY BALL AND GEORGE WASHINGTON

Mary Ball was born in the Virginia colony in 1708, and when three years old, her father died. Ten years later she lost her mother. At the age of twenty-two she became the second wife of Captain Augustine Washington, and stepmother to his sons. Her own little blue-eyed and sandy-haired George was born on Feb. 22, 1732. She was a woman of culture and great mental ability. She found in the library of her husband's former wife the book, "Matthew Hale's Contemplations, Moral and Divine." This book became her constant study and afforded her material for teaching her stepsons and her own children, George and Betty. George's development in character and statesmanship was so wonderful that he became the great leading American, and was chosen commander-in-chief of the Revolutionary Army and later the first president of the new nation, the United States of America.

NANCY HANKS AND ABRAHAM LINCOLN

Nancy Hanks lost both her parents when she was nine years of age. She was reared in the home of an aunt and developed into a beautiful, sweet-tempered woman. In 1806 she was married to Thomas Lincoln, and became the teacher in their home, for she taught her husband to read and spell, also her own son, Abe, who was born Feb. 12, 1809, in Kentucky. The Bible was used as the textbook. Thus, early in life, she established her son's confidence in the word of God and in prayer. She died when he was nine years old, in their new home in Indiana. And young as he was, Abe wrote to a parson back in Kentucky to come and preach a funeral sermon after his mother's burial.

We are familiar, somewhat, with the greatness of Abraham Lincoln and his work in later life. Shortly

(Concluded on page 28)

Sabbath and the Shut-ins

By MRS. D. A. FITCH

NO DOUBT many of the dear shut-ins have found different ways of profitably employing their time on Sabbath, and others may welcome suggestions from one who was temporarily in that class. While the fourth commandment says "nor any work," it is not to be understood that the true Sabbath keeper is to be unemployed for the day. "Satan finds some mischief still for idle hands to do," or to paraphrase it to suit this case, he finds some evil for idle minds to think.

According to Isaiah 58: 13, our words are to be in harmony with correct observance of God's holy day. Our thoughts must come in this list since they are but words unspoken, though far from being as easily controlled, hence there must be employed some agency which will instill the good and banish the tendency to evil. If the words of the Psalmist are kept in mind and frequently repeated, "I hate vain thoughts," there is little liability of evil finding entrance.

EXERCISES WHICH HELP

Having been temporarily shut in while in a state of convalescence, several exercises came to me which seemed to shorten the otherwise lengthy hours and they proved of real benefit to me. May I suggest some of them to you? The blessing of the Lord having been asked upon the study, with pencil and pad in hand head your sheet thus: "What Jesus Is to Me." Following in alphabetic order write a list of words expressing what He is to you, as "My All," "My Atonement," "My Adviser," "My Agent," "My Advocate," and the like. I have some forty similar words though some were gleaned from the dictionary. I found it a pleasant and profitable task, by the help of the concordance, to find Bible texts to substantiate the statement I had made by the use of each single word. It proved a real Bible study and seemed a time of fruitful worship.

APPLYING ARITHMETIC

A Bible exercise in which at least the four fundamental rules of arithmetic can be brought into use will be perfectly legitimate Sabbath employment. If memory fails you, as it does most of us, make use of the concordance, or if you do not have one and there are marginal references in your Bible, make use of them. For instance, take the word "add" or an equivalent and from the various texts in which it is used, make a list of the many valuable things you may add to your spiritual assets, as in 2 Peter 1: 5-7, or on the other hand, of things in which you have no desire to share, as in Revelation 22: 18.

To search for the word "subtract" in the Bible would be a fruitless task, but in thought there are many equivalents and thus the arithmetical exercise could be continued as time allows. To continue the

work under the thought of multiplication and division will give many practical thoughts upon which even a shut-in may act, and he or she, as the case may be, will be benefited and be the medium of help to others.

Should there be a leisure hour and you be at a loss just how to use it, spend the time in just thinking and if convenient write out each especially worthwhile thought so it can be reviewed from time to time, compared with the Bible or the "Testimonies," put in permanent form and perhaps become of real help to the readers of one of our precious periodicals. If our thoughts are of the right character we have the promise they shall be established.

A Dinner That Grew on Vines

(Concluded from page 15)

"Such queer families as plants have!" Lorna observed.

"You forgot about the peas. Don't they belong somewhere?" Madge wanted to know.

"I should say they do! They have only about eight hundred cousins. They live almost all over the world. Locust trees and sweet peas and clover belong in this family. They came from Southern Europe and Asia and people ate them before Christ's time. They were one of the foods most eaten in England before people learned to eat potatoes. You see, they are an important food."

"Now let me say my little say. Here is something that grew on vines, also," Jim said as he unwrapped his parcel.

"Grapes! I do like them!" Madge exclaimed.

"You are a peach, Jim," Marie told him.

"Nope! I never grew on a tree! They are to pay you for the big fat pies you made for me. And don't you girls eat too many of 'em after scraping the pie dish or Marie won't tell you about them."

"We won't. We'll put them in the big fruit dish for Marie."

"Grapes are grown almost everywhere," Marie began. "They were known as early as cucumbers and onions. When the Pilgrims came to this country, they found the Indians using them. They are grown from little pieces or cuttings of the vines stuck into the ground. When the vines are seven years old, they begin to bear grapes. Not all of the grapes grown are eaten as fresh grapes. Wine is made of them in some countries. In California, the sweet white grapes are dried in the sunshine. After this they are put into boxes to sweat. Then they are packed and sold as raisins."

"Do you mean raisins are just dried grapes?" Lorna asked.

"That is what they are,—just dried grapes."

"Well, I like grapes and I like raisins and I don't know which I like best," Madge said as she and Lorna went in to dinner, each carrying a saucer pie.

❖ Home and School Association ❖

Dressing for Modesty and Health

Song: "Entire Consecration," No. 316 in "Christ in Song."

Prayer.

Special Music.

Unfinished Business.

New Business.

Reading—"Modesty" (See page 17 of this issue).

8-Minute Talk—"Modesty in Behavior."

8-Minute Talk—"Cleanliness of Person and Clothing."

8-Minute Talk—"Taste and Neatness in Dress."

8-Minute Talk—"Take Care of the Extremities."

Closing Song: No. 315 in "Christ in Song."

MODESTY IN BEHAVIOR

"I feel impelled by the Spirit of the Lord to urge my sisters who profess godliness to cherish modesty of deportment and a becoming reserve, with shamefacedness and sobriety. The liberties taken in this age of corruption should be no criterion for Christ's followers. These fashionable exhibitions of familiarity should not exist among Christians fitting for immortality. If lasciviousness, pollution, adultery, crime, and murder are the order of the day among those who know not the truth, and who refuse to be controlled by the principles of God's word, how important that the class professing to be followers of Christ, closely allied to God and angels, should show them a better and nobler way. How important that by their chastity and virtue they stand in marked contrast to the class who are controlled by brute passions.

"I have inquired, When will the youthful sisters act with propriety? I know there will be no decided change for the better, until parents feel the importance of greater carefulness in educating their children correctly. Teach them to act with reserve and modesty. Educate them for usefulness, to be helps, to minister to others rather than to be waited upon, and be ministered unto."—*Counsels on Health*, p. 613.

CLEANLINESS OF PERSON AND CLOTHING

"Some are very untidy in person. They need to be guided by the Holy Spirit to prepare for a pure and holy heaven. God declared that when the children of Israel came to the mount, to hear the proclamation of the law, they were to come with clean bodies and clean clothes. Today His people are to honor Him by habits of scrupulous neatness and purity.

"Christians will be judged by the fruit they bear. The true child of God will be neat and clean. While we are to guard against needless adornment and display, we are in no case to be careless and indifferent in regard to outward appearance. All about our persons and our homes is to be neat and attractive. The youth are to be taught the importance of presenting an appearance above criticism, an appearance that honors God and the truth."—*Counsels on Health*, p. 102.

TASTE AND NEATNESS IN DRESS

"Lead the youth to see that in dress, as in diet, plain living is indispensable to high thinking. Lead them to see how much there is to learn and to do; how precious are the days of youth as a preparation for the life-work. Help them to see what treasures there are in the Word of God, in the book of nature, and in the records of noble lives. . . .



This young lady seems to be dressed for modesty and health.

"At the same time the young should be taught to recognize the lesson of nature, 'He hath made everything beautiful in its time.' In dress, as in all things else, it is our privilege to honor our Creator. He desires our clothing to be not only neat and healthful, but appropriate and becoming.

"A person's character is judged by his style of dress. A refined taste, a cultivated mind, will be revealed in the choice of simple and appropriate attire. Chaste simplicity in dress, when united with modesty of demeanor, will go far toward surrounding a young woman with that atmosphere of sacred reserve which will be to her a shield from a thousand perils.

"Let girls be taught that the art of dressing well includes the ability to make their own clothing. This is an ambition that every girl should cherish. It will be a means of usefulness and independence that she cannot afford to miss."—*Education*, pp. 248, 249.

TAKE CARE OF THE EXTREMITIES

"Perfect health depends upon perfect circulation. Special attention should be given to the extremities, that they may be as thoroughly clothed as the chest and the region over the heart, where is the greatest amount of heat. Parents who dress their children with the extremities naked, or nearly so, are sacrificing the health and lives of their children to fashion. If these parts are not so warm as the body, the circulation is not equalized. When the extremities, which are remote from the vital organs, are not properly clad, the blood is driven to the head, causing headache or nosebleed; or there is a sense of fullness about the chest, producing cough or palpitation of the heart, on account of too much blood in that locality; or the stomach has too much blood, causing indigestion.

"In order to follow the fashions, mothers dress their children with limbs nearly naked; and the blood is chilled back from its natural course and thrown upon the internal organs, breaking up the circulation and producing disease. The limbs were not formed by our Creator to endure exposure, as was the face. The Lord provided the face with an immense circulation, because it must be exposed. He provided, also, large veins and nerves for the limbs and feet to contain a large amount of the current of human life, that the limbs might be uniformly as warm as the body. They should be so thoroughly clothed as to induce the blood to the extremities. Satan invented the fashions which leave the limbs exposed, chilling back the life-current from its original course. And parents bow at the shrine of fashion, and so clothe their children that the nerves and veins become contracted, and do not answer the purpose that God designed they should. The result is, habitually cold feet and hands. Those parents who follow fashion instead of reason, will have an account to render to God for thus robbing their children of health. Even life itself is frequently sacrificed to the god of fashion.

"Children who are clothed according to fashion cannot endure exposure in the open air unless the weather is mild. Therefore parents and children remain in ill-ventilated rooms, fearing the atmosphere out of doors; and well they may, with their fashionable style of clothing. If they would clothe themselves sensibly, and have moral courage to take their position on the side of right, they would not endanger health by going out summer and winter, and exercising freely in the open air. But if left undisturbed to their own course, many would soon complete the sacrifice of their own lives and those of

their children. And those who are compelled to have the care of them become sufferers."—*Testimonies*, Vol. II, pp. 531, 532.

NOTES

Take plenty of time for discussion.

Other references: "Ministry of Healing," pp. 287-291, 293, 294. Many others may be found by referring to the "Index to the Writings of Mrs. E. G. White" under "Dress," "Modesty," and "Health." W.

Praying Mothers and Illustrious Sons

(Concluded from page 25)

before his death he said, "All that I am, and all that I hope to be, I owe to my angel mother."

May these few reminiscences encourage Christian mothers in this degenerate age, even though their husbands may not be Christians, to take heart and be faithful in training their children so that they may have strong Christian characters. May they faint not, but continue in prayer for their children both before and after birth; and ever teach them the righteousness of God by precept and example. Note that the great men of God were nurtured with the word of God and not upon fairy tales, comics, and worldly teachings of men.

Making a Daily Program

(Concluded from page 10)

If we want our children to love their home and think of it as the dearest, safest place on earth, I believe we must be careful to let them have a part in the making and maintenance of the home, increasing their responsibility as they grow in strength and years. So they will think of it always as "our home."

Playtime should have a large and important place in our daily program, a time of happy recreation, undisturbed, so far as possible, from which they come back to us, full of eager confidings, knowing that we too were children not so very long ago, and that we are interested in every little thing they do or say.

Upright simplicity is the deepest wisdom, and perverse craft, the merest shallowness.

Contentment is the philosopher's stone that turns all it touches to gold.

One of the hardest things in the world to do is nothing.

Always proceed—neither stand still nor go back nor deviate.

Parents at Study



The Mothers' Society and
the Parents' Council

Love in the Home--No. 2

Love Is Life

By ARTHUR W. SPALDING

WHAT is love? No man knows. All of us experience love. We feel the impulse of its power, drawing us to persons and things attractive, driving us to great undertakings of labor and sacrifice and daring, impelling us to the continuation and maintenance of life, making for us the beauty and charm and joy of living. But what love is, what the substance of its being and the secret of its power, remains through all the ages a mystery.

Love is in the psychic world what electricity is in the physical world. What is electricity? No man knows. Man has snatched it from the clouds, he has confined it to his channels of transit, he has made it to light his cities, to drive his wheels of manufacture and transportation, to send his word like lightning to the ends of the earth, even to heal his sick. But no man yet, in laboratory or in field, has discovered what electricity is. Theory has followed theory as to

its nature, each theory in turn to be abandoned; and the explanation of the day is but a jargon of scientific terminology. No man knows what electricity is. Nor is man completely its master.

THE SOUL CURRENT

Love is the electric current of the soul. Like electricity, love is at once the servant of men and a tyrant over them. Kept within its bounds, directed to legitimate ends, its laws obeyed, love is wholly beneficent; but misdirected, tampered with, short-circuited, it deals mischief and death. It behooves us to learn all we can about the origin and nature and course of love, that, though we may never fathom the secret of its being, we may keep in accord with its laws, and so secure its benefits rather than its penalties.

What can we know of love's being? We shall find the most fruitful field of study by pondering upon that divine revelation, "God is love." And here at once we discover why we cannot fathom love. "Canst thou by searching find out God? Canst thou find out the Almighty unto perfection?" Job 11:7. No; because God is infinite and omnipotent, and to finite minds the secret of His being is beyond finding out. Yet Jesus invites us, "Seek, and ye shall find; knock, and it shall be opened unto you." Matthew 7:7. To the extent that our minds can comprehend God we may come to know Him, and in that knowledge find abounding life. To the extent that our minds can comprehend love we are benefited and blessed by our searching.

God gave love to the race when He gave life. His giving of life was the exercise of love. Life and love are inextricably bound up together. "God is love," He "hath life in himself" (John 5:26); and when His love would express itself it brought forth life "in the image of God." Genesis 1:27. The first human son of God (Luke 3:38) was Adam, and the first human daughter of God was Eve, both the product of His love. Love gave life, and love maintains life. The essence of that famous declaration, John 3:16, is this: "God so loved . . . that whosoever believeth . . . should . . . have everlasting life." Love and life are one.

HOW GOD TEACHES LOVE

That man might know the love of God, the divine Parent provided that love in human life should have expression in parenthood. How else could God make us to know love? Love can be known only through experience. If it were so that we could not experience love, no exposition of love that could be made could



Eugene J. Hall

If parents show love for each other, the children do also.

bring it into our knowledge. God could not make love known by mere words; because love does not dwell in speech, but in life. If he had created Adam and Eve without the power to love, and if He had then said to them, "My children, I love you," they could only have answered, "What is love?" If He had replied, "All this fair world which I have made to minister to your comfort and happiness is evidence of my love for you," they could neither have been glad nor sorry; they could only have said, "We wonder what love is."

Love must be expressed as life. Therefore God, who brought forth out of His love those His first human children, ordained that they likewise should out of their love bring forth life, and in that giving of life should have the deeper understanding and appreciation of love which is His own experience. Thus should they come to know more and more fully the love of God.

We can come to the experience of loving God only through our human love. "If a man say, I love God, and hateth his brother, he is a liar: for he that loveth not his brother whom he hath seen, how can he love God whom he hath not seen?" I John 4: 20. It is in the beginning of the individual's life that love has birth. The love of the mother and of the father for their child gradually begets in him the first of love that he knows. It is a tiny bud of love that thus begins to unfold in the babe's life. Nourished and trained by the continuing and growing love of the parents, that love in the child extends to those about him in the home and in the community. Finally, under Christian influences, it extends to all the brotherhood of man, and through this exercise it reaches up to God. Thus the home, created by love and nourished in love, becomes the fountainhead of love to man and love to God.

NO LIFE, WITHOUT LOVE

Life, which springs from love, cannot continue without love. The orphaned waif, cast upon the world, deprived of all the natural affection of parents and relatives, languishes in body and mind. Starved for affection, he cannot develop normally. No institution of an impersonal State can give him the vital power that will make him a dynamic and useful citizen. But if he can find love, even in less degree, from foster parents and friends, he thrives physically, mentally, spiritually. When love fails from its natural sources, as when parents become self-centered and neglectful, life in the child is diminished and distorted. Cast back upon itself, the young life, seeking for love's satisfactions, becomes parasitic upon society, and is thrown into the refuse of dependents or criminals.

But when love has its full, free course, flowing from God through parent to child, life is filled full to overflowing, and society receives the benefit of this overflow. To restore all that was lost of love through

sin is the mission of the Christ of God, the embodiment of love, who declared of Himself: "I am come that they might have life, and that they might have it more abundantly." John 10: 10.

Supplementary reading: "Makers of the Home," pp. 83-89; "Education," pp. 16, 17; "Counsels to Teachers," pp. 113-116.

Teacher Poise

(Concluded from page 13)

work. How can students who are greatly in need of help be encouraged to press on in the right way? Only by treating them with the love that Christ revealed. . . . Bind the soul who needs your help close to a loving, sympathizing heart, and you will save a soul from death, and hide a multitude of sins."—"Counsels to Teachers," pp. 267, 268.

A PARTIAL PARAPHRASE OF 1 CORINTHIANS 13

1. Though I speak as a professor, or even as an angel, and have not love, I am become as hollow and empty as the school bell that rings.

2. And though I am learned, understanding all mysteries, and all knowledge; and even have enough self-confidence to be able to do wonders, and have not love, I am nothing.

3. And though I give liberally to help the poor, and endure torture of body, and have no love, it profiteth me nothing.

4. Love is long-suffering and kind, not envious, rash, or puffed up.

5. Love behaves properly and unselfishly, is not easily provoked, thinketh no evil;

6. Does not rejoice in evil gossip, but rejoices in the truth;

7. Beareth all things, believeth all things, hopeth all things, endureth all things.

8. Love never fails, although prophecies fail, tongues cease, and knowledge may vanish.

Have faith in your pupils. If you cannot trust them, hope for the best. But remember that even if you lose hope you still can *love* them, and love *never* fails.

The Best Things Are Nearest

Breath in your nostrils, light in your eyes, flowers at your feet, duties at your hand, the path of God just before you. Then do not grasp at the stars, but do life's plain common work as it comes, certain that daily duties and daily bread are the sweetest things of life.—Lord Houghton.

Of all human actions, pride seldomest obtains its end, for aiming at honor and reputation, it reaps contempt and derision.

You Ask Us ? And We Say to You

I find my children "rattling off" the same formal prayers from time to time, not asking for anything very definite or personal, even after the most appealing studies or talks. What can I do to change this?

Perhaps the talks are not so appealing as the writer of this question thinks. If the talks had really appealed, this question would not have been asked.

This is an important question, one that deserves careful attention. Just this day and yesterday the writer has been listening to some beautiful prayers breathed by little children. I won't presume to say that the fault mentioned above did not appear in any of them, but they were unusually free from it, perhaps partly because we had just been studying to understand what prayer really is, and partly from previous training.

Here is a baby of one year. He sees a big black dog coming toward him. Not being acquainted with dogs, he is afraid, and begins to scream. What is that scream? It is his request or prayer for his mother to come to his aid at once. And she comes. If he could have used words, he doubtless would have said, "Mother, come quick, quick!" His mother wants him to call her when he is in danger or really needs her.

Teach the children that prayer is the heart cry to God when we need Him or we want His help for someone else or we long to thank Him for what He has already done or is doing. The need is the reason for praying; and we cannot really *pray* without thinking what we are saying. Repeating words, just from force of habit, is not prayer. We have found it helpful to discuss with the children the following little stanzas:

"To say my prayers is not to pray
Unless I mean the words I say,
Unless I *think* to whom I speak
And with my heart His favor seek.

In prayer we speak to God above;
We seek the blessed Saviour's love,
We ask for pardon for each sin
And grace to keep us pure within.

Then let me when I try to pray
Not only mind the words I say,
But let me try with watchful care
To have my heart go with my prayer."

Study the meaning with the children, and memorize the verses together so that they will always be a reminder to them.

We must have faith if we expect to have our prayers answered, but we do not exercise faith when we "rattle off" words. There is no promise of answers to prayer without faith.

Listen to Matthew 21:22: "And all things, whatsoever ye shall ask in prayer, believing, ye shall receive." And again, "Whatsoever is not of faith is sin." Romans 14:23. And, "Without faith it is impossible to please Him." Hebrews 11:6.

It will take days to develop all this with young children and have them absorb it in such a way that it becomes a part of them. There are many other conditions to answers to prayer, all of which should in the course of time be studied with the children. But don't hurry the process too much. The study may extend through many months, even years.

And don't forget that children have not lived as long as you have and that you cannot expect as much of them as of adults. And that does not mean that either parent or teacher should smooth over their faults and failings, saying, "Oh, they are just children! They'll outgrow those things." But rather, they'll continue patiently to teach and explain. Yes, and watch and pray, too.

W.

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