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HOME and SCHOOL

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HOME AND SCHOOL

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NEW YEAR WISH

*I wish for you, in the year oncoming,
Gainful labor for every day,
Strength and enjoyment for its fulfillment,
And with a little time for play
(With never enough of care to keep
Your tired eyelids from restful sleep).*

*I wish you peace and a calm contentment,
Courage to smile above your fears,
A secret place in some inner chamber,
And the solace of quiet tears
(And only enough of pain to know
How best to comfort another's woe).*

*Health and abundance of wholesome laughter,
Love like a warm flame in your heart,
And golden ties that will draw you homeward,
When you and yours are far apart
(And always a loyal friend or two
To share life's burdens along with you).*

*I wish you insatiable thirst for beauty,
Vision to see it where you are,
Bright, priceless things in the face of nature—
Glory of smile and sun and star
(This I would wish you over again:
A faith in God and your fellow men).*

—Bertha D. Martin.

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Effective Study Habits as a Deterrent to School Failure

By GEORGE M. MATHEWS



THE restricted sense of the term "failure" implies nonacceptable work in a grade or course, in consequence of which it must be repeated. This is the meaning the term will carry in this paper.

While no one seems to have accurate data on how many pupils fail in their grades or courses each year, the per cent has variously been given from four to sixteen. Taking even the smallest figure, it means that a large number of children and young people are failing to secure any results for attendance at school. In industry a man is paid for what he does, whether it is good or bad, whereas in school a pupil receives credit for the work done in a grade or course or absolutely nothing, in which case the work must be completely repeated. There is a tremendous loss resulting from these failures: loss of effort, of time, of finances, of education, of spirituality, and of social contacts. Perhaps many of these are irreparable. At any rate an efficient school should certainly have fewer of them.

Fortunately for the pupil, a change in attitude is taking place among educators toward the problem of school failure. Educators are feeling more and more that every pupil should get something as a result of the effort expended in school attendance and study. It is coming to be understood as an evidence of the inefficiency of a school when a large number of pupils fail in courses or grades. In view of this new attitude it seems worth while to study the causes of failure and the suggestions that have been made thus far by educators in removing them.

THE CAUSES OF FAILURE

There are a number of possible causes of school failure aside from the pupil himself. A. O. Heck places the teacher on the list of possible causes of failure. He thinks that the following factors which are more or less controlled by the teachers are important ones, influencing school failure: poor methods, lack of interest, not being in rapport with

pupils, a false idea of standards, unfitted to teach, system or lack of system of marking, faulty teaching, fear of the teacher, scarcity of praise, too much work, and poor courses of study. Mr. Heck places the school also in this list. It may contribute to failure because of too large classes, lack of special courses or sections, failure to help the pupils divide the time between their study programs and the social and athletic activities of the school, too many subjects allowed pupils at once, and poor attendance. Fourth on the list, Mr. Heck places the home. The indifference of parents is one of the biggest challenges of the school.

When it comes to the first cause, the pupil himself, the list of personal causes of school failure are many. Reavis classifies them under the following six headings: ineffective habits of work, personality difficulties, deficiencies in previous training, physical defects, mental disability, and psycho-physical defects.

EFFECTIVE HABITS OF WORK

The first item of Reavis's list, ineffective habits of work, seems to be the most deadly of the causes of pupil failure. The remainder of this article is therefore limited to a discussion of the effective habits of work that seem to be essential to successful school work. The question is, How can pupils be made to employ businesslike methods in their studies and be so trained in habits of work that they will become efficient adults?

In the first place, effective study habits are somewhat dependent upon certain external conditions. Pupils should have a regular place for study that is free from distractions and interruptions. A hot, stuffy room makes pupils restless, irritable, and sleepy, thus preventing the concentration and active attitude towards work which is essential for success. Psychologists have found that undue noise is fatiguing, and that when a considerable amount of

confusion is added to this noise, the situation is made still worse. The illuminations should be carefully measured so that the light is not too bright nor too dim. The placing of the light with reference to the materials under consideration is also an important matter. It seems, then, that it is wise for a pupil to select the right kind of place, get used to the surroundings for each subject, and then make as few changes as possible.

Of course, the pupil must keep himself in reasonably good health, both physically and emotionally, if he is to establish worthwhile habits of work. Perhaps emotional strain is more often the cause of school failure than we think. Nothing good can be said for worry, anxiety, or fear as aids to work. This does not mean that a reasonable tension (set up by the goal), and earnestness but not excitement are not effective aids to proper study habits. When major critical emotional adjustments are being made, too much energy is expended on these personal upheavals and other interests must needs suffer.

INCENTIVES

Assuming, then, that the external or outside conditions are favorable, and that the pupil enjoys reasonably good physical and emotional health, one of the first steps to the establishment of effective study habits is a set of proper incentives. The pupil is required to maintain a positive, active attitude toward the subject or problem in hand. Going over material with keen intent to remember is much more valuable than merely reading it. This feeling of toleration for the work, this willingness to be studying, greatly facilitates the learning process. It is possible that pupils can learn when not in the mood, but probably they will not. Interest is the *crux* of most of the study habits. An interesting subject is already half learned. This interest in study should not center in the teacher or in the classroom because of extraneous or entertaining exercises, but must center in the subject matter itself if this powerful force is to operate in the pupil's behalf.

Gates feels that interest is the result or symptom of a certain happy relationship between a worker and his work. According to him, the primary source of interest is the ability to do a thing well, to pursue an activity successfully. It seems, then, that to generate interest in a given subject, the pupil must experience success. This can be accomplished by assigning some activity for a given pupil to work out which is in keeping with his ability and interest. Once a spark of interest is thus kindled, it can be fanned into a healthier fire of enthusiasm by constantly providing for successful experiences in the subject. It must be constantly kept in mind that no pupil will be interested, nor will he be likely to put forth the effort to establish the necessary study habits for a particular subject, unless he can be led

to assume an active, interested attitude toward that subject. No amount of knowledge will suffice, nor will mere wishing produce the desired results. Learning how to work is, at bottom, a matter of acquiring a set of specific work habits, and no real progress can be made without a strong determination to apply what has been learned about the laws which control personal efficiency. Inefficient study habits must oftentimes be broken before new ones can be made. Success comes only to the persistent, and it is admitted that it is no easy task to break one habit and substitute another in its place.

THE VALUE OF TIME

Businesslike methods in the use of time hold a very important place as regards efficiency in any line of work. The following suggestions for pupils have been drawn from a number of reliable sources and may prove helpful:

1. Learn to plan or budget your time. If possible, have a regular daily schedule for work. At least plan ahead so that you use your time effectively.

2. Regularity in work periods, and provision for variety are important items to consider in planning a well-balanced program. The daily program should provide for intermittent seasons of mental work, light muscular skills, such as drawing, heavier muscular activities, such as athletics and shopwork, in a sequence to relieve tension, fatigue, and boredom.

3. Notwithstanding much argument to the contrary, the brain is a far more tireless worker than the muscles. We are often tired of work but rarely tired by it.

4. Use a time card. Place an estimate of the time you expect to use for every activity of the day, and record your success in making it good. See how often you can beat your own estimates.

5. Experiments indicate that periods of from twenty to thirty minutes are the most productive. It is not well, generally, to spend less than ten nor more than sixty minutes at one sitting on a subject, especially if it requires a high degree of concentration.

6. No particular time of day or night has been found more efficacious than another for study. Perhaps individuals can establish habits which make certain times more efficient for them.

7. Many inefficient workers show, as a major characteristic, inability to settle down to work. When a student sits down to study, he should not "fiddle," or procrastinate. Begin at once. Make a "flying start." Experiments show that there is no necessity for an unproductive "warming up" period. Safe and easy progress depends on rapid, concentrated study.

8. Learn thoroughly the important things. You make a better showing with less effort by learning

(Continued on page 29)

Christian Courtesy or Worldly "Veneer"?

By TAYLOR G. BUNCH

HOLY Writ contains no more appropriate ideal or pledge for parents than that recorded in Psalm 101:2: "I will behave myself wisely in a perfect way. O when wilt Thou come unto me? I will walk within my house with a perfect heart." That David kept his pledge is evident from 1 Samuel 18:14: "And David behaved himself wisely in all his ways; and the Lord was with him." The Lord will likewise be with those today whose behavior is wise and perfect, for He never changes, and He is no respecter of persons.

"I will set myself to walk wisely" is the meaning as indicated in the original Hebrew. The language indicates a purpose and determination that does not reckon with defeat. He set his face like a flint to do what was right. That David recognized that this purpose could not be realized without the presence and power of God is indicated by the question: "O when wilt Thou come unto me?" He knew that without God he was helpless and could do nothing; that without divine aid his resolutions were like ropes of sand.

David's pledge included perfection and wise behavior within his own home and among the members of his own household. He would be perfect in the place where the little trials of life test men's souls and determine the character of their religion. It seems quite easy for some men to walk circumspectly in the church, or in the world, or even in the homes of others, but they fail completely in their *own* homes. Controlled by policy or various other motives, they behave with propriety in public, but because these motives do not operate in their own homes, where they are masters of all they survey, they act there like entirely different men.

To a man who was bragging of his own righteousness a minister said: "I will know whether to believe you or not after I talk with your wife and children." Some professed Christians act like angels or saints in public, and like demons at home. Dr. Adam Clarke said: "How many are as meek as lambs among others, when at home they are wasps and tigers." Are you like a stinging wasp, or a savage, growling, man-eating tiger in your home, so that all the members of the family are afraid of you?

COURTESY AT HOME

Statistics show that more than half of the accidents caused by falls happen in our own homes. One would naturally think that the home would be the safest place on earth, and it is hard to think of it as a danger zone. Perhaps its danger is due to the fact that there we are naturally off our guard, and not expecting to fall, we are not watching for stumblingblocks. The home is just as truly the greatest of all danger zones for spiritual accidents and disasters. In the home religion is put to the severest test, and in the home it most often fails. The home is often the scene of neglect, selfishness, cruelty, bad faith, and outbursts of evil temper. There jealousy is "as cruel as the grave," and envy ripens to its full maturity. Many homes are the centers of gossip, slander, falsehood, and strife that is more disgraceful than that between nations in deadly combat. It was in his own home that the psalmist pledged God that he would behave himself wisely. David knew that if he could be perfect in his own home he would manifest the same kind and courteous behaviour toward those outside his home.



True courtesy is taught in the home in childhood. It then becomes second nature. Poise is thus assured.

That this might be true, he prayed for divine wisdom and leadership: "Teach me thy way, O Lord, and lead me in a plain path, because of those which observe me." Psalm 27:11, margin. The prophet was constantly on guard lest his conduct should bring a reproach to the name he bore and the cause he served. "Lead me by a level road," is the Moffat translation. The prayer was for a stable and steadfast experience that would keep him on an even keel, and direct him on a constant and consistent course. He wanted to live "on the level," because he knew that he was constantly being watched by others who expected a great deal of him because of his high profession. The world has a right to expect a great deal of a Christian. The enemies of Daniel, after carefully scrutinizing his private and public life, found his conduct so wise and his behavior so perfect that there was no fault in him except regarding his religion.

COURTESY VS. VENEER

The apostle Peter sums up his instructions to members of a Christian family with the following appeal: "Finally, be ye all of one mind, having compassion one of another, love as brethren, be pitiful, be courteous." 1 Peter 3:8. True courtesy of the Christian stamp is very scarce in this selfish generation. To make up for its disappearance, modern society has introduced a surface courtesy, —a "veneer,"—which is at best only a poor and miserable substitute for the genuine. It is an actor, a sham, a hypocrite, which affects only the exterior manners, and is therefore shallow, fickle, and undependable. It completely breaks down when put to the test and strain of modern life.

Through the Spirit of prophecy we have been given some wonderful instruction regarding the importance and necessity of developing genuine Christian courtesy in our dealings with each other and with the world: "None but a whole-hearted Christian can be a perfect gentleman; but if Christ is abiding in the soul, His spirit will be revealed in the manner, the words, and the actions. Gentleness and love cherished in the heart, will appear in self-denial, in true courtesy." "To many, the externals are the sum total of religion, and yet it will be evidenced that the heart has not that genuine courtesy which alone is of value with God."—*Testimonies to Ministers*, p. 196.

"Christianity will make a man a gentleman. Christ was courteous, even to His persecutors; and His true followers will manifest the same spirit. . . . True refinement will never be revealed so long as self is considered as the supreme object. Love must dwell in the heart. . . . Love imparts to its possessor grace, propriety, and comeliness of deportment. It illuminates the countenance and subdues the voice; it refines and elevates the entire being."—*Gospel*

Workers, p. 123. "In one who is learning of Jesus, there will be manifest a growing distaste for careless manners, unseemly language, and coarse thought. When Christ abides in the heart, there will be purity and refinement of thought and manner."

AT THE ROOT

We are living in the most selfish age of human history, and selfishness lies at the very root of discourtesy and misbehavior. In 2 Timothy 3:1-5 the last days are said to be perilous because of the self-love that prevails even among those who "have a form of godliness" but who "live in defiance of its power." Love was never more plentiful than at the present time, but it is self-love. The person who is in love with self is always rude and discourteous in his attitude toward others. Paul declared that genuine love "doth not behave itself unseemly,"—"is never rude" as Moffat translates it. Genuine love is always kind, courteous, and thoughtful of the rights and feelings of others. It always places the best construction possible on the motives and actions of others.

Genuine Christianity will not permit a person, young or old, to be loud and boisterous. Only hoodlums, or those controlled by the spirit of rowdiness, will wake up a neighbor or neighborhood or keep them awake for the mere gratification of their own selfish pleasure. Such conduct gives evidence of a very selfish nature and a character that is narrow, rude, and un-Christian. Jesus was never rude or noisy. He was always a true gentleman, calm, quiet, and dignified, with thought for the rights and comforts of others. The prophet said of our great Example: "He shall not cry, nor lift up, nor cause His voice to be heard in the street. A bruised reed shall He not break, and the smoking flax shall He not quench: He shall bring forth judgment unto truth." Isaiah 42:2, 3. "He shall not be loud and noisy, He shall not shout in public."—*Moffat Translation*. Christians often disappoint the world because of their failure to live up to their high and holy standards of conduct. Sad as it may seem, the world's standard for Christians is often higher than their standard for themselves. In this crisis hour when "the end of all things is at hand," and the Lord is calling upon His remnant people to "lift up the standard" and prepare for translation, may Seventh-day Adventist parents determine to walk within their house with a perfect heart.

United States Census Bureau, 1922: 34 per cent of couples divorced had one or more children. Increased to 38%.

Chicago a few years ago, twice as many divorces among childless couples the first five years. After five years' married life, twice as many divorces among couples having children.—*Mowrer*.

American Youth Needs Alcohol Education

By W. ROY BREG, *Executive Secretary, Allied Youth, Inc., Washington, D. C.*

WHO needs alcohol education? Persons under twenty-five in particular for the crime reason, the health reason (for youthful drinking is especially harmful to health, fitness, and the building of reserve powers), the career reason, and the economic reason.

And who should provide alcohol education?—Primarily the schools, in order that the effects may be widespread. They should do this by means of the standard curriculum *plus* the same type of interest groups or activity clubs that the specialists in archery, natural science, Revolutionary history, and aquatics seek as part and parcel of the modern high school's instruction and guidance.

For the young people who seriously want to go to the bottom of the facts about alcohol, for all young people who want to sample fully the fun that can be had in self-propelled, alcohol-free fun and companionship, I suggest the activity club, youth led, youth-officered, and counseled by a popular teacher. A large number of high schools now provide and promote such a club. I mean, of course, "Allied Youth." To make this answer to a common problem better known and more widely utilized, I summon students, teachers, parents, and the community at large!

"But seriously, Breg," the man across the street observes, "isn't it sufficient that the teachers and the students between them provide alcohol education, through Allied Youth or otherwise, and let things go at that? Why bring the adults of the community into this? It looks to me," he adds, "as if young people are taking this whole alcohol business sensibly, right in their stride. I've seen figures, too, to show that crime is subsiding. Why get the whole community at work in supporting the Allied Youth type of alcohol education?"

Now, Allied Youth, Inc., was a national force in modernized alcohol education before crime reasons for alcohol education began to loom as seriously as at present. Don't think of the crime figures as a *motive* for adopting Allied Youth in the schools and neighborhoods of your city. Rather the need for, and lack of, trustworthy facts and a real activity program all pointed toward making alcohol unnecessary, undesired, in the recreational and fellowship planning of the young people you care about. The crime figures I shall give are important because they show the unsettlement, an alcoholized unsettlement, of youth.

In the first half of 1937, more than 250,000 arrests for state and local offenses, crimes, and violations were reported to the Federal Bureau of Investigation, in connection with its famous fingerprint records.

MAGNIFIED YEAST CELLS—THEY MAKE ALCOHOL OUT OF SUGAR.

ALCOHOL IS A POISON TO ALL LIVING CREATURES, MEN, ANIMALS, AND PLANTS, EVEN TO THE YEAST PLANT THAT MAKES IT.

SPEAKING OF ALCOHOLIC LIQUOR IN 1917, **GEN. JOHN J. PERSHING** CALLED IT "THE GREATEST FOE TO MY MEN, GREATER EVEN THAN THE BULLETS OF THE ENEMY."

CASON

ENGLISH TYPEWRITING EXPERIMENTS SHOWED ERRORS VARYING FROM 1.7% TO 10.2% FOLLOWING A DOSE OF ALCOHOL — EXPERIMENTS SHOWED THAT EVEN WEAK SOLUTIONS IN SMALL QUANTITIES WEAKENED VISION AND SLOWED REACTION

Violations of liquor laws accounted for 4,807 such arrests. Of these, 1,829 offenders were under 30 (a percentage of 38 in 100). And more than one fifth of such offenders were under 25. Eighty-four were under 18!

For driving while intoxicated, 10,599 arrests are reported in the first six months of the year. Those under 30 accounted for 3,822, or 36 per cent of this total. More than one sixth of the number were under 25. Nearly 500 of these young offenders were not yet old enough to vote.

Of the 41,043 arrested for drunkenness, 12,059, or 29 per cent, were under 30 years of age. One offender in every seven was under 25. The 19-year-olds alone numbered 627, a figure just about equivalent to those under 19 who were so charged.

Add these arrests, and you will see that one fifth of the known crime in America is directly involved with liquor.

In New York State drunken drivers have increased ten times as fast as automobiles in use on the highways and streets. While the number of cars was increasing 5 per cent, the drunken driving rate went up 56 per cent in a single year. Connecticut's alcoholic-operator accidents jumped 288 per cent in one year. Cleveland's coroner reports forty-five per cent of fatal accidents involving motorists or pedestrians show alcohol as a factor.

There are other trends that are just as alarming for the future peace and happiness of *your* neighborhood. In a survey conducted by Dr. Paul Studenski in New York City and in upstate New York, hundreds of students were found to be definitely misinformed on the real nature of the alcoholic drinks that they had stated they were using. Six hundred ten students, ages 18 to 25, said they knew the physical effects of alcohol, outnumbering by 4 to 1 those who said they didn't know. But these are the proportions by which this supposedly well-informed group was wrong about the nature and effects of the substance they all were using (only drinkers were so questioned).

WHAT IS ALCOHOL?

Is alcohol a stimulant? Yes, 878; no, 194. Alcohol is not a stimulant; it is a narcotic depressant—just about the opposite!

Does alcohol help to ward off disease? It does not, says medical science, and may often invite infections. (See British Medical Research Council reports, etc.) Students voted more than 3 to 1 against the scientific evidence, with which obviously they were not acquainted.

Does alcohol warm one in cold weather? It appears to, says scientific evidence, because the skin is warmed, at the expense of cooling the interior of the body. But 919 drinking students said "Yes" to the question, and only 285 (less than one fourth) gave the correct answer, "No."

There is another question to which no small number of students, by their selection of activities, give the incorrect answer. That is, "Is alcohol needed or desirable in providing good times for young people?" A good many young people, who have obviously said "Yes" to some such question, are found to be quite unacquainted with numerous types of games, sports, competitions, crafts, hobbies, and forms of comradeship which are far more conducive to good citizenship, good health, safety, and the possibilities for a fine and happy career than alcoholized amusements. These groups, including many mild drinkers, are usually not vicious. Seldom do their activities incite to crime. The students that Dr. Studenski questioned are typical of the misinformation that exists in generally wholesome, non-criminal youth groups throughout the land.

To find the right answers to these questions, and the question of interesting and desirable recreation in particular, a growing legion of young people shares in the study, discussion, and fellowship activities of Allied Youth Posts, most of which are affiliated with public schools.

This movement is endorsed on its merits, and after careful checking by the officers of leading education and character-aiding organizations and movements.

* * * * *

"Certainly one of the most serious influences affecting the lives of American youth today is the rapidly growing use of alcohol. The gains which were made by an active educational program prior to the adoption of the Eighteenth Amendment have to a large extent been lost, and it now seems that a long program of education relative to the harmful effects of alcohol will have to be reinaugurated. I feel, therefore, that the work which your organization is doing among youth is of very great significance."—*Homer P. Rainey, Director, American Youth Commission of American Council on Education, Washington, D. C.*

"The work of education and construction recreation of the type which your organization sponsors represents a major contribution toward the solution of one of our most serious national problems."—*Ernest Stacey Griffith, Dean, American University.*

It isn't necessarily the right road because it's well beaten.

If you can't win first place, make the one just ahead of you break the record.

Remember if you are failing to prepare, you are preparing to fail.

If you would earn more, you must learn more.

OUT OF SORROW —A Poet

By MILDRED C. WOOD



*Indian life became Mrs.
Jackson's hobby*

fame. Her mother also had literary ability.

Helen was, consequently, a rather precocious child, with such a passionate love of the great world of nature around her that she would leave any duty at any time for a tramp through the fields and woods.

When she was twelve years old her parents died, and she was left in the care of her grandfather, who, anxious to neglect no part of her education, sent her first to Ipswich Seminary, and later to a private school in New York.

At twenty-one Miss Fiske was a brilliant and talented young lady, with great social ambitions. She had, unconsciously to herself, perhaps, developed a fascinating and unique personality—a personality outstandingly individual. Moving in the upper strata of society, she became acquainted with and married Captain Edward Hunt (afterward Major), brother to the governor of New York, and a graduate of West Point.

HER critics have spoken of her as “the most thoroughly individual woman of her time,” “the author of the finest literary work done by a woman,” and such highly complimentary phrases. But Helen Maria Fiske Hunt Jackson considered herself simply a woman whom God had blessed with talent to be used for the benefit of her fellow men.

“I know He set me here,” she said, expressing her trust in God in the poem “Spinning,”—a trust learned only in the fires of deep affliction.

Helen Maria Fiske was born in Amherst, Massachusetts, on October 18, 1831. Her father, professor of languages at Amherst College and minister of the Congregational Church, was an author of some



Ewing Galloway N.Y.

For some twelve years she lived a happy wife and mother. Two sons came to brighten the home, but one died very young. When the second child was eight years old, Major Hunt, who had invented a submarine gun, was accidentally killed while experimenting with it at the Brooklyn Navy Yard. It seemed that this was a blow almost more than Mrs. Hunt could bear. But God had begun to test and try this unusual woman, to see if, perchance, beneath the pleasure-loving exterior so given to the things of the world, there might not be that "spark of the divine" which, properly fashioned and molded, could be used to bless others.

Two years later Mrs. Hunt stood at the bedside of her youngest boy, who was dying with diphtheria, and strove in vain, even with expert medical care, to hold him back from the cold hand outstretched to claim him.

"Promise me that you will come back from the spirit world and speak to me!" she cried in her frantic grief.

"I will come, mother. Promise *me* that you will not kill yourself," were the little fellow's last words.

She kept *her* promise; but the child could not keep his, which made his mother a firm opposer of the tenets of Spiritualism all her life.

"There is nothing in it," she said. "My baby never came back."

"YET NOT ALONE"

Shutting herself in from family and friends alike after the death of her loved ones, she remained for months utterly alone. "Anyone who really loves me," she said, "ought to pray that I may die, too, like Bennie." Long afterward, she spoke thus of her passage through this Red Sea of affliction:

"They told me I was heir; I turned in haste,
And ran to seek my treasure, . . .
My share! Today men call it grief and death;
I see the joy of life tomorrow;
I thank our Father with my every breath
For this sweet legacy of sorrow."

For a time her physicians and friends feared for her sanity. But such an irrepressible spirit could only be purged of its dross by "fiery trials," and He who has promised that "as thy days, so shall thy strength be," was only changing a heart wrapped in selfishness and worldliness into a noble, generous, unselfish channel that He could use.

"In the outskirts of Thy kingdom vast,
Father, the humblest spot give me;
Set me the lowliest task Thou hast,
Let me, repentant, work for Thee!"

Three years were to pass by before Mrs. Hunt became noticeably interested in literature. Then she moved to Newport, Rhode Island, where, at the

age of thirty-four, she wrote her first poem, entitled, "Lifted Over," in memory of Bennie.

"As tender mothers, guiding baby steps,
When places come at which the tiny feet
Would trip, lift up the little ones in arms
Of love, and set them down beyond the harm,
So did our Father watch the precious boy, . . .
And put him down
Beyond all hurt."

A NEW HOBBY

The strain of her sufferings could not fail to tell upon her health, and presently she began to travel, seeking new health in different climates. At length her search led her to Colorado. There, in the year 1875, she married William Jackson, a wealthy Quaker banker.

Her subsequent life and travels in the West led to a new hobby—Indians. Hers was the privilege of hearing the famous braves, Standing Bear and Bright Eyes, lecture. Realizing the great need of the American Indian, she set herself to the task of most thorough research work among them, until she became one who could speak with authority in their behalf. Her beautiful prose work "Ramona," the outgrowth of five years' labor, is perhaps her greatest contribution to American literature. "Ramona" is the only thing I have done of which I am glad now," she confessed just before her death. "It will live and bear fruit. Every word of it is literally true."

She found time, in spite of her travels and the philanthropic endeavors in which she engaged, to write a great deal for periodicals, as well as in book form. She always wrote rapidly, and corrected and revised continually. Her poetry is easily classified under three headings: poems of domestic life, the most popular of which is "Spinning"; poems of love, such as "To an Absent Lover," and "Forgiven"; and poems of nature, of which the most charming are "September"—

"The goldenrod is yellow,
The corn is turning brown,
The trees in apple orchards
With fruit are bending down,"

and "October"—

"O suns and skies and clouds of June
And flowers of June together,
Ye cannot rival for one hour
October's bright blue weather."

Much of Mrs. Jackson's poetry is deep, and difficult to understand, but her work bears the careful marks of real genius.

The fracture of a leg caused a long confinement, during which she gradually grew weaker and weaker until her death on August 12, 1885, in San Francisco.

"I feel that my work is done and I am heartily, honestly, and cheerfully ready to go," she said. "The years of heaven will all earth's little pains make good."

PAUL *and the* JUDAIZERS

By DALLAS YOUNGS

THE church at Jerusalem came to have a divided opinion about the Gentile believers. One party, the Judaizers, held that to be saved the Gentiles must be circumcised and keep the ceremonial law of Moses. They must, in fact, become Jews. The other party, of which were the disciples and the rest of the church, held that this was unnecessary to salvation.

It was inevitable that the news of the wonderful success of Paul and Barnabas in the Gentile work should come to the ears of the brethren at Jerusalem. This news stirred up some of the Judaizing brethren, and they, without bothering to get the consent of the mother church, decided to go up to Antioch and straighten out the Gentile Christians in the matter of keeping the law. According to them the Gentiles must be Judaized as well as Christianized.

These men from Jerusalem came to the Antioch church and said bluntly, "Except ye be circumcised after the custom of Moses, ye cannot be saved." Acts 15:1. Paul was entirely familiar with this spirit of intolerance, for not long ago he had himself been the most zealous of all to defend Pharisaism. He had rejoiced in the death of Stephen for preaching contrary to the doctrines of the Pharisees. Now it was his lot to catch up the torch that he had caused Stephen to throw down.

This was a solemn moment for the future of Gentile Christianity. If these men were right, then there was not much in Christianity. But Paul was determined that the Gentiles should not be brought under the Mosaic ceremonialism. He would defend their freedom. The bondage of the law of rites should not be brought over his converts. So he appealed to the church at Jerusalem.

IT MUST BE SETTLED

Paul and Barnabas were equal to the occasion. They saw that the very future of Gentile Christianity was at stake. It must be settled now and forever whether Christianity should stand alone or whether Judaism should be added to it. "Paul and Barnabas and certain others of them" were selected to take the matter up with "the apostle and elders." Paul says that he "went up by revelation." (Galatians 2:2.) Undoubtedly He went to the Lord in prayer about it, and it was shown him that he should go.

It was not desired on the part of Paul and Barnabas that there should be any cleavage between the church at Jerusalem and the Gentile church at Antioch. It was not in their thoughts that there should be two Christian denominations, one Jewish, the other Gentile. So both sides went to set the matter before the apostles and the Jerusalem believers.

AT JERUSALEM

A general meeting was called, and Paul and Barnabas told the story of the blessings of God upon the Gentile work. It had a desirable effect upon the audience, and it appeared that the church was with Paul and Barnabas. But then "rose up" the Pharisaic party and said "that it was needful to circumcise them, and to command them to keep the law of Moses." (Acts 15:5.) This meeting was dismissed, and a less public one of the apostles and elders called to discuss the matter and thus avoid a public wrangle.

So Paul gathered together the leaders of the church and laid before them the gospel that he had preached to the Gentiles. The men he was talking to knew what Jesus had preached, and so he did not fear the results. He was right. They granted the Gentiles freedom from the law of Moses. They saw that God had visited them with the gift of His Spirit as He had the Jews. Peter had been a witness of the outpouring of God's Spirit upon Cornelius and his household, and so he stood for Gentile freedom.

Paul and Barnabas took Titus, who was a Greek Christian, with them to Jerusalem. (Galatians 2:3.) The Judaizers took special exception to this. Here was a concrete example of Paul's violation of the laws of Moses. They maintained that Titus should be circumcised, but Paul stood firm against this. Although Paul knew that circumcision and uncircumcision were nothing, yet in this case the "truth of the gospel" was involved; to yield this point of the controversy would be to surrender Gentile freedom. Paul later circumcised Timothy, who was part Jew and part Greek, but there was no issue in this case as there was in the case of Titus.

THE DECISION

After the private meeting, another public one was called. Things ran more smoothly this time, although it would appear that the Judaizers were given opportunity to speak. Then Peter, the foremost speaker of the apostles, rose up. He reminded them that they had all been satisfied with the demonstration of the power of the Holy Spirit upon Cornelius and his household, and that they had not insisted that they be circumcised. His speech was in favor of Gentile freedom. Paul and Barnabas spoke next, retelling in the ears of the assembly the miracles that God had wrought upon the Gentiles. Then James took the floor. He made a tactful introduction by referring to Peter's speech with approval. He showed by the prophecies how the coming of the Gentiles was foretold in the Scriptures.

He was in favor of letting the Gentiles alone, and he made a suggestion that the church saw fit to adopt. He would have the church at Jerusalem send a letter to the Gentile believers at Antioch admonishing them on certain points of the faith.

The brethren first in this epistle cleared the church at Jerusalem of the responsibility of the trouble caused by the Judaizers by saying: "For as much as we have heard, that certain which went out from us have troubled you with words, subverting your souls, saying, Ye must be circumcised, and keep the law: to whom we gave no such commandment." Acts 15:24. The Gentile brethren were then admonished to refrain from idolatry and fornication, both of which were special points of peril to them. The question of "meats offered to idols" was akin to idolatry, and "things strangled" involved a health principle.

When this letter was received by the Antioch Church there was naturally great rejoicing that the Gentiles were not to become Jews and that there would be no schism of the two bodies of believers.

The controversy over Gentile freedom, however, was not to end so happily. It came to pass that a little later Peter came up to visit the church at Antioch, and while there he went the entire way and "ate with the Gentiles." He associated with them just as Paul and Barnabas did. Soon his conduct came to the ears of the Judaizers, and they hastened to Antioch with purported authority from James, the "conference president." When Peter saw the possible consequence of his action, he withdrew himself from the Gentile brethren, "fearing them which were of the circumcision." (Galatians 2:12.) And not only did Peter withdraw himself, but the other Jews and Barnabas did also. Here was another crisis of Gentile freedom; only Paul stood firm; he resisted Peter to his face. He charged him with not having the courage of his convictions. His boldness won back to their former positions both Peter and Barnabas. The Gentile believers had again been saved from the "yoke of bondage." Faith in Christ was found to be sufficient.

KEEP A-TRYING

Say "I will!" and then stick to it,
That's the only way to do it.
Don't build up a while and then
Tear the whole thing down again.
Fix the goal you wish to gain,
Then go at it heart and brain;
And though clouds shut out the blue,
Do not dim your purpose true
With your sighing.
Stand erect and like a man,
Know, "They can who think they can"—
Keep a-trying.

—Waterman.

ANOTHER YEAR IS DAWNING

Another year is dawning!
Dear Master, let it be,
In working or in waiting,
Another year with Thee.
Another year in leaning
Upon Thy loving breast,
Of ever-deepening trustfulness,
Of quiet, happy rest.

Another year of mercies,
Of faithfulness and grace;
Another year of gladness,
In the shining of Thy face;
Another year of progress,
Another year of praise;
Another year of proving
Thy presence "all the days."

Another year of service,
Of witness for Thy love;
Another year of training
For holier works above;
Another year is dawning!
Dear Master, let it be
On earth, or else in heaven,
Another year for Thee!

—Frances Ridley Havergal

YOU'LL AMOUNT TO SOMETHING

If you spend more time in study than in play.
If you do your studying in the early morning rather than just before midnight.
If you control your appetite rather than let it control you.
If you learn to express your thoughts in few and lucid words.
If you keep your promise even to your own hurt.
If you begin early to economize in energy, time, money, and theme paper.
If you get such a hold on your temper that you never lose it.
If you choose to read only what is both instructive and inspirational.
If you tell your foes what is their due and don't hold a grudge against them.
If you develop a taste for pure water in preference to any alcoholic beverage.
If you grow to like a good crust of brown bread.
If you keep your disposition from growing old and long-faced.
If you succeed in *living* what you *preach*.
If you are able to climb high on the ladder of success and keep from becoming dizzy with pride.
If you set your mind and heart to learn one or a few foreign languages.

(Continued on page 19)

"Two Points of View!"

EVERY once in a while we see something that shows up our little human weaknesses and inconsistencies so clearly that we just can't help laughing at ourselves. For instance, some of us may have been amused by a little verse that appeared recently. It went like this:

"Who is the driver of that car, whose face is dark with wrath

For every poor pedestrian that comes across his path?

What! Can it be? Why, yes 'tis he who, walking yesterday,

Was equally annoyed by all the cars that came his way;

For what we think and what we do,

Depends upon our point of view."

Now that's more truth than poetry. Nearly all of us go around part of the time on foot, and part of the time on wheels, and it is just surprising how completely our outlook changes when we're driving compared with when we're walking, . . . and vice versa.

DRIVERS VS. WALKERS

Because we are the drivers and the walkers both we ought to be able to judge pretty fairly. And when we do we're apt to feel that the National Safety Council is just about right when it gives us its

statistics about automobile accidents in which pedestrians are involved. They show that about twenty-nine per cent of all automobile accidents involve pedestrians. And in almost two thirds of these cases the fault seems to lie with the pedestrians.

Just think of it! "We drivers" who ought to know so well how to walk and how not to walk, if we want to keep out of trouble with cars, do the very things we shouldn't do when we become walkers ourselves. For instance, there probably isn't one of us that hasn't crossed a street in the middle of the block, or against the traffic lights. In fact most of us do it all the time. And yet when we take a real look at accident facts, crossing streets in the middle of the block and crossing against the lights turn out to be the causes of more pedestrian accidents than almost anything else. And naturally! Drivers are apt to slow up a little at corners, . . . and the chances are that they are on the lookout for anyone that may be crossing. But in the middle of the block, and when they have the lights, they just don't expect to find people darting out into the street, so they aren't so ready when that happens. And when you aren't on the lookout and prepared for a quick stop, for somebody to suddenly appear right there in front of you is more than you can handle. Of course this applies equally to playing in the street, and to crossing corners diagonally, or "catty-corner," as



Learning to be careful pedestrians



we say. When we cross corners that way we're bound to be in the very path of cars, no matter from which of the four directions they may be coming.

IMPORTANT FACTS

One of our engineer friends offers some facts he has figured out that are probably pretty accurate. They give us something to think about. In the first place, he says it takes the average walker about 11 seconds to cross the average street. In that time a car going 20 miles an hour travels over 300 feet. So what pedestrians have to remember is that cars have to be a long way off before it's safe to cross in front of them.

He then goes on to say that if it takes a driver one second to see a pedestrian and start to apply the brakes, his car will travel nearly 30 feet before he gets the brakes to working, and over 50 feet before it can stop. (And it takes about 150 feet at 40 and 275 feet at 60.) So anybody that steps out onto a street or highway in front of a car at less than those distances is in danger of being hit.

The gist of it all is that if we always cross streets where we're supposed to, the way we're supposed to, we haven't much to worry about. Of all the pedestrians hurt on our American streets, only one per cent are crossing at corners, at right angles, and with the signal. So no wonder a good many cities have passed laws that get after pedestrians who don't walk right, just as they get after drivers that don't drive right.

IN THE COUNTRY

But after all we don't all live in cities, and maybe some of you folks that live in the country are wondering if we aren't going to say something about *your* pedestrian troubles. For instance, one elderly lady down south, who listens to our talks, wants to know what she's to do about walking on the highways, now that she's eighty years old and can't jump ten feet on a second's notice. First of all, it's up to us drivers to be careful and considerate of people that have to use the highways for walking. Then, too, the best thing for the walkers to do is to always walk on the left side of the road, so they can see what is coming, and be able to depend on the driver's eyes and their own eyes too, instead of just on his.

There's one good way to tell what would happen if we could only learn to walk properly on streets and highways. And that's to see what has happened in the one case where people have been trained to. That's the school children. They know what to do, and how to do it. And we're told the result is that of all the traffic problems we have in our country, that's one that has improved from year to year, . . . and keeps getting better all the time!

—General Motors.

If the children are lost, the church is lost.

Little Sketches---No. 4

By MARY MILES

JIMMIE BROWN was in trouble again. Somehow it was so easy to become angry and "let fly" over very small things. This time it was mother's best pitcher filled with milk, and all because little brother, just learning to walk, had bumped against him, spilling a bit of the milk. Mother, as she watched his scowling face, earnestly prayed for wisdom.

"Jimmie," she said as the last clean plate was placed on the shelf, "is your garden ready to plant?"

"Yes, only that one corner, and I'm not going to do anything with it."

"Why not?"

"It is too full of quack-grass roots. You come and look at it."

Jimmie and mother walked down the rows of cabbage plants to Jimmie's little garden spot.

"I'll show you, mother." He turned over a spadeful of earth filled with the strong tough roots. "There! If I plant potatoes, the roots will grow right through them."

"I see," mother said quietly. "However, they can be pulled out, every one of them, and then your potatoes will grow as they should."

"That's awful hard work."

"But you will have fine potatoes for the Fair again. Isn't that worth the effort? And Jimmie, those quack-grass roots you think so hard to get out of this little corner are just like your temper. You have let it grow as you have these roots."

Jimmie bent over, pulling out the long white roots. "I guess that is so," he admitted slowly. "It is so easy to get mad and smash things."

"Sit here in the shade beside me, son." And then mother talked with him concerning his temper, the necessity for its control, and of the Friend of boys who would give him the victory. "Shall we tell Jesus all about it?" she concluded.

Jimmie nodded, and in the prayers that followed, he resolved with all his boyish power to let Jesus pull up the roots of temper even as he would pull every quack-grass root from his garden corner.

"I don't want to grow up and be spoiled like a potato full of them," he told mother a few minutes later, as he was drawing the long roots from the soft earth. "I want to be like the nice big ones I am going to take to the Fair."

"It is astonishing how soon the whole conscience begins to unravel if a single stitch drops; one single sin indulged makes a hole you could put your head through."—Charles Buxton.

Do not be afraid of criticism; criticise yourself often.



The Story Circle



Nature Stories

THE CARDINAL'S SONG

By BERTHA STÖTTLEMYER

I WAS on my way to school one early spring morning before the leaves were out, when just a few buds could be seen on the trees. In one of these budding trees close to the walk was a cardinal, singing his favorite strain, "Pretty! Pretty! Pretty!"

I stopped and looked up at him. He continued saying, "Pretty! Pretty! Pretty!" and looked straight at me. So I answered him and said, "You dear little birdie! You are the only creature that ever called me pretty."

There was an old grandpa living in the home where I was rooming, who spent most of his time on the porch when the weather was agreeable. As I stepped onto the porch on my return from school that evening, we passed a few remarks about the pleasant spring, the birds, and the buds. Then I said, "Oh, Daddy (that is what everybody called him), I want to tell you what a cardinal sang to me this morning on my way to school."

I told him about the "pretty" song, and what I said.

With a twinkle in his eye, Daddy replied, "You don't know but what *he* was just teasing you."

Then we both laughed, and with a feeling of good cheer I started to get supper, and forgot the cares of the day.

PAPA'S PET

ONE summer I was nursing a lady who was very ill. It was a very delightful home; the back yard was filled with pleasant little nooks and corners, with flowers and trees growing here and there, and a walk leading straight back to the alley. Just across the alley was another back yard just as pleasing to the eye. On that lot stood the garage, near the alley.

Sometimes after I had gotten my patient comfortable and resting nicely, I would step out into the fresh air and walk down to the alley. Every time I went down the walk, I could hear a plaintive little voice crying from that garage: "Papa, Papa, please, Papa, come let me out. Please, please, Papa, let me out. O Papa, Papa, Papa, please, please let me out." And I wondered why Papa had shut his little boy up in the garage, and what naughty thing that little boy had done to be punished so.

One day when my patient was very much better, I asked her about it. She laughed, and said, "That is the papa's pet crow. His name is Jack. You know boy crows have a hobby of making what is called 'a crow's nest.' Well, Jack had one too. It was hidden away back under the bed in the guest room, which was seldom used. These 'crow's nests' are hidden away where nobody will be likely to find them. There they hide all the pretty, shiny things they can find.

"During the winter Mamma had missed many things,—thimble, small scissors, needles, pins, baby brother's little silver spoon, jewels that might not have been immediately put away, and many other nice things about the house that were pretty and bright.

"When housecleaning time came in the spring, Jack's nest of treasures was found. All the lost things were returned to their proper places and their proper owners, and Mamma decreed that Jack must be shut up in the garage while Daddy was away from home. When Daddy returned from his office, Jack might be released from his prison and have his freedom,—just while Daddy was there to play with him and to keep an eye on him. Then he must be confined to the garage again.

"It doesn't pay even for a crow to be a thief, does it?"

TOO MUCH FOR A WHISTLE

By ENID SPARKS

WHEN Benjamin Franklin was seven years old his mother gave him some pennies for a birthday present. This made Ben very happy, and he began planning what he might buy with the money.

"Shall I buy candy, Mother, or a big red ball?"

"You may spend your money for whatever you like. Ben, only be careful *how* you spend it, that's all."

Ben put the pennies in his pocket, pulled on his cap, and started for the candy shop. As he walked along, he kept a hand on the pennies. How proud he felt! He never had been so rich before. He would buy all the candy in the store!

"Toot! Toot!" came from a boy across the street.

"Oh, a whistle!" exclaimed Ben. "That is what I want. It is better than candy, because it makes more noise and lasts longer." He hurried into the store.

"What will you have today?" asked the shopkeeper.

(Continued on page 28)

"Thank You"

*Lifelong Habits Grow from Daily Practice and You
Can Teach Much by Your Own Example*

"ELIZABETH, run upstairs and see if I left my thimble on the bureau in my room. Hurry, for I want to get to sewing."

"There!" as the little girl returned with the thimble, "I did leave it there, didn't I? Now see if you can find the scissors. They're out in the kitchen, I think. Can't find them? Have you looked everywhere? Well, never mind; perhaps they're here," fumbling in her workbasket. "Sure enough, here they are. Now you just get me the pattern for your dress—it's in the desk somewhere—then you can go out and play."

Dutifully Elizabeth hunted through the cluttered desk and after several minutes' search found the desired pattern and handed it to her mother, who took it without a word.

"Now may I go out, mother?" she asked.

"Yes, for a little while," the mother answered, "but don't go very far, for I may want you to help me before supper."

"All right, I'll remember," giving her mother a kiss.

"Wait a minute, dear!" called Grandma Brown, who had been knitting in a corner by the window. "I have something for good little girls who run errands for their mothers. Here, put this in your bank." The old lady handed Elizabeth a dime, which the little girl took with a murmured, "All right, Grandma," and then turned to leave the room.

"Elizabeth!" came the stern voice of her mother. "Remember your manners. What do you say to your grandmother?"

"Oh, I forgot," hanging her pretty head. "Thank you, Grandma, for the money."

"You're welcome, bless your heart! Now hurry out and play before it gets dark."

"I do wish I could teach Elizabeth to be polite!" the mother fretted as soon as the door had closed behind her small daughter. "It's dreadfully embarrassing to have to remind her to say 'please' and 'thank you' every time. She's big enough to remember."

"Hmph!" grunted the grandmother, "I don't blame her for forgetting!"

"What!" Elizabeth's mother looked up in shocked astonishment.

"Well, I don't see as anyone sets her a very good example. The child was running errands for you for fifteen minutes this afternoon, and you never once said 'please' or 'thank you' to her. If you can't remember, how do you expect her to?"

"Why, the idea of your talking like that! I'm her mother, and it's her place to do whatever I wish. I ought not to have to coax her by saying 'please' every time I want a thing done. She ought to be willing and glad to help me."

"And she is," loyally supported the old lady, "but that doesn't excuse you from making her tasks easier by *politely* asking her to do them for you, or by being grateful to her and expressing your gratitude. I watched Elizabeth this afternoon and thought her a very remarkable child to hunt things up for you so cheerfully, knowing you would scold if she didn't find what you wanted, and would say nothing if she did—except perhaps to reprimand her for not having found it more quickly.

"You think it strange she 'forgets her manners' before people. Well, I can tell you this much. She always will till you learn that politeness begins at home. Just you try saying 'please' and 'thank you' to Elizabeth, and see how quickly she'll learn to say the same to you; and once she learns to do it in her home, you need never have to embarrass either yourself or her by reminding her in public to remember."

"I suppose you're right," replied Elizabeth's mother meekly, "but I've taken favors from the family as a matter of course for so long I'm afraid it will be harder for me than for Elizabeth. But I'll certainly try." — *Margaret A. Bartlett.*

MOTTOES

A Christian education for every child. Why not for yours?

Safety first when the education of a child is involved.

Educate for eternity.

Today conditions are serious. Where is your child?

The right of every Seventh-day Adventist child—a Christian education.

Prepare for service.

Nothing is of greater importance than the education of our children.—*Counsels to Teachers.*

He who saves the children saves the church.

School buildings are as necessary as church buildings.—*Vol. 6, p. 109.*

Eighty-five per cent of our youth who do not attend Christian schools drift away from the church.

Better buildings and better equipment.

~ Editorial Quillograms ~

IN RETROSPECT AND PROSPECT

THE plan of having time broken up into units of hours, days, weeks, months, and years brings in a change and affords an opportunity for reflection over the past and for study of plans for the future. How dull and monotonous life might become if we didn't have these breaks occasionally, where we can stop at the dividing point and look both ways.

The close of one year and the beginning of another is a good time to take this view. It is like climbing a mountain, and when the top is reached, looking back down the mountain and then over the top to the other side. Standing at the end of the old year one can look back over many experiences of the past days and months. This retrospective view should not be for the purpose of brooding over the mistakes and failures of the past. Rather, this backward look should serve as a lesson book, profiting in the new year by the experiences of the old.

Paul expressed it thus: "*Forgetting* those things which are *behind*, and *reaching forth* unto those things which are *before*, I press toward the mark." Philippians 3: 13, 14. We should forget many things of the past year and remember only those that will help us and others in the year to come. One writer has expressed this thought in the following poem:

THE YEAR'S RECORD

I sat and wrote the record of the year,
Marred with the stains of many an idle day,
When a stern angel who was standing near,
Stretched forth his hand and took the page away.

"Stay, thou dread angel, but an hour!" I cried,
"For many things I have as yet to write;"
But not a word in answer he replied.
He swiftly sped across the wintry night.

Then, as I bowed my head in silent woe
O'er many a blot upon the vanished scroll,
Another angel, whiter than the snow,
Drew near, and spoke a message to my soul:

"Waste not thy time in grief for work undone,
Nor let regrets thy passing years engage;
Thou canst not bring again the year that's gone,
But God hath given thee another page."

—Selected.

The look of prospect ahead should be one of

courage, hope, confidence, faith, and resolution. These are qualities that are greatly needed today, and their influence in our lives as teachers upon the boys and girls in our schools cannot be measured. A teacher who is hopeful and courageous, and who reflects faithfulness and determination in her life can lead her children to the very gates of the kingdom of God. Such a teacher establishes a confidence among her pupils in the reality of Christian living that the trials and disappointments and shortcomings of life cannot move.

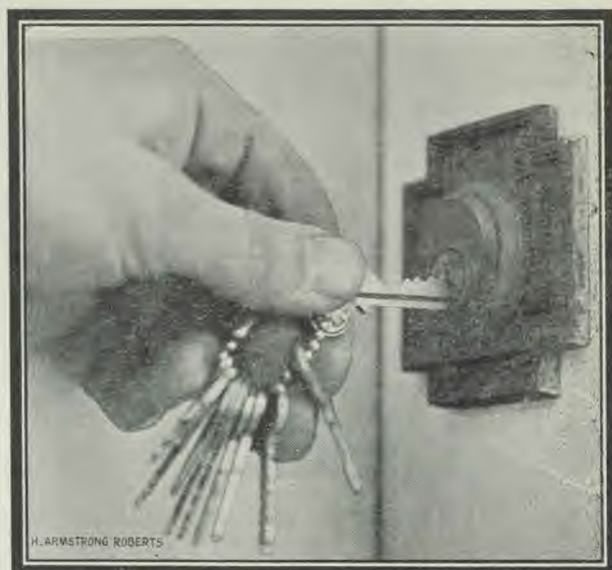
This new year of 1938 should bring to each of us a new sense of gratitude and thankfulness that God has been so good to us. We have been treated far better than we deserve, and this new year gives us another opportunity of expressing in our lives the joy and beauty and reality of Christian service. Many a child's life of plastic clay is in our hands to mold and fashion according to His will. May this new year bring to each of us renewed courage and hope and a confidence that if we do our work well, the Master Teacher will finish the work so well begun.

The little poem to follow expresses my earnest wish in behalf of each of you as the new year opens.

THRESHOLD OF THE NEW YEAR

We are standing on the threshold, we are in the
opened door,
We are treading on a borderland we've never trod
before:

(Continued on page 29)



*What the new year holds, when you have unlocked
the door, depends entirely upon you*



In the Schoolroom



Music Appreciation for Children---No. 5

By ROSALIND A. BOND

ERNEST SCHELLING, in an article entitled, "Creating the Music Habit with Children," which appeared in *The Etude Music Magazine* for December, 1933, says:

"Music is a habit. We may form the habit of needing good music about us or of doing without it. Habits are most easily formed in early youth when the mind is plastic and impressionable. The best way to lay the foundations for music-loving people is to form good musical habits with children.

"In forming musical habits the *ideal* to hold before us is that the music period should not seem a task, but an eminently natural and lovable means of recreation. Only in this way can the pupil naturally absorb these habits in a manner in which he will use them."

We have our ideal and we have much of our material. Let us consider the music period itself and some of the fundamental methods and procedures we shall use in creating the music habit. Walter Samuel Swisher, in "Psychology for the Music Teacher," pp. 21-39, suggests the following rules:

"Rule 1. Study the child. Begin the instruction on familiar ground." We must remember that the child is discovering the world about him by working in and with that world. We must start the instruction with the very rudiments and work up to the greater and more complicated forms.

A little ingenuity on the part of the teacher will help to arrange the material in such a way that the child may learn by the method of assimilation. He may learn melody from the bird song, or the wind in the chimney; or from what he may make for himself by playing on glasses or bottles with a little hammer, knife, or spoon. Rhythm he may learn from listening to the footsteps of a person walking, or from noting the regularity of the breathing, since rhythm may be termed the breath or breathing of music.

The teacher's business is to help the student discover the beauty in the world about him by taking into account what he knows and building step by step on that until the music habit is completely formed.

OTHER RULES

"Rule 2. Let the child learn as much as he can by the project method." The project method may be called the natural method of education. By experimentation, by trial and error, the child learns.

He learns by doing; he learns through his own experience. Though a discovery has been made a hundred times before, there is no greater human happiness than that which comes from finding it yourself. The function of the teacher is to guide the student. If the student fails to appreciate the music, show him why he fails.

"Rule 3. Give the student, child or adult, concrete illustrations and examples." It is the concrete, not the abstract, that the child can grasp. If it is possible, demonstrate what is meant. Use pictures to show the instruments and composers. Music is often considered an abstract language, but it can be made quite definite and concrete.

"Rule 4. Teach as much as possible through stories." Stories and anecdotes about the composers which should be well authenticated, will enlist interest in composers and their works. A narrative fixes itself in the memory far more readily than many precepts.

"Rule 5. Reach the student by transference." By transference we mean the winning of the confidence and trust of the student through friendly interest and sympathy. This is the relation of the pupil and the teacher to each other. The best relationship is that of two persons seeking together to enjoy the best in music.

"Rule 6. Never do for the student what he can do for himself." Not only must the child read about good music, hear it, and think about it; but in order to really have it, he must do something with it. When he has been doing something with it (definitely hearing something in it) for a longer or shorter period of time, he gets a feeling for it. By a feeling, I mean a penetration into its inner meaning through direct experience.

Aside from these rules, there are many other points which we must observe to form this music habit. Music appreciation means enjoyment; and if the class period fails in this, we must discover the reason and lay plans for a remedy. The music appreciation lesson should usually be the most restful portion of the day.

The teacher should have in mind a definite purpose for everything he does. If he does not need all of the record, he should use just what portion he needs. It is well to have a unit of work in mind which will cover several lessons. Each class period should be a definite step toward the achievement of the aim of

that unit. The selections need to be varied yet related to each other and necessary for the accomplishment of the aim.

Although the phonograph is the mainstay of the listening program, it is not well to rely completely upon it. A performance by the teacher, a visitor, or even a pupil will bring in an intimate, personal note.

We cannot be too careful about setting an atmosphere for the presentation. The teacher should talk as little as possible when introducing a new composition. A historical or technical discussion often takes away the mood of expectation. Just enough should be said to create interest; the children will do the discovering. The teacher gives something to listen for, something to which the pupils will definitely react, such as showing of hands, choosing of alternatives posted on the board, or writing, by which all of the children can usually be involved all of the time.

It is helpful to introduce a new composition by making the pupil acquainted with its chief motives and themes. Always interest must be awakened. Ideas must not be imposed upon the children; the teacher leads *them* to express the ideas. Initiative is to be cultivated and free response encouraged, for a child with a wrong idea is a much more hopeful case than a child without an idea. The teacher should show his interest, retaining an experimental attitude and a learner's spirit himself.

As long as the interest is keen, repeated hearings are necessary. As a general rule, a little time every day is better than a longer period once in a while.

Forward we go. Our aim is music appreciation. Our purpose is music appreciation. If we work with vim and courage, if we study books and children, if we keep our goal before us, climbing step by step, we shall arrive at our destination and our children will appreciate good music.

DECORATIVE PAPER CONTAINERS

By BERTHA PEAKE, *Art Teacher,*
West Lebanon Junior Academy, N. H.

PLAIN paper containers may be purchased at any grocery or ice cream stand for a trifle. Beautiful little candy boxes and plates for various occasions may be painted with water color or tempera with very little effort. The edges of the plates in the picture were made by taking up a bit of tempera on the third finger while turning the plate with the left hand. This insures a straighter edge than one made with a brush.

Patterns were traced before coloring. The following has been found successful where tempera may not be available: Soak bits of colored chalk or pastels in cold water, and when rubbed to a cream, it makes a good substitute for tempera. Some of the articles illustrated were decorated in this way. Fixative may be sprayed on if desired, but it is not necessary.

These decorated plates and boxes of different sizes may be used in many ways, especially for gifts at holiday seasons and for parties.



You'll Amount to Something

(Continued from page 12)

If you get into the habit of keeping your appointments at the right time and place.

If you seek for both the true and the beautiful in life.

If your aims are high and noble and true, and for the benefit of others.

If you become a good follower in view of becoming a good leader.

If you are able to fill the foremost place in the land and still be able to play with a little child.

If you prepare to be informed on any subject under the sun.

If you expect others to deal with you as you deal with them.

If you can reform without hating the one who told you your faults.

If you can go to school and not expect your parents to pay for all your expenses.

If you don't pat everybody on the shoulder just for the sake of being liked.

If to you cheating is synonymous with sinning.

If you can go through the ordeal of your enemies' crucible, and come out spotless and radiant.

And what is more, the world will be hunting for you!

Never do a wrong thing to make a friend or to keep one.

"Never put anything in the fire that a bird will open its bill to get."

Old Testament History--First Semester Examination*

By ALICE M. BOYD



Total Score, 177.

I. Completion: (55 points)

1. In the original plan of government for this earth, was the supreme ruler.

2. The form of government was a modification of the original and was introduced because of sin.

3. is developed by the choices we make.

4. The was given to man as a memorial of creation.

5. The plan of was laid before the foundation of the world and was revealed to man before he was driven from

6. The patriarch was both and of his household.

7. To man's original diet of, and, God added when man sinned, and permitted the use of after the Flood.

8., the son of Adam,, the son of Noah,, the son of Abraham, and the son of Jacob were all progenitors of Christ.

9. The and were the two divine institutions given to man in Eden.

10. was called "The Friend of God," and "Father of the Faithful."

11., a priest-king, was a type of Christ.

12., the child of unbelief, represents our own efforts to obtain righteousness, while, the child of faith, represents righteousness by faith.

13. The experiences of and illustrate the truth that angels are sometimes entertained unawares by those who show hospitality to strangers.

14.,, and were buried in the cave of Macpelah purchased by

15. Moses' life is divided into three equal periods of years: the first was spent in, the second in, and the last as of Israel.

16. The plagues of Egypt were designed to faith in the gods of Egypt and to faith in the only true God.

17. Beginning with the plague God's people were protected from the plagues.

18. The paschal lamb was a type of, the bitter herbs a reminder of the of Israel in Egypt.

19. The prophetic period of years revealed to ended the day of the Exodus.

20. The was a modification of the patriarchal form of government and was adopted at Sinai to meet the needs of a new nation.

21. All the services of the earthly sanctuary were a of work in the heavenly sanctuary.

22. The day of atonement was a day of, a type of the judgment which has been in progress in heaven since

23. The was the central figure of the sanctuary because the of dwelt between the cherubim.

24. The seven special rest days observed by Israel during the yearly feasts were called, These were besides the regular weekly

25. The covenant made to Adam was ratified (made sure) by the blood of while the covenant made with Israel at Sinai was ratified by the blood of goats.

II. Short answers: (22 points)

1. How long did Israel wander in the wilderness?

2. How old was Abraham when Isaac was born?

3. Who lived longer on the earth than any other man?

4. What did the smitten rock typify?

5. From whom did Moses receive instruction for building the sanctuary?

6. What two men living at the time of the rebellion

* An excellent preparation for the regular examination.

at Kadesh-Barnea were permitted to enter Canaan?

7. Name the yearly feasts of the Jews.

8. What did the ark contain when Israel entered Canaan?

9. What three men and their households were swallowed by the earth because of their rebellion against God?

10. What weapons did the Lord use against Sihon and Og, kings of the Amorites?

11. What sin prevented Moses from entering Canaan?

12. By what miracle was Israel convinced that the priesthood was given by God to the family of Aaron only?

13. Who were supported by the tithes and offerings of Israel?

14. Why did Nadab and Abihu die?

15. Give the date of the Exodus.

III. What man? (15 points)

1. An antediluvian, was translated?

2. Was sold by envious brothers for twenty pieces of silver?

3. Spent one hundred twenty years preaching a message which resulted in the salvation of but eight persons?

4. Before the Flood preached the second coming of Christ?

5. Was called a "profane person" because he despised the birthright?

6. Met victoriously the greatest test of faith ever given to man?

7. Was exalted from an imprisoned slave to the position of governor over a prosperous country because of his integrity to God?

8. Wrestled all night with Christ to gain the victory over his deceptive nature?

9. Proved by his example that the commandments were kept before Israel received them in writing at Sinai?

10. Was meek above all men that dwelt on the face of the earth?

11. Was hired to curse the Israelites, but blessed them instead?

12. Became high priest when Aaron died?

13. Was the successor of Moses?

14. Adopted as his own sons two of his grandsons?

15. Had his name changed from one that meant "supplanter" to one that meant "prince of God"?

IV. Place the reference before the expression to which it belongs: (10 points)

1. The everlasting covenant.

2. "Sin is the transgression of the law."

3. The Ten Commandments.

4. The faith chapter.

5. "By the word of the Lord were the heavens made."

6. The angels are ministering spirits.

7. The position of Lucifer; his fall.

8. "The wages of sin is death."

9. Blessing to commandment keepers.

10. "All have sinned."

a. 1 John 3: 4

f. Rev. 22: 14

b. Rom. 3: 23

g. Heb. 11

c. Eze. 28

h. Ex. 20: 8-11

d. Ps. 33: 6, 9

i. Heb. 1: 14

e. Rom. 6: 23

j. Gen. 3: 15

V. Match the following according to the meaning of each name: (10 points)

1. Fruitful bough

a. Genesis

2. The Law

b. Mizpah

3. Bitter

c. Jacob

4. Beginning

d. Marah

5. Repetition of the law

e. Bethel

6. Supplanter

f. Deuteronomy

7. The going out

g. Numbers

8. House of God

h. Leviticus

9. Watchtower

i. Exodus

10. Numbering.

j. Joseph

VI. Complete the outline: (65 points)

A. Events of creation week by days: (7 points)

1.

5.

2.

6.

3.

7.

4.

B. First ten patriarchs: (10 points)

1.

6.

2.

7.

3.

8.

4.

9.

5.

10.

C. Sons of Jacob: (12 points)

1.

7.

2.

8.

3.

9.

4.

10.

5.

11.

6.

12.

D. The plagues of Egypt: (10 points)

1.

6.

2.

7.

3.

8.

4.

9.

5.

10.

E. Give two reasons why God chose the land of Canaan for the home of Israel. (4 points)

1.

2.

F. What three curses were pronounced on the earth? When? (6 points)

1.

2.

3.

G. On what occasions did Abraham fail in faith? (6 points)

1.

2. _____
 3. _____
 H. Quote the everlasting covenant: (2 points)
 Found in _____:

I. Diagram the sanctuary, the court, and place the furniture. (8 points)

OLD TESTAMENT HISTORY

Answers to First Semester Examination Questions

Total Score, 177.

I. Completion: (55 points)

1. God. 2. Patriarchal. 3. Character. 4. Sabbath. 5. Salvation, Eden. 6. Priest, Ruler, Progenitor. 7. Fruits, Grains, Nuts, Green herbs, Flesh. 8. Seth, Shem, Isaac, Judah. 9. Sabbath, Marriage. 10. Abraham. 11. Melchizedec. 12. Ishmael, Isaac. 13. Abraham, Lot. 14. Abraham, Sarah, Isaac, Rebecca, Jacob, Leah, Abraham. 15. Forty, Egypt, Midian, Leader. 16. Destroy, Awaken or Create. 17. Fourth. 18. Christ, Bitter experiences. 19. 430, Abraham. 20. Theocracy. 21. Type, Christ's. 22. Judgment, Investigative, 1844. 23. Ark, Presence, God. 24. Sabbaths, Sabbath. 25. Everlasting, Christ.

II. Short Answers: (22 points)

1. Forty years. 2. One hundred years. 3. Methuselah. 4. Christ. 5. God. 6. Joshua and Caleb. 7. Passover, Pentecost, The Feast of Tabernacles. 8. Ten Commandments, Aaron's rod, Pot of manna. 9. Korah, Dathan, Abiram. 10. Hornets. 11. Smiting the rock instead of speaking to it. 12. Aaron's rod budded, blossomed, and bore fruit overnight. 13. Levites. 14. They offered strange fire before the Lord. 15. 1491 B. C.

III. What man: (15 points)

1. Enoch. 2. Joseph. 3. Noah. 4. Enoch. 5. Esau. 6. Abraham. 7. Joseph. 8. Jacob. 9. Abraham. 10. Moses. 11. Balaam. 12. Eleazar. 13. Joshua. 14. Jacob. 15. Jacob.

IV. Place the reference before the expression to which it belongs: (10 points)

- | | |
|----------------|---------------|
| 1. Gen. 3:15 | 6. Heb. 1:14 |
| 2. 1 John 3:4 | 7. Eze. 28 |
| 3. Ex. 20:8-11 | 8. Rom. 6:23 |
| 4. Heb. 11 | 9. Rev. 22:14 |
| 5. Ps. 33:6-9 | 10. Rom. 3:23 |

V. Match the following according to the meaning of each name: (10 points)

1. j. 2. h. 3. d. 4. a. 5. f. 6. c. 7. i. 8. e.
 9. b. 10. g.

VI. Complete the outline: (65 points)

A. Events of Creation Week: (7 points)

1. Light. 2. Firmament. 3. Dry land, Vegetation. 4. Sun, Moon, Stars. 5. Fish, Fowl.

6. Land animals, Man. 7. Sabbath.

B. First ten patriarchs: (10 points)

1. Adam. 2. Seth. 3. Enos. 4. Cainan. 5. Mahalaleel. 6. Jared. 7. Enoch. 8. Methuselah. 9. Lamech. 10. Noah.

C. Sons of Jacob: (12 points)

1. Reuben. 2. Simeon. 3. Levi. 4. Judah. 5. Dan. 6. Naphtali. 7. Gad. 8. Asher. 9. Issachar. 10. Zebulun. 11. Joseph. 12. Benjamin.

D. The plagues of Egypt. (10 points)

1. Blood. 2. Frogs. 3. Lice. 4. Flies. 5. Murrain. 6. Boils. 7. Hail. 8. Locusts. 9. Darkness. 10. Death of the first born.

E. Give two reasons why God chose the land of Canaan for the home of Israel. (4 points)

1. It was the highway of the nations and would afford opportunity to spread the gospel. 2. It afforded separation from the world; natural barriers of deserts, sea, and mountains.

F. What three curses were pronounced on the earth? When? (6 points)

1. When Adam sinned—thorns and thistles grew. 2. When Cain slew Abel—the ground would not bring forth of itself. 3. When wickedness became universal—the Flood.

G. On what three occasions did Abraham fail in faith? (6 points)

1. In Egypt—said Sarah was his sister. 2. By taking Hagar to be his wife. 3. In Philistia—said Sarah was his sister.

H. Quote the everlasting covenant: (2 points)

Found in Genesis 3:15: "And I will put enmity between thee and the woman, and between thy seed and her seed; it shall bruise thy head, and thou shalt bruise his heel."

I. Diagram the sanctuary, the court, and place the furniture (8 points)

THE MODEL TEACHER

"One who is serious, but not gloomy;
 Dignified, but not morose;
 Gentle, but not fawning;
 Self-possessed, but not bossy;
 Alert, but not fussy;
 Watchful, but not nervous;
 Sympathetic, but not lachrymose;
 Accomplished, but not boastful;
 Humble, but not uncultured;
 Positive, but not self-opinionated;
 Kind, but firm;
 Quiet, but can be heard;
An unassuming master of his calling."

"Education is but a means to an end. Decide upon your own objective, and keep that always in view."

Bible 8--Review of the Seven Churches

By DOROTHY L. ROACH

Match the names of the churches with the correct item in each list.

1. Ephesus. 2. Smyrna. 3. Pergamos. 4. Thyatira. 5. Sardis. 6. Philadelphia. 7. Laodicea.

List 1

- ☐ 1798-1833
- ☐ 100-313
- ☐ 538-1798
- ☐ 1833-1844
- ☐ 31 A. D.-100
- ☐ 1844-End
- ☐ 313-538

List 2 (End of period marked by these events.)

- ☐ Pope taken captive
- ☐ Began mission of brotherly love
- ☐ Proclamation of religious liberty
- ☐ Coming of Christ
- ☐ Last apostle's work ended
- ☐ Pope's throne established
- ☐ Investigative judgment

List 3

- ☐ Exaltation
- ☐ Song of Joy
- ☐ Judging the people
- ☐ First or desirable
- ☐ Perfume
- ☐ Brotherly love
- ☐ Sacrifice

List 4

- ☐ Lukewarmness
- ☐ Persecution
- ☐ Have a name but are ready to die
- ☐ Lack of first love
- ☐ Temptations
- ☐ Fornication—changing of commandments
- ☐ Fornication and persecution

List 5

- ☐ Give to eat of the hidden manna and give a white stone
- ☐ His name would not be blotted out of the book of life
- ☐ Grant to sit with Me in My throne
- ☐ Give to eat of the tree of life
- ☐ Him will I make a pillar in the temple of My God
- ☐ Give to him the morning star.
- ☐ Not be hurt by the second death

List 6

- ☐ Rise of Papacy
- ☐ Gospel to the heathen

- ☐ Work of apostles
- ☐ Judgment
- ☐ Pagan persecution
- ☐ Reformation
- ☐ First Bible society

List 7

- ☐ Bible best understood
- ☐ Modern languages
- ☐ Heathen languages
- ☐ Separate scrolls
- ☐ Forbidden book
- ☐ Unknown languages

Match the following names with the correct item below.

1. William Carey. 2. Adoniram Judson. 3. Robert Moffat. 4. John Williams. 5. John Wycliffe. 6. John Bunyan. 7. William Tyndale. 8. Martin Luther.

- ☐ Printed the Bible in English
- ☐ Translated Bible into English
- ☐ Cast into prison for his faith; while there wrote "Pilgrim's Progress"
- ☐ Translated Bible into German
- ☐ The Apostle of Modern Missions
- ☐ Pioneer missionary to the South Seas
- ☐ Missionary to Africa
- ☐ Apostle to Burma

THE TWELVE DISCIPLES*

Tune: "Bringing in the Sheaves."

There were twelve disciples
Jesus called to help Him—
Simon Peter, Andrew,
James, his brother John,
Philip, Thomas, Matthew,
James, the son of Alphaeus,
Thaddeus, Simon. Judas,
And Bartholomew.

CHORUS:

He has called us, too.
He has called us, too.
We are His disciples,
We His work must do.

(Repeat chorus)

**It is sometimes difficult for children to memorize the names of the disciples. This little song will make it easy.*

Mission Geography Helps

THE INCA UNION--*Continued*

By R. J. ROY



*Indian boat on
Lake Titicaca*

NOW let me see, we were making Ecuador, and got off on the equator. What have we done? About all we have is the boundary line and the mountains. Also we have fixed in our minds the matter of temperature, even if we do not have it in our sandbox. One more very important thing comes now, and that is water. All of Ecuador is wet, so I guess we'd better get some water and soak it up. It is among the wettest spots on the face of the earth. Therefore it is also all green. Even at altitudes far higher than in other countries, the mountains are a solid mass of green, rising up in the air. Never in my life have I seen a thicker carpet of grass than I saw around Quito, at an altitude of 10,000 feet. The blue-grass fields of Kentucky are not so rich.

RIVERS

How much more shall we make? Naturally we cannot get in all the details, so we shall have to stop with the more general features. Of course, there are rivers, but as I have said that the coast plain is not very wide, we cannot expect to have any *great* rivers. However, there is one that empties at the coast city of Guayaquil, which is rather noteworthy. It does not come straight down from the mountains, but rather runs somewhat parallel with them, and comes in from the north. It is so large, and the slope is so gradual for the last part of its journey, that the tide flows back into it from the ocean regularly. The ocean steamers stop in the river off Guayaquil and have to travel some three hours on the river after leaving the ocean, in order to get to the city. Then they can return only when the tide is high, as the water level drops so much during low tide that the steamers run aground. It is a very strange sight to stand on the bank of the river, in the park at the edge of Guayaquil, and see the river flow one way one day and the other way the next day. When the tide is low, the water flows into the ocean. When the tide is rising, the tide pushes the water back up the river and makes it flow the other way.

There are also some fairly large rivers on the west coast in the northern part, but since they are not in our territory, and we do not visit them on our mission trips, we will not trouble to put them on our world. On the eastern side of the mountains there are count-

less streams dropping down suddenly to enter into the great Amazon basin. Since this is entirely tropical, as soon as the altitude permits, the heat is intense, also the humidity. There are no roads except the rivers; and before one can get through the rapids he has to travel afoot through miles and miles of water surrounded by forest on every side. Very few people attempt this trip.

THE PETROLEUM INDUSTRY

Now let us go to Peru. We will not put any cities in these countries until we have the more natural elements all placed. We already have the general outline of Peru. As with Ecuador, we will need to start to climb the mountains rather abruptly after leaving the coast. In fact, there is much less coastline that is level in Peru than in Ecuador. For the greater part of the coast of Peru, the mountains rise rather abruptly right from the coast. Beginning at the north, there is a short space some one hundred miles long where there is a level coastal plain about seventy-five miles wide on that point that extends out into the ocean. Here also is a very rich oil field where some 10,000 men are employed in the petroleum industry. Perhaps about 1,000 of these are Americans.

Just below this section, the coast plain suddenly becomes narrow, jutting back into the mountains occasionally for a few wide valleys that extend perhaps a hundred miles back in the case of the longest valleys. This is true all along the Peruvian coast. So as we make the mountains here, for our general purposes, we can just start them right out of the ocean, as it were. We must also make the mountain range gradually somewhat wider than we did in Ecuador. They are about the same height. At the north of Peru, the mountain range will be about one third the width of the country, and we will increase the width as we go to the south, till at the south we will leave only a small strip of lowland on the eastern side. We will leave none on the western side, as the mountains begin right out of the ocean.

LAKE TITICACA

All along the wider part of the mountain range we will have great wide plains at an altitude of some 12,000 feet to 14,000 feet, surrounded with mountains

that are covered with snow the year around, and that rise to over 20,000 feet. After traveling over the Rocky Mountains, these Andes seem like giants in comparison. Let us not forget to cover these peaks with something white so that we can see these great monuments of creation dotting our world. While we are talking about these great tablelands, there is one very interesting part we must put in. You have, no doubt, been wondering about it ever since we started. That is Lake Titicaca.

Lake Titicaca is situated between Peru and Bolivia, about one third of the way up on their borderline, from the south. Roughly speaking, it is some 150 miles long and 50 miles wide, on the average. The length of it runs northwest and southeast. That is its location as far as plane surfaces are concerned. We must also remember that it is not to be put at sea level, but rather at quite an altitude. Lake Titicaca is famous as being the highest navigable, fresh-water lake of its size in the world. Its surface is at a level of 12,550 feet above sea level, or nearly as high as the top of Pike's Peak. It is surrounded on every side for a long way with fairly level country. Only on one side, toward the north and west, are high mountains visible on a clear day.

The mountains on the east side of Peru drop abruptly into the Amazon basin, into the tropical jungle of the lowlands. All the rivers of this section head up at Iquitos, in northern Peru, which is on the Amazon River. Ocean steamers come the more than two thousand miles from the Atlantic Ocean up this river, to dock at Iquitos. Now with this we have the main part of Peru made. One thing more that we will want to indicate. That is the rainfall, because it is very unusual. It never rains on the west side of the mountains in Peru. All the coast of Peru, with the exception of irrigated strips that extend up into the mountains, is a desert, as barren as the Sahara. Then beginning at the mountains, going east, the rainfall increases gradually, till by the time we get to the middle of the mountain ranges, there is quite abundant vegetation wherever it is not too high.

Speaking of rainfall makes me think of another interesting fact in regard to temperature and rainfall in these countries. The seasons are not marked by a great difference in temperature between summer and winter, but rather by a difference in rainfall. The rainy season is in the summer, from about October to March, and the dry season is in the winter, from April to October. There are six months, in the greater part of our territory, when it never rains at all. Then comes the rainy season when it rains every day for most of the summer months. That is what makes summer and winter in these countries in which we are now interested. Can you guess why there is not much of a difference in temperature between summer and winter?

Remember that "imaginary line," and you will have it figured out.

BOLIVIA

Well, we have done quite a bit of work already, have we not? Soon we will have made our imitation of this part of the world, as far as the surface of the earth is concerned. Bolivia is the last country. It is quite a large country, too, and more compact than Peru. And it is surely a rough country. Practically all of the side joining Peru is high mountains, which extend eastward over at least two thirds of the country, somewhat also south and north. The fringes of Bolivia on the south, the east, and the north are lowland, with rivers draining into the Atlantic Ocean many miles away. The lowlands on the east and north are all dense jungles. On the south is the famous Chaco section, which was the coveted prize in the recent Chaco war between Bolivia and Paraguay. It is partly desert and partly jungle. Everywhere you go in Bolivia, if you go for any distance, you have to go up and down. Mountains and steep narrow valleys are everywhere.

You have heard of the great golden treasures in this part of the world which attracted the Spanish explorers. You find these mountains very rich in a number of minerals. Gold mines are numerous in all the mountain sections of these three countries. Bolivia is noted for its tin mines, and we have in central Peru the rich copper mines. Most of the work connected with the mines is directed by foreigners.

As we go south in Bolivia, we get far enough away from the equator so that there is some variation in seasons. The rainfall here is the same as on the eastern slope of the Andes, having the rainy season in the summer and the dry season in the winter. Yet it is close enough to the equator so that there is no great cold in the winter, and many of the valleys there are almost paradises for evenness of climate and for beauty of vegetation.

Now let us stand back and see what we have done. There it is. Ecuador, Peru, and Bolivia, with their mountains, their lowlands, Lake Titicaca, the dry desert coast of Peru, the jungles on the east side of the mountains, and the great Andes tablelands. After having done that much, it makes one feel like stopping to take a breath. That was really some task. Who would have thought there was so much to it?

To get some idea of its size, roughly speaking, it is a distance of some 2,500 miles from the northern point of Ecuador to the southern point of Bolivia. There is an average width to this territory of about 500 miles.

THE PEOPLE

But what about the people? All this would not be very interesting if it were not for the people living there, what they have done, what they are doing,

how they live, and what the faith of Jesus has been able to do for them. The populous sections are those which are not too dry nor too wet. Practically all of Ecuador is populated, with the exception of the eastern jungle section. There are found only some scattered wild Indian tribes, and this section is practically out of touch with civilization. All the rest of Ecuador is more or less in touch with civilization and is peopled by a mixed population, perhaps twenty-five per cent white, fifty per cent Indian, and the rest mixed. The white people are all of Spanish or European descent, and Spanish is the prevailing language.

CITIES AND RAILROADS

The two main centers of commerce and the largest cities of Ecuador are its seaport, Guayaquil, and the capital of the country, Quito. The capital is in the northern part of the country, up on the highlands, at some 10,000 feet altitude, and has a population of approximately 150,000. The biggest city is Guayaquil, with some 300,000 population. So we would better put these two centers on the countries we are making, and connect them with a railroad. I will tell you some more about that railroad later on. It is surprising to know that it is the only railroad to be found in the entire country. Auto roads? Well, they have done a great deal in the last few years, and it is now possible to go between the most important cities by auto in the dry season, if you do not mind dirt and rock roads; but we will find out more about them when we start on our trip to visit the mission centers.

The population of this country is quite largely in the country and small towns. So if we want to, we can put cows and sheep and a few horses and hogs and chickens around the country. Also we can put plenty of small grain, such as wheat and barley, in the tillable sections of the highlands. Lower down there will be corn, and still lower the great crop of Ecuador, the cocoa bean. There will be considerable coffee too. The white people will be mostly in the towns and cities, but Indians will be on the little farms and working as servants in the homes of the whites.

(To be concluded)

FROM THE CHIN UP

FROM your chin down you are worth about a dollar and a half a day. From the chin up you are worth—anything. There is no limit.

Without your headpiece you are just an animal, and about as valuable as a horse—maybe.

You have a mistaken idea. You think you are paid for your work. You are not. You are paid for what you think while you work. It's the kind of brain that directs your hands that gives you your rating.



What are you worth from the chin up?

And what causes you the most concern: the contents of your skull, or the mass below your collar bone?

You exercise your body, keep your arms strong, and your legs limber, and your waistline supple—but do you regularly exercise your cerebrum?

Are your thoughts flabby, uncontrolled, wayward, and useless, though you are expert in tennis or golf?

Is your thinker as keen, alert, disciplined, accurate, and dependable as your hands?

Where do you get your pleasures? From the chin down? Is it all dancing for your feet, and clothes for your back? And is all your fun in the cellar? Don't you ever have any fun in the attic?

What interests you most, books or beer?

What pains you most, a stomach ache or a lie?

How are you pulled? To what part of you is the cable tow fastened—to your loins or to your forehead?

Suppose it were possible to live after the head had been severed from the body; which part would you rather be, the head part or the meat part?

What are you, anyhow: an animal pestered with a mind; or a soul prisoned in a body?

Do you know that the gist of culture consists in transferring one's habitual amusements from below to above the nose?—Dr. Frank Crane, in *"Four Minute Essays."*

Your success is all up to you. It is an individual affair.

If you would have neighbors look up to you, don't make a practice of looking down on them.

The SCHOOL *in the* HOME

Plans for the New Year

By M. E. OLSEN

NEW Year's resolutions are somewhat dis-trusted. We have made too many of them, and they just didn't function. Let us rather talk plans for the New Year. What are we planning to do in 1938 that we are not doing now?

Shall we not cultivate the gift of tranquillity? Americans (especially the women) are supposed to be afflicted, for one thing, with nerves; but nerves can be trained. The peace that passeth knowledge is not merely a theological concept. Thousands of professing Christians are strangers to it, partly because they don't cultivate nerve control, and *resolutely* refrain from that common vice, worry.

Some years ago I spent a day and a night with a family beyond the seas. A mother of twelve beautiful children presided over that home. She had the slim figure and almost the youthful looks of a girl of eighteen, and her cheeks had the color of roses. The family was not wealthy; but the home was neat and tidy, there was order everywhere; and though the mother of so many active sons and daughters, like all healthy youngsters teeming with youthful vigor, that little woman gave off such a spirit of calmness and tranquillity that it permeated the whole life of the family and reached out into the neighborhood. That mother has gone to rest, but her children revere her memory.

Motherhood is something exceedingly precious when thus developed to the full extent. Women, if they only realized it, have qualities of the highest order; but there needs to be some conscious effort to develop these qualities, and give them conditions that favor the fullest development.

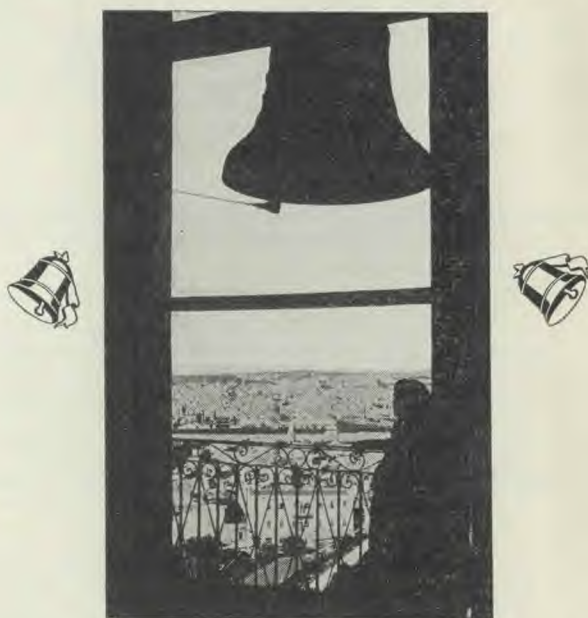
Along with tranquillity let us cultivate simple, childlike trust in our heavenly Father. There is one text that busy, careworn mothers should take to heart. It is this: "Rest in the Lord and wait patiently for Him." God works in a mysterious way sometimes. His blessings often wear the livery of evils; when we looked for prosperity, we found adversity instead, and our faith faltered. "Hath God forgotten to be gracious?" we asked.

Yet we came out of it, and then before long we were once more fainting under the hand of severe affliction. Let us just rest in the arms of our heavenly Father, and wait patiently for Him to do His work through and with us.

While resting in the Lord, we do well also to plan

for physical rest. Busy mothers, teachers, shop-girls, and others need to guard their hours of rest. In many parts of the world there is a generous rest period in the middle of the day. Shop-girls in Geneva, Switzerland, and children in the public schools go home to dinner, and after the meal take a whole hour for rest; naturally they are fresh for the afternoon's work.

Try to get some real physical rest on Sabbath. Encourage your pastor to save part of his excellent sermon for the following Sabbath and take a little rest for himself and give some of it to you. Long



sermons were in order when many people didn't know how to read, and could not afford to surround themselves with wholesome books and papers. Today reading is a considerable part of the life of the majority, and it is one of the joys of a well-spent Sabbath to read a good book aloud and perhaps discuss it in the family circle. Religious services should, of course, occupy a very definite place in a well-spent Sabbath; but the home spirit needs to be cultivated. The Sabbath gives parents an opportunity to get acquainted with their children and with each other.

TODAY

Don't tell me of tomorrow,
Give me the boy who'll say
That when a good deed's to be done,
"Let's do the deed today."

The Gospel of *Christian Education* to the World

IN THE *Review and Herald* of October 7 attention is called to a new book, "The Education that Educates," written by Marion E. Cady, and published by Fleming H. Revell Company, New York City. A review of this book appeared in the July issue of *The Ministry*. The book has since been placed in the elective list of books in the Ministerial Reading Course. Favorable mention of it is also being made by various religious educational magazines. We quote the following:

"A very careful study of Hebrew education as compared with ancient and modern systems and an application of the principles and methods to present day educational problems. The author believes these principles offer the cure for our educational ills. Every student of Christian education needs this book."—"*Christian Education*," a *Journal of Christian Higher Education*, published by the Council of Church Boards of Education, Washington, D. C. (October issue.)

"Has education failed to educate? This question has been raised often and the effort to answer it has not always been reassuring. In this very scholarly volume the author in Part One answers the question in the affirmative as to certain forms of education, and tells why they fail. Then he discusses the education that did not fail, showing by comparison the superiority of Hebrew education. This prepares the way for a thorough presentation of the theory of Hebrew education in Part Two, for a detailed analysis of Hebrew educational practice in Part Three, and for a convincing conclusion on the influence of Hebrew education in Part Four, ending with a fine chapter on Christ and Education. This is the clearest, ablest discussion of Hebrew education that we know; it is remarkable in that the author shows that most of the good features of modern education were practiced by the Hebrews thousands of years ago. The author believes in the Hebrew system of education because, 'The children and youth were taught to be clean and strong in body, clean and keen in mind, clean and pure in heart. For such an education no price is too high to pay; no sacrifice too great to make.' So say we all."—"*Teacher*," a *Sunday School Magazine* (Negro), published by The Broadman Press, Nashville, Tenn. (September issue—80,000 circulation.)

It is evident that many teachers and educators are anxious to discover the true principles and the best methods of education, and that they will accept this light coming from the Bible as unquestionable authority in education even as they do in religion. In this time of educational confusion, the Christian teacher and educator will esteem it a great privilege to help others in the same profession to a better and

clearer understanding of right principles and methods in this nicest work ever committed to mortals. The evangelical and medical missionaries the world around are doing a great work for the restoration of the souls and the bodies of mankind. Let Christian teachers and educators as educational missionaries seek to restore and strengthen the mind, thus uniting with their fellow laborers in carrying out God's complete program to make His children "every whit whole."

"The Education that Educates," by Marion E. Cady, 260 pages, price \$2.00. Order from your Book and Bible House.

To Much for a Whistle

(Continued from page 15)

"I want to buy a red whistle, if you please," came the ready answer. "Here is my money, all of it." And Ben emptied his handful of pennies on the counter.

The shopkeeper counted over the pennies, and said, "That's just right, my little man. Here is your whistle. It is the best whistle a boy ever blew."

Ben began to toot his new whistle before he left the store and tooted it all the way home.

When his brother saw him coming he cried, "Here comes Ben big as a tin soldier, tooting a tin whistle."

His mother greeted her young son with a smile and asked, "What have you bought, Ben?"

"A whistle! Can't you hear me blow it?"

"How much did you pay for it?" asked his mother.

"All the pennies I had!" was the reply.

"Whew!" exclaimed his brother. "That is a pretty dear whistle."

"Yes," added his mother kindly, "you paid too much for your whistle,—at least four times what it is worth."

Little Ben began to cry. "Never mind," said his mother. "It cannot be helped this time. But I think after this my little boy will take care not to pay too much for his whistle."

Ben Franklin never forgot that lesson. Whenever he saw a boy pay fifty cents for a ball worth ten cents he would say, "That boy is paying too much for his whistle." If a girl bought too much candy, or anything she could not afford, he would say, "That young lady paid too much for her whistle."

"If we would take care of the boys and girls properly, the men and women would be better able to take care of themselves."

Effective Study Habits

(Continued from page 4)

a few things well than by stumbling over many. Facts half learned are unsafe and a waste of time and effort.

9. When you are planning to do a piece of work, make certain that all the materials you will need in accomplishing the task are at hand. This includes such items as textbooks, writing materials, notebooks, and reference materials.

10. Always remember that cramming is poor economy, as it exhausts the nervous and physical systems and results in no permanent good.

11. In studying most lessons, two preliminary steps are necessary. The first one is locating the objective. The pupil should make sure before he starts that he has a clear idea of the main thing he means to accomplish. The second point is planning the attack. The pupil should decide upon the method of study to be used in a particular lesson, just what information will need to be found, what facts, if any, must be memorized, what practice will be required, and what problems will need to be solved. It is indeed important that a particular plan be kept in mind in studying every lesson.

12. The study-recitation plan is perhaps the most effective method of study. This plan calls for the student to stop reading every few minutes and think over what he has read, trying to distinguish the most important points, and making applications to what he already knows,—reciting all this verbally to himself. Oftentimes he should imagine circumstances under which he will need to use the material and see if his knowledge is sufficient. Experiments have shown that if a pupil will spend from one-half to four-fifths of his reading time thus reciting to himself, the mastery of the subject will require less time and the retention will be much more permanent.

13. Retention is improved in direct proportion to the *overlearning* of a lesson.

14. Since the greatest loss is within the first day, an immediate review of the lesson, followed and interspersed by reviews at increasing intervals, is highly desirable. For example, the first review, a relatively long one, should be made within forty-eight hours; the next one, somewhat shorter, within a week; the next, two months later; the next, five months later, etc. In reviewing, selectivity should operate. The pupil should think over his work and review only those points which he cannot recall. He should not read over all the material frantically. This is no review, and will only result in confusion. If, when reviewing, the material is related as far as possible to experience and to the general objectives of the course, retention will be greatly facilitated.

Thus we find that the problem of school failure is a very significant one, and that progressive educators

are setting about to organize materials and procedures of education so as to decrease, if not to erase entirely, the experience of failure from the school.

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In Retrospect and Prospect

(Continued from page 17)

Another year is opening, and another year is gone,
We have passed the darkness of the night; we're in
the early morn;
We have left the fields behind us over which we
scattered seed;
We pass into the future which none of us can read.

The corn among the weeds, the stones, the surface
mold,
May yield a partial harvest; we hope for sixtyfold.
Then hasten to fresh labor, to thresh, and reap,
and sow;
Then bid the new year welcome, and let the old
year go;
Then gather all your vigor, press forward in the fight,
And let this be your motto, "For God, and for the
right."

—Selected.

J. E. W.

LITTLE BY LITTLE

"Little by little," a small boy said,
And each day the "little" he stored in his
head.
Little by little in wisdom he grew,
Learning each day a little that's new,
Till at last the world, in amazement cries:
"How great is the man,—how wondrous wise!"
—"Our Little People."

❖ Home and School Association ❖

The "Health for Service" Banner Award

By KATHRYN L. JENSEN, R. N.

Suggestions for Study at Home and School Meeting: Parents and teachers should carefully consider what Miss Jensen has here given us in regard to the health of the children. We would suggest that at this meeting you consider either "Counsels on Health," pp. 151-159, or "Education," pp. 202-206, or "Selections from the Testimonies," Vol. 2, pp. 360-374.

THREE years ago it was voted by the Educational and Medical Departments that any conference in the North American field which could achieve a rating that would reveal that fifty per cent of the children in the local conference were free from remedial defects and reasonably co-operative in habits that build for health would be eligible to receive a "Health for Service" banner in recognition of this achievement. At first this seemed to be a very conservative standard, but those who have worked with children in our schools realized that it would not be an easy goal. The first year there was no conference that attained this standard. The second year the East Pennsylvania Conference was the only conference reporting that through the co-operation of teachers, parents, and health workers they had been able to secure the results which measured with the goal set to be attained. Many other conferences saw marked improvement in connection with this health educational endeavor, and we were encouraged to believe that gradually, through organized effort, more conferences would be able to report a healthier group of boys and girls in their field as a result of the program carried on through our church schools.

This year we are happy to report that three conferences are being sent "Health for Service" banners. The three conferences which have achieved this goal this year are the Ohio Conference in the Columbia Union, the Kentucky-Tennessee Conference in the Southern Union, and the Montana Conference in the North Pacific Union. Of this achievement Archa Dart, the Educational Superintendent of the Kentucky-Tennessee Conference, writes: "We hope to have a better record in the spring than last year. We are planning to have good, healthy, well-trained men and women for God's service from this field."

O. S. Hershberger, superintendent of the Ohio Conference, in response to the information that the banner was being sent to them, writes: "We shall



Would your child qualify 100 per cent health?

be very glad to get this banner, 'Health for Service,' and when I told some of the schools that I thought we were entitled to it they immediately said they wanted me to bring it along so they could see it. You see, the children are really interested in the health work in our church schools. . . . It is one of those things in which we can reach the goal in a single year and feel that it will not last for more than that one because the next year there will be some new ones in school and we have to start all over with the same program. . . . It is lots of fun though, and every year it seems the children become more deeply interested in this work."

We congratulate these three conferences, and we hope this number may be trebled for the school year 1937-38. We are assured that with the loyal co-operation of children, teachers, parents, and health workers, under the leadership of an interested and sympathetic superintendent, we will have the boys and girls building a foundation which will fit them for worthy service in the cause of God.

You Ask Us ? And We Say to You

My baby twenty months old has little appetite. We can't get him to eat much. What shall we do?

1. When the baby is old enough to feed himself, which should be when he is eighteen months old, he should be given twenty minutes to finish his food, and if he has not finished it in that time, the dishes, food and all, should be removed without any comment being made. He may refuse food for three or four meals, but he can go without food for one or two days without harmful results *if he is not sick*. When he finds that not eating fails to attract attention, he will want to satisfy his hunger. Success or failure depends upon the parents. If there is one bit of overinterest or concern shown, the whole battle will have to be fought over again.

2. A parent should never shout at the baby, punish him, nor plead with him in order to get him to eat. Nor should the parent entertain him at meal-times with singing, talking, or reading, or in any other way, in order to get him to take his food.

3. Foods and the eating of them should not be discussed with the baby, or with anyone else in the baby's presence. In every way possible the baby should be made to believe that the parents care little whether he eats or not, and then the appetite will take care of itself.

4. The food should be simple, of the right kind, cooked in the right way, and served in an appetizing manner in clean surroundings. If a baby is offered burned, undercooked, or highly seasoned foods, he will not take them readily, and will not want to take the same kind of food later on when it is properly cooked.

5. Each meal should be served *on time* and at the *same time* each day.

6. No food should be given between meals unless all the food is eaten with good appetite at each meal, and then perhaps only fruit juices.

7. Mealtime should be a happy time. The baby should not be given food when he is tired, cross, or angry, for the appetite is poor at such times.

8. Only small amounts of food should be put on the baby's plate at one time. The amount he will eat should be found out and just that amount and no more should be given.

The mother may sit by the baby when he is eating, meanwhile occupying herself with sewing or something of the kind, but she should never seem overconcerned about his eating.

The parents' example goes far in training babies to eat properly. Babies tend to do as father and mother do, and the youngsters are apt to become

fussy or "finicky" in their eating if that is the habit among the grown-ups. Therefore, wise parents, who wish to give their babies a balanced diet, will overcome their own dislikes for certain foods in order to train their babies to eat them.

When the right habits are once formed, the baby's appetite will take care of itself. The parents should be firm, but not too attentive, overanxious, or overconcerned.

Above all they should never threaten, bribe, nor use force in order to get the baby to eat.

—Mrs. Dorothy Steinman, R. N.

A great deal of the joy of life consists in doing perfectly, or at least to the best of one's ability, everything which he attempts to do. There is a sense of satisfaction, a pride in surveying such a work—a work which is rounded, full, exact, complete in all its parts—which the superficial man, who leaves his work in a slovenly, slipshod, half-finished condition, can never know. It is this *conscious completeness* which turns work into art. The smallest thing, well done, becomes artistic. — William Mathews.

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THEY THAT BE TEACHERS

■
by MARY HUNTER MOORE
■

THE VOICE of a private rings out! A consecrated teacher, in the midst of a lifetime of loyal service, has recorded a wealth of thought and experience for the help of fellow teachers. The important privileges of the teacher's service are presented in two groups,—four abstract principles, and six concrete applications,—the whole forming a decalogue of duties. Each chapter is followed by a full teaching outline for aid in review work. Credits for all quoted material are given, together with references for further study.

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