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HOME and SCHOOL

A JOURNAL OF CHRISTIAN EDUCATION



Twins



HOME AND SCHOOL

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

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No. 3



For a Good Time

Said Old Gentleman Gay, "On a Thanksgiving Day,
If you want a good time, then give something away."
So he sent a big dinner to Shoemaker Price,
And the shoemaker said: "What a fine gift! How nice!
And since such a good dinner's before me I ought
To give Widow Lee the plum pudding I bought."
"This fine pudding—Oh, see!" said the pleased Widow Lee,
"And the kindness that sent it—how precious to me!
I would like to make someone as happy as I,
I'll give Washwoman Biddy my big pumpkin pie."
"And oh, sure!" Biddy said. "'Tis the queen of all pies!
Just to look at its yellow face gladdens my eyes!
Now it's my turn, I think; and a sweet ginger cake
For the motherless Finigan children I'll bake."
Said the Finigan children—Rose, Denny, and Hugh—
"It smells sweet of spice; and we'll carry a slice
To poor little lame Jake, who has nothing that's nice."
"Oh, I thank you! and thank you!" said little lame Jake;
"Oh! what a bootiful, bootiful, bootiful cake!
And, oh, such a big slice! I will save all these crumbs
And will give them to each little sparrow that comes."
And the sparrows they twittered, as if they would say,
Like Old Gentleman Gay, "On a Thanksgiving Day,
If you want a good time, then give something away."

—Marian Douglas (adapted).

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Personal Traits of a Superintendent

And His Relationship to His Teachers and School

By W. C. LOVELESS

ONE of the most variable, and yet probably most essential, requirements of a superintendent is his personality, or personal characteristics. The influence of the superintendent upon his teachers and their pupils is so great and important that a deep spiritual life cannot be substituted for scholarship or higher learning.

The position of the superintendent in our school system places upon him responsibility both to those above him in authority (Department of Education in the General Conference, and the Union Educational Secretary) and those who come under his supervision, such as teachers, pupils, and patrons.

On the one hand he must carry out the general plans and policies of his superior officers, and on the other he must develop and initiate local plans and procedure to fit his own community needs. He must be both a follower and a leader. Throughout all of his work he must deal with personalities.

MANY DEMANDS ON SUPERINTENDENT

The complexity of the work of the superintendent makes many demands upon him. As a result, he must be a superior organizer and skilled administrator, a wise supervisor and strong executive, and a general manager. The variety of roles he is compelled to assume makes a heavy demand upon his personal qualifications. The superintendent should be an individual with superior qualifications. He must possess an unusual amount of Christian grace.

The power of purpose is second only to the power of God. Therefore the superintendent must have a purpose that is strong enough to cause all of his teachers to assume the same responsibility. He should have the quality that is called executive capacity, which requires that its possessor be able to think quickly and systematically and have a proper sense of proportion.

He should also be broad minded as well as open minded, and be a person of large vision. The superin-

tendent should possess an alert mind trained to efficient habits of work. Initiative, constructive ability, the power to analyze and to form judgments—all are required by his office.

Then he must also have the courage to carry out what his judgment dictates should be done. The superintendent who habitually plays safe will in all probability make little progress in his profession. It is unfair for a superintendent to talk one way to his teachers and a different way to his school board. When difficulty has arisen in a school, it is better to get teacher and board together and have it out once and for all.

FORESIGHT

Charles H. Judd points out that a superintendent must have the ability to think through his problems before they require an immediate solution. He says, "The essence of good administration is foresight." The superintendent should have a constructive rather than a fanciful imagination. He should possess the personal charm and magnetism required of one who would lead willing followers rather than drive unwilling subjects. He should be enthusiastic and optimistic in order that he may inspire his teachers and pupils with enthusiasm for the work of the school. He should by nature be sympathetic but not sentimental.

Professor Crabtree, speaking before the National Education Association on the necessary attributes of a successful supervisor, listed sympathy, honesty, candor, ability to remain unruffled by displays of temper, and also to remain unaffected by the attitude of those who get praise. It is not always easy to be patient when everything seems to be shaking to pieces, when a school seems to be at loose ends, when the teacher does not have the ability to pull it together, and the school board seems to have the feeling it is their chief occupation to condemn the superintendent for sending a teacher with so little



initiative. It is at times like this that superintendents must be self-controlled, sympathetic, and patient, speaking few words but thinking beyond the present to the effects in eternity.

OTHER QUALITIES

W. O. Thompson, of the Ohio State University, lists the following qualifications of a successful superintendent: genuineness, absence of affectation or assumption of fancied authority or a patronizing attitude, and a quick appreciation of merit, which involves discrimination, intelligence, and sympathy,—these lay the foundation for constructive helpfulness.

The superintendent should be a student of people and methods and have a firm and modest allegiance to principle.

The big, dominating aim of the superintendent should be the improvement of his church schools. The co-operation of teachers and church school boards is essential. The gaining of this co-operation calls for kindness, sympathy, and tact. Especially if a superintendent goes into a new field, it is necessary to exercise unusual tact. Confidence is engendered by reliability and sincerity. Loyalty to subordinates is just as necessary and important as loyal from subordinates. Teachers are not likely to succeed if they are stubborn and obstinate in carrying out the plans of their superintendent. Neither are teachers likely to make a great success in their church school teaching unless they are willing to take counsel from parents and school boards. The teachers must originate and carry through our projects. This calls for initiative, self-reliance, industry, and perseverance. These qualities must be accompanied by enthusiasm and optimism.

THE TEACHER NEEDS THE SAME QUALITIES

The superintendent and school boards will cooperate with all teachers who have these qualities. The teacher has the privilege of making his or her school what he or she wishes it to be in order, neatness, and scholarship. There will be inevitable explosions, or at least friction and disagreements. These situations the teacher must meet with tact, adaptability, resourcefulness, and unfailing patience. A sense of honor is a vital and necessary quality of a teacher's make-up. When cases of discipline have come up at school, the successful teacher will immediately go to the home of the parents and have the difficulty straightened out. The successful superintendent always feels his responsibility to help a teacher who is having difficulties. None of her problems are too small for his attention.

The past few years have witnessed a marked change in the conception of supervision and the attitude of supervision. Today the superintendent and the teacher think of supervision as a working together on common problems. The problem of the

teacher has become the problem of the superintendent. Common problems furnish a common basis for work. No longer does the teacher work for the superintendent, but she does work with him and upon the problems and projects in which each has a responsibility. I once heard a superintendent make the statement that he wanted to put fear and trembling into the hearts of his teachers so that they would reverence and respect his authority. This is the opposite of what a superintendent should say, for the teachers cannot do first-class teaching under conditions of that sort, and either the superintendent will find himself out of a position, or the teachers will be seeking other conferences in which to teach. It is not fear that we want in the hearts of our church school teachers; it is a willingness to lay their problems before the superintendent, with confidence that he will be honest and fair in his judgment. *(To be concluded)*

A Thanksgiving

For the splendor of the sunsets,
Vast mirrored on the sea;
For the gold-fringed clouds that curtain
Heaven's inner mystery:
For the molten bars of twilight
Where thought leans, glad, yet awed;
For the glory of the sunsets,
I thank Thee, O my God!

For the earth and all its beauty,
The sky and all its light;
For the dim and soothing shadows,
That rest the dazzled sight;
For unfading fields and prairies,
Where sense in vain has trod;
For the world's exhaustless beauty,
I thank Thee, O my God!

For an eye of inward seeing,
A soul to know and love;
For these common aspirations
That our high heirship prove;
For the hearts that bless each other
Beneath Thy smile, Thy rod:
For the amaranth saved from Eden,
I thank Thee, O my God!

For the hidden scroll, o'er written
With one dear name adored;
For the heavenly in the human,
The spirit in the word;
For the tokens of Thy presence
Within, above, abroad;
For Thine own great gift of being,
I thank Thee, O my God!

—*Lucy Larcom.*

CREATIVE PLAY

for the Pre-School Child



By MARY LIVINGSTON-SMITH

"WHAT can I do, mother?" asks the wee lad or lassie many times each day. This is especially true during the winter months when outdoor play is often impossible. And it is well when the mother can respond with something constructive and helpful. For is it not a recognized fact that many of the child's attitudes and emotional habits are set by the time he reaches school? A wise mother will spend much of her time, and give much of her thought toward helping to develop dynamic personality as well as Christian character in her offspring. But how we can bring out resourcefulness, adaptability, poise, independence, and self-confidence is the problem to solve.

First of all we should know what kind of mind each child has. And here are some questions to ask yourself. Is he very bright? Is he quick, but careless? Is he slow, but careful? Is he quick with his head and slow with his hands? Is he slow with his head and quick with his hands? It is important that mothers be able to answer these questions concerning their children. And I know that you will agree that each child needs to be handled differently. Remember that I am talking about the pre-school child who is learning lessons not to be found in books, who is finding his place in the family group as well as in the larger circle of children in general.

SAND-BOX POSSIBILITIES

As one of the best play materials for the young child, I mention the sand-box. Here as in nothing else lie opportunities for developing resourcefulness and creativeness. And there comes, naturally, social adjustment when the child plays in a group around the sand-box. Have you ever seen a group of children playing in the sand? Most of you will answer in the affirmative, and you no doubt noticed that twenty-months-old Betty is just as absorbed as



nine-year-old Junior. The tiny tot may be filling a can with sand by using a spoon for a shovel, and spilling it out again only to repeat this process over and over again. The older child may have created a park and planted bits of twigs for trees and made roads over hills and valleys. Now he is running tiny automobiles in and out through tunnels and over bridges. Perhaps he has made a house of blocks in the sand and a wall about that house. Again he may have built a railroad system with roadbed, tunnels, and bridges, running his tiny locomotive along on the make-believe track.

You will rarely see any quarreling among children who are occupied in project work around the sand-box. On the contrary, you will see many hours pleasantly passed. The small child will learn to give and take as well as the older child.

INDOORS AND OUTDOORS

If at all possible, a family of small children should have a generous supply of sand in a suitable box made especially strong for the purpose, preferably under a shady tree where mother can observe the children's play from her kitchen window. And a sand-table should be supplied for indoor play in cold or wet weather. For a small sum of money such a table can be built and made attractive with paint. It can be fitted with casters so it may be moved from room to room. Or perhaps the base-

(Concluded on page 12)

Our Schools--

A Reason for Thankfulness

By

MILDRED UDELL RUSSELL



Eugene J. Hall

WHEN I was a little girl, I kept a diary. On Thanksgiving day I would write a list of things for which I was thankful. If I were to write such a list now, "our Seventh-day Adventist schools" would be quite close to the top of the list. And that though I never have attended one of our schools for a day, my school days being over before I accepted this faith.

I am so glad and thankful that our schools are holding their own in spite of the depression. But they cannot hold their own unless they have our loyal and enthusiastic support, our moral and our financial support. I feel encouraged, don't you, when I contrast our present situation with that of some of our public schools?

A CRISIS IN EDUCATION

Have you had an opportunity to read some of the government statistics on the crisis in education? Perhaps they will interest you as they have interested me.

"Three and a half million children of school age on April 1 were deprived of schooling for the rest of the school year; 110,000 of these children had their educational opportunities taken away from them when 2,000 rural schools failed to open in the fall of 1933; 140,000 were affected at the end of December by the closing of 2,600 schools, and a million more were on April 1 forced to relinquish their educational opportunities by the closing of 20,000 additional schools. These groups in addition to the more than two million who have no educational opportunities even in normal times bring the total to three and one-half million children who are today unable to have their traditional right to free education."

Do you remember when some desperate Chicago school teachers two or three years ago stormed the office of the school superintendent and demanded "real money" not "tax warrants," which cannot easily be cashed at face value? Public school teachers have had their wages cut and cut and cut until they are receiving less than the "decent wage" the

government demanded under the blanket code for laborers and clerks.

As I have read these and similar statements and figures in *The Survey Graphic*, *School and Society*, and in literature put out by the National Education Association, and heard them given in radio addresses, I have wondered if perhaps there were any Seventh-day Adventist teachers among those receiving pay cuts or among the 15,000 teachers dismissed. Is that a strange thing to wonder and a stranger thing to write and a still stranger thing to read?

Well, all this has occurred to me many, many times in the past two or three years since the crisis in our American educational system has been growing increasingly acute. And do you know why? Ah, it is because I have heard Seventh-day Adventist fathers and mothers say, "I do not want my daughter to teach in church school. There is too much sacrifice; the pay is not large enough. There is more security and more pay in the public school." I am thankful that not many of our parents talk that way.

CHANGING PLACES

But where does the truth lie? Do you not imagine that there is many a public school teacher who is receiving a meager salary, who perhaps is being paid in tax warrants that can only be cashed at a discount, who would gladly exchange his place for the security, the trust, the confidence of the Seventh-day Adventist church school teacher? And would not an Adventist public school teacher feel that he had exchanged his birthright for a mess of pottage?

And so this Thanksgiving Day I am thankful for our denominational educational system, for our loyal teachers, for our courageous church school boards who are struggling with such tremendous problems, for our helpful conference workers, and all that contributes to the success of our church schools. This of course is only one reason why I am thankful for our schools. There are still more important reasons, but we will not discuss them now.

Adolescence-- No. 3

Environmental Problems of Adolescence

By
LOUIS P. THORPE



Underwood & Underwood, N. Y.
An early start to usefulness

IN THIS discussion of adolescence the environmental conditions incidental to home, school, and society are considered as a unit since the experiences of the adolescent are inseparably related and interdependent in the formulation of attitudes, both healthy and warped.

The same unfortunate home conditions that disturb the emotional equilibrium of younger children operate to produce an accentuated instability at adolescence. Unfortunate school organizations have contributed to the ranks of youthful tragedies. This condition is now being rapidly improved by the widespread establishment of schools for early adolescents, with curricula suited to their varying needs, interest, and abilities, elaborate guidance plans, and activities and courses of study calculated to retain and adjust boys and girls in a permanent way.

SOME CAUSES OF EMOTIONAL MALADJUSTMENT

There are a number of unhappy home-school-community conditions, that are known to be instrumental in bringing about maladjustment. A list of the more prominent ones is presented here. Most of these were formulated by Jordan ("Educational Psychology") and included in his chapter on maladjustment:

1. Hostility, ridicule, or indifference, real or imagined, of adults or associates.
2. Feeling of guilt because of sex delinquencies.
3. Organ deficiencies: a facial scar, enuresis, etc., may lead to feelings of guilt or shame.
4. Much coddling by too fond parents who prevent the boy's or girl's participation in the social affairs of the community.

5. Failure in school with attendant ridicule of the other children.

6. Some terrible emotional shock that may nerve an individual and make him excitable.

7. Nervous parents and relatives.

8. Continued excitement over a long period of time.

9. Parental disagreements.

10. Parental separation, especially if youth is strongly attached to each parent.

11. Continued worry over financial matters.

Any of these may lead to severe emotional difficulties. The problem youth finds himself possessed of qualities which are unacceptable to his group. He is therefore on the road to social ostracism.

MECHANISMS OF ATTEMPTED ADJUSTMENT

There are a number of attitudes that such adolescents may resort to. Some are quite natural under the circumstances and relatively harmless until carried to excess.

The thwarted youth may assume a defensive attitude. He is ashamed to tell of his difficulty because society frowns so darkly upon it, so he retreats from reality in order to live in peace with himself and to fulfill his impelling desires.

One resort is that of daydreaming. A normal adolescent will often indulge thus without harm, as do many of his elders, but when he begins to substitute daydreams for reality the trouble begins. The danger lies in the fact that the daydreams are more pleasant than reality and are therefore likely to become substitute types of reaction. On such a program the individual will fail to face unpleasant realities and attempt to solve them.

We are all acquainted with the conquering-hero type of daydreams indulged in by the boy who imagines himself a great hero at a rescue or a ball game, and the girl who imagines how her mother (who has scolded her) will feel when her mangled body is brought home from an accident. When indulged in to a certain extent, fantasies are wonderfully stimulating, but when they become a substitute for reality, a gentle retreat from the stern vicissitudes of life, they become pernicious.

A boy may be greatly worried over secret sex vices or may be harboring a sense of inferiority because of ridicule, with the result that he feels as though everything is wrong. To hide his real feelings he may attempt compensation by some blustering talk or rough language. He may turn to stealing, lying, running away from home, and in raising disturbances in general.

The delinquent adolescent may be afraid to face squarely the results of his own acts and take the consequences, so he rationalizes by excusing himself, that is, by giving a plausible reason. The danger here is that the individual may come to believe in his excuses and thus be himself deceived. Extreme cases lead to insanity.

Another form of rationalization indulged in by the thwarted youth is that of projection wherein he passes on the blame to someone or something else. It may be illustrated by the football player who, being taken out of the game because of a senseless play, came off the field limping.

Some youth may ease their thwarted desire by identifying themselves with some great hero found in fiction. This method of relief becomes dangerous when it is continually substituted for the facts of life.

The difficulty involved in all these substitute responses is evident. When continued they lead to a condition wherein the problem boy or girl con-

stantly reacts to fancy instead of fact. The result is a harvest of maladjustments in concrete social situations. Such maladjustment sometimes leads to schizophrenic (mental) diseases.

ORGANIC BASES OF PSYCHOPATHIC TRENDS

By turning to Terman's "Hygiene of the School Child" one can readily learn the effects upon the health of children and adolescents of such factors as the following: malnutrition, lack of sleep, irregularity of health habits, adenoids, defective tonsils, incorrect posture, and insufficient exercise.

We are here concerned, however, with the more neuropathic type of ill health. It is of course a moot question whether adolescent psychopathology is caused by definite organic conditions. Some writers seem to believe so. Pechstein and McGregor remark, "So much is known regarding certain diseased conditions of brain structure, sometimes present even at birth, toxic conditions acquired, improper structure and functioning of certain endocrine glands, etc., as well as malnutritive conditions of nerve cells otherwise normal, as to lead the student to think of mental abnormalities as closely related to definite organic conditions. On the other hand, it is hard to 'run to earth' as yet certain adolescent mal-functionings for which there can be no pronounced lesion. Here may be mentioned dementia præcox, hysteria, adolescent phobias, all sorts of automatism."

After stating that predisposing causes of maladjustment are frequently of an organic nature, Jordan ("Educational Psychology") names a number of physical danger signals suggestive of impending psychopathic disorders:

1. Twitching and fidgeting.
2. Constant drumming with feet or fingers.
3. Constant "making faces."
4. Stammering or stuttering.
5. Biting finger nails continually.
6. Other nervous mannerisms.
7. Lies awake at night.
8. Tosses and turns each night.
9. Dreams constantly.
10. Has nightmares.
11. Walks or talks in sleep.
12. Often vomits.

NATURE OF SCHIZOPHRENIA (DEMENTIA PRAECOX)

If continued, these difficulties may lead to chorea (St. Vitus's dance). They are believed to be caused by improper health habits and extremely unfavorable social and emotional experiences.

The unfortunate adolescent who may have inherited a neuropathic taint or nervous instability is likely, unless saved by ideal surroundings and training, to fall heir to that weakening of volitional and emotional life sometimes called schizophrenia. This affliction is probably caused

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International Newsreel

Just like two adolescents.

"They Let Me Get Away With It"

The Story a Boy Told

(This is the story of a young man who is facing a term in the penitentiary. For seventeen years he had been a habitual thief, but his crimes and offenses had been covered up—he was allowed to "get away with it." The young man gives his experiences in the hope that the new generation of children just starting as he did may be spared his fate. It is an appeal to mothers to let their children know the penalty for transgression, and not to shield them from it—only eventually to have them meet a severe punishment for crime that brings heartache and sorrow to all.)

I'M FACING a year in the penitentiary. My crime warranted a much heavier sentence, but "on account of my youth, and of its being my first offense," the judge gave me a light sentence, while my mother sobbed and the other ladies in the courtroom wept in sympathy.

My mother's grief tore at my heart. The tears of the other ladies affected me, too. But it was no new sensation for me. I've come through most of my life to the accompaniment of ladies' tears. They made me what I am today. I don't say it bitterly. I say it tenderly.

These women who loved me all tried to do their best for me. They had for me the kind of affection that endures, suffers, forgives, and hopes in the face of everything. Their one comfort now will be to feel that they never failed me when I was in trouble. I don't begrudge them that comfort. But for the sake of the generation of kids who are starting now just as I started, I'm going to write a few words to women. I'm hoping that some editor—it will be a man editor, I'm thinking—will let them be printed.

I am twenty-one years old. I have been a thief for seventeen years. And today I got a light sentence for a first offense! I don't mean one childish theft and then today. I mean that for seventeen years I have been a habitual thief. I mean that all my life I have done things that made me a legitimate subject for the children's court and the reform school. And they let me get away with it.

I mean that in the last few years I have repeatedly committed serious crimes, offenses which are justly punishable by stiff sentences. They covered it up and let me get away with it!

And here I am!

No, I'm not pitying myself. Not at this minute, anyhow. I'm pitying my mother and all those other mothers who have such wonderful hearts and such utterly pitiful lack of knowledge and judgment. They strive and endure and sacrifice, and it brings them only suffering.

When I was five years old, an old man next door had a reading glass through which I loved to look at pictures. One day he fell asleep in his chair when I was in the room. The glass was on the table beside him. I thought how wonderful it would be if the glass were mine and I could look through it whenever I wanted to. I tip-toed up to the table, slipped the glass inside my little blouse, went home, and up to my playroom, and began to scan Cock Robin's adventures through my new treasure. I was absorbed in this delight when my mother came into the room suddenly. Startled, I let the glass fall, and it broke into pieces.

Mother questioned me, and I admitted that I had taken the glass without the old man's permission. I didn't call it borrowing or stealing. I didn't call it anything. But in my childish heart I knew that I had meant to keep it always. Taking it back to its home had formed no part of my plan. But Mother called it "borrowing without permission." She wept as she explained how wrong it was and how the entire family would be disgraced if any one knew that I had done such a naughty thing. I was an affectionate, easily moved child, and my tears flowed freely with hers. Mother explained that she would buy another glass exactly like that one and replace it. She and I would keep the dark secret, and I would never, never do such a naughty thing again.

NO PUNISHMENT

No wholesome humiliation for me; no stiffening of my moral fiber through having to face the stern old man myself and give him the new glass. Some penitent tears and promises, and it was all over. I had got away with my first theft.

I don't know just how long after that it was when Mother discovered a red rubber ball in my pocket. Questioned about it, I said I had traded my top for it, which might have done very well had not the top inopportunately dropped from another pocket. I hastily framed another story, but I was not hardened in the ways of sin, and my scarlet face gave me away. I admitted that I had taken Eddie Minard's ball from a bench in his back yard. Again Mother explained the naughtiness of "borrowing without permission," and how no one would love me if they knew I was such a naughty boy. Again we both wept. When I had repented for a half hour, I went over to Eddie's house, put the ball down exactly on the spot from which I had taken it, and beat a hasty retreat. Again I had got away with it.

No, I don't think my fault should necessarily have been blazoned all over the neighborhood to people

whom it in no wise concerned. But I do know that if I had been made to face the wronged ones and feel their contempt, it would have made me realize the truth of that homely old saying, "Murder will out." I do know that the lesson poor Mother all unwittingly impressed on me was that it would be a terrible disgrace *if people knew* that I had taken something that was not mine, and that sin could be covered up and forgotten.

My father, who lived until I was eight years old, boasted that no child of his should be trained to consider one copper cent a suitable offering to the Lord. Every Sunday he gave me a shining dime for Sunday school. For a while I gloried in my pretty teacher's praise of my bountiful contribution. Then that palled. An older boy suggested that I might buy a nickel's worth of candy and still have a larger sum than the other children to deposit in teacher's pretty hand.

After he told me that I gave the Lord sometimes a nickel, sometimes but three cents or one cent. In the course of time teacher, not being wholly without wits, found out my duplicity. She kept me after class was dismissed and taxed me with my sin. I had large blue eyes and endearing ways. I wept. She wept. She told me how terrible Mother and Dad would feel if they knew about it. To save them pain she and I would keep it a secret, and I would never, never do such a thing again. So that was that!

No use multiplying anecdotes. The point is that all through my childhood I committed little thefts, many of which were never found out, but pretty

often my mother, my sister, my aunt, or one of my teachers caught me. And not one of them ever called stealing, stealing. Not one of them ever made me face the real and logical punishment of disgrace and loss of my good standing in the eyes of the people I respected.

One lesson at that time might have taught me that shame and disgrace and innocent people's suffering inevitably follow criminal acts, might have taught me also that good behavior could in time restore lost confidence. Instead, I drifted steadily into the habit of helping myself to what I wanted, trusting to the good fortune which had always preserved me from serious consequences.

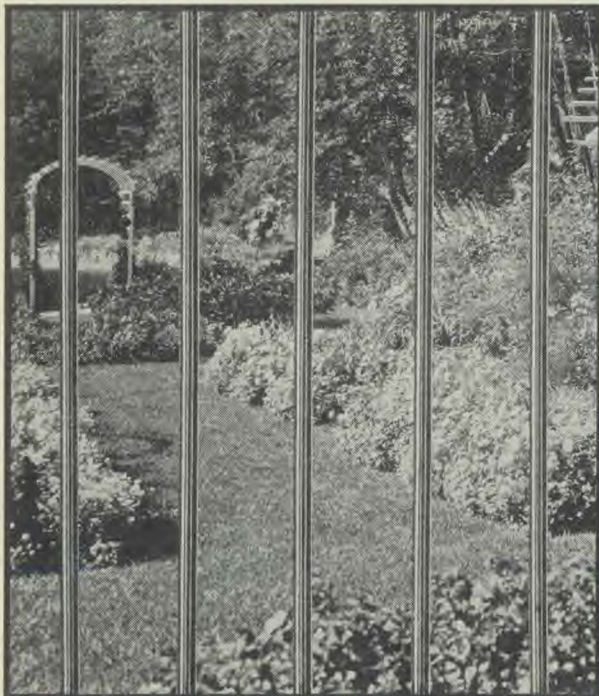
"MOTHER MUST NOT KNOW"

When I was thirteen, I had a daily paper route. For every paper sold I had to turn in two cents on Saturday night. Of course, the time came when I must turn in three dollars, and I had spent all the money but fifty cents. In desperation I wrote to my favorite aunt. It was easier to confess by letter. She wrote me a wonderful letter and sent me a check for two-fifty, which was the sum of my embezzlement. She told me to pay the newsdealer *at once*, because Mother must not know. It would hurt Mother terribly if she knew. And Auntie proved herself a Spartan by telling me that I must give her twenty-five cents every week for ten weeks. That might have helped a little had I been forced to see it through, but after four payments I failed to send the fifth, and when Auntie asked about it, I explained that I had used the money to get Mother a box of candy for her birthday—a perfectly true statement, by the way—and of course Auntie did not fuss about that, and then I wrote her that I had to save up for some shoes or Mother would have to buy them for me, and finished that incident.

Our church had a concert, and I sold thirty fifty-cent tickets. Now, I ask you, why did my mother, my sister, and my Sunday-school teacher, all knowing my loose tendencies, let me sell those tickets and handle that money with no daily accounting? Just because faith springs eternal in the feminine breast. They won't realize that two and two invariably make four. They are always trying to make it come to three or five. Always they believed that *now* I was going to be good. And I did have good intentions and high ideals. At that age I dreamed for hours of doing brave, noble deeds, bringing glory to my family, heaping gifts in their arms, repaying them a million fold for any slight trouble I had caused them. I hadn't the slightest realization that I was a yellow crook hiding behind the skirts of women. No one had ever put it up to me in such indelicate fashion.

Well, the records of those tickets had been loosely made and loosely kept. I paid for a few of them, ex-

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Eugene J. Hall
A beautiful garden, seen from behind prison bars.



African Birds I Have Seen



{Concluded}



By MRS. RUTH KONIGMACHER

WE MUST not forget the woodpeckers. Here is one in the tree just in front of our house. He is a cardinal woodpecker with a crimson-crowned head, olive-brown back, crossed with white bars, and with gray under parts. I have also seen another variety of woodpecker that appeared to have only a red stripe on the head. Then there are the ground woodpeckers which excavate holes in the high banks of the Zambesi River. These have throats and breasts of crimson with olive-brown backs, barred with white. As we travel up and down the Zambesi, we see many of these birds coming out of their nests and shrieking their anger at us for disturbing them.

While we are on the river we see also the kingfishers, with their bright blue bodies, red bills, and red under parts. In order to save their little ones in the nests, they will fly ahead of us a short distance, alight, and then wait till we are near them, then repeat the process until we are far enough away from their nests. The large kingfishers I have not observed closely enough to tell their exact colors.

THE SEA EAGLE

As we are speaking of river birds, let me tell you of the African sea eagle. On our last river trip, the paddlers saw a sea eagle with a fish it had just caught. They pulled up to the bank, one man jumped out and chased away the eagle. He procured the fish for himself, and we went on. This bird is all black with a snowy white head and collar. He sits on the high banks or on an old tree branch looking for his breakfast.

Many beautiful ducks have I seen, and also the spur-winged geese. White people and black people shoot at these birds, some for food, some for sport. One variety of duck has a large knob over its beak and head and is called the knob-billed duck.

The beautiful carmine-throated bee-eater is considered one of the most beautiful of African birds. Try to imagine the colors: head, green; back and wings, crimson; lower back, bright blue; chest, pink; and under tail coverts, bright blue. These fly out of the reeds as we pass along in the barge.

In the trees along the banks of the river are the masked-weavers. These birds are bright yellow with black faces and throats. They build very neat hanging nests. One often sees a colony of these birds and their nests in one tree.

The crowned lapwing should not be forgotten as it runs swiftly on the sandbars. It makes a clicking sound when danger is near. The natives say it

warns the crocodiles when there is danger. I have seen hunters creeping up to ducks and geese, and the "clicker bird," as we call it, would give warning. Result, no hunting. It has very long legs and runs very rapidly over the sand.

On our first trip up the Zambesi on our way to Nyasaland in 1908, we saw a large flock of brilliant pink flamingoes. They are large, long-legged birds.

MARIBOU STORKS

What are those large birds that look like old men walking on the sand bars? Oh, they are maribou storks! What ugly-looking birds! Their heads and necks have no feathers, their under parts are white, and their backs covered with black feathers. They stand three or more feet high. But these birds have a bunch of white fluffy feathers under their ugly black tail feathers, which are much sought for. They may be washed in soap and water, and fluffed out as beautiful as ever. On this trip on the lower Zambesi, we saw a native on the bank with some for sale. The captain would not stop to allow us to buy them, but he did stop the steamer to buy them for himself. They are very valuable.

There is a sprightly little red-brown bird that walks on the pond lily leaves. It seems to be truly walking on the water.

In the field near by are cattle grazing, and white egrets flying around them, looking for the fat, juicy grass ticks that may fall from the animals. These pure white birds follow the cattle all day long. A real friend to the cattle they are.

I nearly forgot the divers. Some call them hell-divers. They are all black and dive down under the water, swimming quite a distance away from one before coming to the surface again. I have seen the paddlers throw broken paddles, or sticks at these birds, to try to kill them for food, but never did I see them kill one. Most river birds keep at a safe distance from boats. Then there are very large birds, seemingly all black, for they cannot be seen too well, as they soar rather high. They look like aeroplanes in formation as they sail about in the sky.

Now we shall leave the river, and come back to the mission. I will tell you a strange but true story. One bright moonlight night, I heard a cat yowling. I knew there were no cats about, so stepped to the door, and there on the wire clothes line sat a bird, serenading us, calling just like a cat.

Last Sabbath I took a native stool and went a few rods away to the edge of the bank under the

trees. There I saw some black-and-white birds flying around. They go in flocks and are often seen. One can go almost to them before they fly away. They are all black with the exception of white tips on the wings.

The locust birds, which dart through the air to catch locusts and flying ants, are interesting to watch. It seems wonderful that they never fly against one another while there are so many flying in all directions.

About dusk one may see the standard-winged night-jar flying gracefully back and forth. It is easily detected as its wing feathers are considerably elongated. Truly, a miniature aeroplane it is. These birds are spotted brown and white. I have told before how I flashed the torch onto one of these birds and came so close that I stooped over to touch it, but did not quite reach it before it flew away.

Other large migratory birds come here also in winter time. The European rollers are some of the prettiest. I have seen the European roller, cinnamon brown above, sky blue below, and with blue wings. These are quite large birds, about fourteen inches long. Then once I saw the cinnamon-backed roller with its lilac breast. This one is not quite so large as the European roller. The latter is quite common here, and we often watch them in the yard. They are called rollers because they roll or turn over in their flight.

WILD PIGEONS

In almost all countries one may see the wild pigeons. Many varieties of these come to feed at the doorstep. Some have a purple-pinkish sheen at the throat and breast; some have a huge black daub on the throat and chest; others are brilliant with green on the wings.

Just last week I saw two other varieties of bird. One was a pair of brown and white long-legged birds running around in the yard. In color they were like the brown thrasher at home. The other was a red-headed weaver bird; the whole head, throat and breast were of scarlet-red. Its other plumage was light or dark gray.

I must not overlook the swifts. These are much like our swallows for swiftness in flight. At the old Kalimbeza station, these birds would dart down over a pool of water after a rain, looking for insects, and the cats would sit by the pool and jump up to try to catch them, but they are too swift even for cats to catch. They would fly very low to antagonize the cats, and then suddenly dart upward, far out of reach.

Hawks? Yes, there are many. The sparrow hawk and the marsh hawk were accustomed to sit in the trees watching for chickens. As we did not keep fowls, they often darted down at the little kittens. I had once to rescue a kitten.

Not very long ago a flock of crowned guinea-fowls came into the yard. They were very careful to

watch for danger, but they picked up quite a little food before someone frightened them away. Their eggs or chicks are sometimes procured, and when grown, stay with the fowls. A story is told of a farmer who invited some sportsmen to come to have a hunt of guinea-fowls on his farm. That year the insects nearly ruined his crops, but his neighbor who protected the birds had wonderful crops. It pays financially to allow the guinea-fowls to live.

If you have ever heard an owl hoot in the night, you know what a feeling passes over you. Well, we have owls in Africa, too,—many kinds. And crows, all black with white throats or collars. We see very few around here. The pheasants root out the corn to eat, and make a garden look as though it had never been planted. There is also another dark rusty-brown bird with long legs that serves the gardens the same,—roots out the corn for food. After all, they must hunt their own food. Possibly they reason that the corn is there for them.

How good God has been to give us such beautiful birds for company in these lonely places in Africa!

Creative Play for the Pre-School Child

(Concluded from page 5)

ment is well lighted and adapted to child play in cold weather. The necessary toys for utensils, as spoons, funnels, shovels, pails, salt shakers, cake molds, or trucks, autos, trains, boats, and building blocks, can be neatly kept on near-by shelves. Neatness and order can be taught in connection with the sand-box as with anything else.

I would advise mothers who have difficulty with their children quarreling to provide play in a sand-box. Perhaps at first you will have to spend time with them in a supervisory way, suggesting and helping. Or you may choose to work with the children when they are very small. For even the baby will enjoy this sort of pastime. As early as possible, teach your children to play together, and the feeling of companionship will grow with the years.

“Let it be burned into the minds of our church leaders, that a church which cannot save its own children can never save the world.”—*World Survey, American Vol., p. 211.*

“He (Christ) teaches that the exact truth should be the law of speech. ‘Let your communication be Yea, yea; Nay, nay; and whatsoever is more than these is of the evil one.’ These words condemn all these meaningless phrases and expletives that border on profanity. They condemn the deceptive compliments, the evasion of truth, the flattering phrases, the exaggerations, the misrepresentations in trade, that are current in society and in the business world.”—“*Mount of Blessing,*” p. 105.

The Reading Club of the Happyday Family

By RUTH HASKELL HAYTON

THE boys were quarreling. "You gimme that ball! Mummy said I could play with it."

"Well, quit kicking me and keep your hands off until I finish blowing it up," complained Dick. Either from too much blowing or rough interfering, the balloon burst in Dick's hand. Believing it was Jimmie's fault, he made a dive for his brother; both sprang to their feet, knocking over mother's work basket as they rushed out of the house, banging every door after them. Their sisters, the twins, looked a bit pouty as mother asked them to find some better music, or turn off the radio.

Similar scenes were becoming too common in the evening free hour. The past year had been a hard one in the Happyday family as it had been in many another home. Work and money had been scarce and Mother Happyday sometimes became fretful and impatient under the strain. The children had gradually grown restless and harder to manage. At times as she sat alone with her thoughts in the evening she felt she had utterly failed. Hadn't she tried hard to make their home a happy one and give the children high ideals? After a hard day's work of washing and ironing and cleaning, with a basket of mending beside her, she would lean back in her chair too tired and discouraged apparently to notice the children and their troubles.

But tonight she felt different, for she was anxious to put into practice some of the studies her Mother's Society had been having on how to occupy the free time of the children at home. These progressive mothers had discussed many occupations for the little mischievous hands of the pre-school child, and also suitable reading for growing boys and girls.

She began to run through the schedule she had recently made when they were studying how to budget one's time. "Where can I get an extra half hour?" she mused. "Yes, here it is. Play 4:00 to 5:30 P.M. I think that, now the twins are fourteen, they do not need one and a half hours play. I am going to have them do their home work from 5:00 to 5:30 P.M., and then we can have from 6:30 to 7:30 for our reading club."

When the boys returned from their noisy chase, mother said to them, "Now, boys, you may pick up the buttons, wind up the thread, and put them into the work basket; and then come and sit down by me."

"Can't the girls help us pick them up, mother?" whined the boys. "The thread is all in a tangle." After taking more time than they should, the boys stretched themselves on the floor at her feet with kitty close by having a nap with her head resting on her paws. The twins each took an arm of mother's chair, with their arms twined about her neck.

"Mumsie, we girls were wondering today how you came to call us Faith and Hope," said Hope as they nestled close to mother.

EXPLANATION

"Well, girls, there were several reasons; one was that all which is brightest and best in life comes to us through exercising one or all of the three Christian graces—faith, hope, and charity. I am always helped by the thoughts that faith and hope suggest. As you grow older and perplexities and sorrows are much more common than they now are in your lives, you will often need to turn and see how many places in Psalms it says, 'Hope thou in God.' All of Christ's miracles were performed because someone had faith, and without it we could not come to Him even to ask that our sins be forgiven. And faith! 'Without faith we cannot please Him.' Faith is that which brings our blessings to us.

"But now, children, let me tell you a plan of mine. How would you like to organize a club?"

"A club, mumsie? What sort of club?"

"A reading club. Don't you think that will be fine?"

"What sort of books will we read? 'Pilgrim's Progress,' and religious books? They're all right, but mother, boys don't want Sabbath books all the time."

"I'll tell you what I wish we could read about—Indians and pirates," said Jim.

"Well, we will read about Indians, headhunters, and mutineers. Won't that be exciting enough? You



boys are going to be so interested I will have to drive you to bed."

"Mother, what about us girls? Must we read only study books? I get enough of them at school," interrupted Faith.

"I like biographies and poetry, if you will read them to us!" exclaimed Hope.

"Mother, don't laugh, but I like to read love stories sometimes," added Faith.

"Yes, you shall have some poetry and love stories of the right kind, but our reading must not simply include stories and poetry, which is like dessert to the mind, but we must read some books that will add to our knowledge and give strength and wisdom to the brain."

"Mother, we never know what books to draw when we go to the library. Sometimes the ones you tell us to get are out, and then we bring home one you won't let us read."

BOOKS FOR EVERY INTEREST

"Well, that is one of the reasons we are going to have a reading club so you can learn what is good reading. And then I was given a list of 1,500 books that has been prepared just for this very purpose to help mothers and boys and girls in deciding what to choose. Some of these books we will read in our club will be of interest to us all; those we will read together. Then there will be books that will interest you boys only, and others that will interest only the twins. I wish to start our club New Year's Eve, 1934. I know you want to make our home peaceful and happy; that is the most important thing we as a family have to do. 'Making Home Happy,' and 'Making Home Peaceful' are the titles of two books we will read together on Sabbath. Then we will all want to read, 'Everyday Good Manners for Boys and Girls,' which lists rules that every boy and girl must know in order to be courteous in the home. If you have home politeness, I have no fear about company politeness."

New Year's night found this little family group gathered together to organize their reading club.

"Well, here we are!" exclaimed mother in a cheery tone, as she tinkled a little bell, and the children gathered around her chair. "The first thing I'll read to you this clean, fresh New Year is a poem called:

THE FAMILY

"The family is like a book:
The children are the leaves;
The parents are the covers
That protecting beauty give.

"At first the pages of the book
Are blank and pure and fair;
But time soon writeth memories
And painteth pictures there.

"Love is the little golden clasp
That bindeth up the book.
Oh, break it not, lest all the leaves
Should scattered be and lost."

"Children, let's commit this poem to memory; it will help us to make our actions each day record some memory we will love to think back upon, and paint a picture of a home full of happiness and love.

"Now, children, in our reading, we must also read books on civics; they tell of our duty to the community in which we live, to the school, its grounds and buildings. The Bible tells us that no man liveth to himself alone; in every act of our lives we must think, 'How will this affect someone else?'"

"Now for our story, or dessert, tonight. I am going to read from 'Little Men' by Louisa May Alcott, who was a friend of Emerson and the poets Whittier and Longfellow. When this is finished we will read 'Little Women,' the companion book. 'Little Men' is the story of a German professor and his wife who have opened their large home to a group of boys whom they hope to help. They take the place of father and mother to them. Nat is a new boy mother Bhaer is trying to make happy in his new home, and this tells how they spend the Sabbath. This is how the book describes it:

"'This is my Sabbath closet,' showing Nat shelves filled with picture books, paint boxes, architectural blocks, little diaries, and material for letter-writing. 'I want my boys to love the Sabbath and to find it a peaceful, pleasant day,—a day when they can rest from common study and play, yet enjoy quiet pleasures and learn in simple ways lessons more important than any taught in school. Do you understand me?' she asked, watching Nat's attentive face.

"'You mean to be good?'"

A PAGE FOR EACH BOY

"'Yes, to be good and to love to be good. It is hard work sometimes, I know very well, but we all try to help one another and so we get on. This is one of the ways in which I try to help my boys,' and she took down a thick book which seemed half full of writing and opened at a page on which there was one word at the top.

"'Why, that's my name,' cried Nat, looking both surprised and interested.

"'Yes, I have a page for each boy. I keep account of how he gets on through the week and Friday night I show him the record. If it is bad, I am sorry and disappointed; if it is good, I am glad and proud. But whichever the record may be, the boys know I want to help them, and they try to do their best for love of me and father Bhaer. . . . Our boys all love Sabbath afternoon, when our family has returned from church and dinner is over. Every one rests, reads, or plays his favorite hymns. At three, all go

(Concluded on page 16)



The Story Circle



Mary and the Indians*

By INEZ BRASIER

MANY, many years ago, little four-year-old Mary lived with her mother and big brother William in a log cabin. The sun had melted the snow and the trees were putting on their green gowns. It was time to plant the garden beyond the woods.

Mary sat in the middle of the big feather bed in one corner of the cabin. She was watching mother bake biscuits and cook a steaming kettle of porridge in the fireplace. At last they were done. Mother put them on the table and poured a mug full of milk.

"Now, Mary," mother said, "you stay covered up in bed till the sun shines in at the window by the door. Then you eat your porridge and biscuits and drink the mug of milk. Climb right back into bed and stay there till we come home."

"Yes, mother," Mary promised.

How she wanted to go with her mother and William, but little girls those days did not tease when mother said stay. She snuggled under the soft quilts till all one could see were her blue eyes and brown curls. Mother kissed her and went away through the woods to plant the garden.

It was quiet in the log cabin. A robin sang in the little apple tree by the door. Then it flew away. The clock on the shelf talked in a loud voice, but Mary did not hear it. She was fast asleep.

At last she wakened. She opened her eyes wider and wider, and lay very still. A big scowling Indian was sitting at the table. He ate and ate until there was no porridge left in the kettle. He drank the milk in Mary's blue mug. Three other Indians came to the door, but the big Indian at the table was cross, so they started down the path. When the big Indian could eat no more, he gathered all the biscuits mother had left for Mary into his dirty blanket and went away.

Mary was so frightened she did not move for a long time. She was hungry, too. Then she listened, but there was not a sound near the cabin. She climbed out of bed and looked on the table. Not a crumb had been left! She looked to see if mother was coming, and all she saw were the Indians standing in the path that led far away.

*The events of this story happened more than eighty years ago. Miss Brasier's grandmother was little Mary.

Now she was more frightened than ever. She did not think of shutting the door and getting into bed again. She just burrowed into the pile of shavings beside the cabin.

In a little while mother and William came home. They could see where the Indians had stood beside the door, but they could not find Mary. They looked in the bed and under the bed and all around.

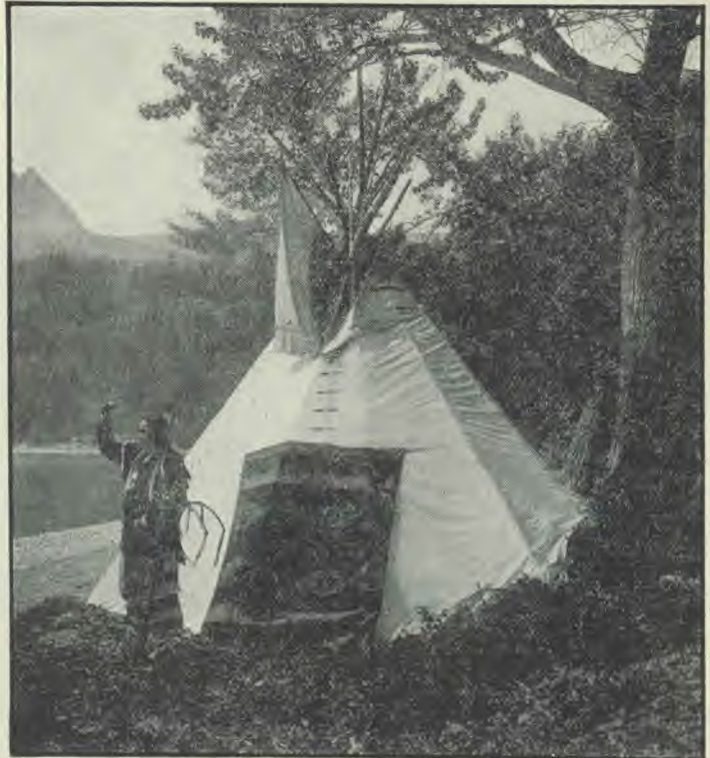
Mother was frightened. "The Indians have taken Mary," she cried.

"Don't cry, mother," William said. "I'll find her." He went outdoors and looked and looked, and climbed onto the pile of shavings that was half as high as the cabin. He felt something moving by his feet, and then he saw Mary's brown curls covered with shavings. "Here I is," she whispered.

William bent over and picked her up, shavings and all and carried her in to mother. "I was so 'fraid when the Indians ate all the biscuits and I'm so hungry," she said as mother held her close.

"My little Mary!" mother whispered. "Surely the angels kept you safe today."

"And you shall have all the biscuits you want," big brother William promised as he threw sticks of wood on the coals in the fireplace.



Boston Photo News

The Reading Club of the Happyday Family

(Concluded from page 14)

out for a walk, for we know how restless boys get with too long a quiet time. It is not an ordinary hike, Nat. Father Bhaer tries to make us all see the love and providence of God in the beautiful miracles which God is working before our eyes every day. He finds for us "books in the running brooks, sermons in stones, and good in everything.""

Our readers cannot spend every evening with the reading club, but we will ask them to call again on the Happyday family circle seated in their garden. They have finished a jolly supper to celebrate the twins' fifteenth birthday. Mother has been reading to them from Margaret Sangster's "Winsome Womanhood," and now she is finishing the day by reading "My Kate," by Mrs. Browning, hoping and praying that her girls will get a glimpse of sweet and unselfish girlhood and womanhood.

MY KATE

"She was not as pretty as women I know;
And yet all your best, made of sunshine and snow,
Drop to shade, melt to naught, in the long trodden
ways,
While she's still remembered on warm and cold days,
My Kate.

"Her air had a meaning, her movements a grace;
You turned from the fairest to gaze on her face:
And, when you had once seen her forehead and
mouth,
You saw as distinctly her soul and her truth—
My Kate.

"Such a blue inner light from her eyelids outbroke,
You looked at her silence, and fancied she spoke;
When she did, so peculiar yet soft was the tone,
Though the loudest spoke also, you heard her alone—
My Kate.

"I doubt if she said to you much that could act
As a thought or suggestion; she did not attract
In the sense of the brilliant or wise; I infer
'Twas her thinking of others made you think of her—
My Kate.

"She never found fault with you, never implied
Your wrong by her right; and yet men at her side
Grew nobler, girls purer, as through the whole town
The children were gladder that pulled at her gown—
My Kate.

"None knelt at her feet confessed lovers in thrall.
They knelt more to God than they used,—that was
all.



She drew inspiration from nature.

If you praised her as charming, some asked what you
meant;
But the charm of her presence was felt where she
went—
My Kate.

"The weak and the gentle, the ribald and rude,
She took as she found them, and did them all good;
It always was so with her,—see what you have!
She has made the grass greener even here—with
her grave,—
My Kate.

"My dear one! When thou wast alive with the rest,
I held thee the sweetest, and loved thee the best;
And now thou art dead, shall I not take thy part,
As thy smiles used to do for thyself, my sweetheart,
My Kate."

We will bid good-bye to the little birthday group,
and feel sure the remainder of the year will be equally
happy in their reading club.

The Happyday family invite you to join them in
their club by using "What Shall I Read?" as a guide.
It is published by the Review and Herald, Takoma
Park, D. C., and costs but five cents.

~ Editorial Quillograms ~

Books! What Books?

“TO THE law and to the testimony; if they speak not according to this word, it is because there is no light in them.” Isaiah 8:20.

There is perhaps no place where this instruction is more applicable than in the field of education. There are many voices and many theories. We are called by one to come here and by another to go there. “Lo here” and “lo there”! But “to the law and to the testimony” is God’s call to every one of us. Much that is written in this day is good; much is positively bad, leading to error. Much that is good is mingled with that which is erroneous. How shall we know good from evil?—“To the law and to the testimony!” Be sure they speak according to these. We know that it would be better to remain in comparative ignorance than to feed on some of the material that is passed on to us as proper food to develop an educated man. Those who do not have a close connection with the Light of life will be deceived. It is an easy thing to float with the tide when one has placed himself where the tide is strong.

WE MUST KNOW

One must *know* “the law and the testimony” in order to be able to judge by them, and that is our first and most important duty. We must know the divine standards before we seek other sources of education, and then we have the criterion by which to judge. Surely we should as students, teachers, fathers, and mothers make good use of it; otherwise we wreck our faith.

Even many professed Christians place other books before the Bible, though perhaps they would be slow to admit it even to themselves.

“As a means of intellectual training, the Bible is more effective than any other book, or all other books combined. The greatness of its themes, the dignified simplicity of its utterances, the beauty of its imagery quicken and uplift the thoughts as nothing else can. No other study can impart such mental power as does the effort to grasp the stupendous truths of revelation. The mind thus brought in contact with the thoughts of the Infinite cannot but expand and strengthen.”—“*Education*,” p. 124.

“Daniel and his companions had been faithfully instructed in the principles of the word of God. They had learned to sacrifice the earthly to the spiritual, to seek the highest good. And they reaped the reward. Their habits of temperance and their sense of responsibility as representatives of God

called to noblest development the powers of body, mind, and soul. At the end of their training, in their examination with other candidates for the honors of the kingdom, there was ‘found none like Daniel, Hananiah, Mishael, and Azariah.’

“At the court of Babylon were gathered representatives from all lands, men of the choicest talents, men the most richly endowed with natural gifts, and possessed of the highest culture this world could bestow; yet amidst them all, the Hebrew captives were without a peer. In physical strength and beauty, in mental vigor and literary attainment, they stood unrivaled. ‘In all matters of wisdom and understanding, that the king inquired of them, he found them ten times better than all the magicians and astrologers that were in all his realm.’”—“*Education*,” p. 55.

IS IT DIFFERENT TODAY?

And why? Was it not because of God’s blessing on the three Hebrews and the study they put onto His word? Do not like causes bring like effects? Why should we imagine the mental powers of God’s servants to be different in Daniel’s time from those of His servants today?

Other books than the Bible are to be used in the education of our children, but just what books? There are books *and* books. Shall we keep out of our own schools everything that can lead to error? It is quite possible to get questionable textbooks all the way through the course of study. There are many beautiful and pedagogical books prepared for even the first grade which teach error mingled with truth. First readers should be as carefully selected as books for more advanced grades. The teaching of the books should be considered rather than its beautiful illustrations and general make-up. Truth and only truth should be taught. Myths, fairy tales, and impossible stories are to be condemned.

Nature stories do not have to be false and absurd in order to be attractive to children. Our own readers are a great blessing to our children. We must, however, have supplementary readers, especially for the lower grades. The educational departments of the conferences should choose with care, not simply accepting a book because some excellent teacher says it is valuable. Let several good teachers report on the book before accepting it for use. No matter where you see a book recommended, let our educators ascertain for a certainty that there is nothing in it that will lead the mind into wrong channels. Remember that first impressions are most lasting. W.



In the Schoolroom



The Teacher's Time Savers

(Concluded)

By MARGARET C. DROWN

ARITHMETIC FLASH CARD DRILLS

Many of the games for word drill may be used in connection with combinations or the reading of numbers.

I use about five kinds of number flash cards:

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 —for drill in recognizing the numbers, a help in understanding the meaning of numbers.
- | |
|---|
| 5 |
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 —for drill in reading numbers, and also useful in multiplication table drills.
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|---|---|
| * | * |
| * | * |

 —for drill in addition combinations.
- | |
|---|
| 2 |
| 3 |
| — |

 —for drill in addition and subtraction combinations.
- | | | |
|---|---|---|
| * | * | 5 |
| * | * | |
| * | * | |

 —for drill in reading and understanding numbers.

DRILL IN MULTIPLICATION TABLES

- Say the table backwards.
- Use a clock for drill.
- Use cards with numbers from 1 to 12. Mix these cards. A child holds them and says the table using the numbers as they come. For instance, in the table of 2's, if 6 is the first card, he says, "6 times 2 are 12." 4 may be next. He says, "4 times 2 are 8."

ARITHMETIC BLACKBOARD DRILLS

Write a row of arithmetic combinations on the blackboard. Choose two children. Give each a piece of chalk. At a signal, the children begin at opposite ends of the row of examples, and write each answer in turn, working toward each other until they meet. The one having the most correct answers is the winner.

ARITHMETIC SEAT WORK WITH PENCIL AND PAPER

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| | * | * |
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1
6
—

 —Draw dominoes to represent the combinations.

- | | |
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| * | * |
| | * |
| * | * |

 —Draw half dominoes to represent numbers.
- $\dagger \dagger \dagger = 3$; $\dagger + \dagger \dagger = \dagger \dagger \dagger$ —Draw groups of objects.
- Fold or rule the paper into four or more sections. In each section put a number, such as 1, 2, 3,
- Beside each number draw that number of objects.

ARITHMETIC SEAT WORK WITH PEGS

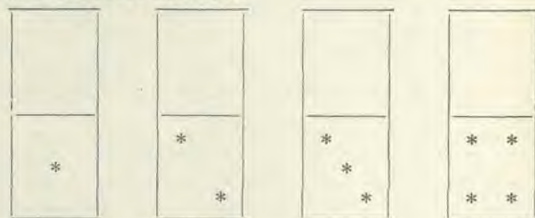
- Arrange pegs in groups of 2's, 3's, 4's, etc.
 $\dagger \dagger \dagger \dagger \dagger \dagger \dagger \dagger \dagger \dagger \dagger \dagger$
- Arrange pegs so as to make pegs count.
 $\dagger \dagger \dagger \dagger \dagger \dagger \dagger \dagger \dagger \dagger \dagger \dagger \dagger$
- Illustrate combinations.
 $\dagger \dagger + \dagger \dagger \dagger = \dagger \dagger \dagger \dagger \dagger$
 Or put the first group in one color, and the second group in another color.

$\dagger \dagger$	$\dagger \dagger \dagger$
Red	Green

DOMINO CARDS

Make, or have the children make, domino cards about one inch by two inches. The dots can be made or stamped by using the eraser at the end of a pencil, with a stamp pad.

- Match the cards end to end.
- Lay them in rows with blanks on top, and the lower numbers in order.



- Put combinations on the board. Have the child find the domino which represents each one, and lay them in order on the desk. He may lay numbers from his number box beside them, too.
- Find all the combinations, the sum of which is equal to a certain number.

NUMBER BUILDERS

These are similar to the letter builders.

- For first graders: let them find all the ones, twos, etc.
- Arrange numbers in order: 1 2 3 4 5 6 7 8 9.
- Build combinations and tables.

4. Put numbers in order, counting by twos, threes, fives, etc.

2 4 6 8 10 3 6 9 12 5 10 15 20

SPELLING DRILLS

1. Write the name of a child and a number by a word. Have the child named spell the word the number of times indicated by the number.

Mary 2 *tell* John 4 *by*

2. Have children put their heads on their desks and spell singly or together. For instance, the teacher touches a child on the head and gives him a word to spell.

3. A child stands with his back to the words. He spells each one as the teacher names it. I give mine a per cent when they do this, and they all try for 100 per cent.

Probably many teachers who read this have used some or all of these ideas, but I hope that each one will find something new that will be helpful.

The Best Doctors

A Dialogue for Primary Children

By MILDRED C. WOOD

CAST OF CHARACTERS

Doctor Sunshine—boy dressed with yellow necktie, wearing glasses and carrying small satchel.

Doctor Water—boy wearing white necktie, carrying small satchel and large water pitcher.

Doctor Rest—boy wearing pale blue necktie, carrying small satchel and small pillow.

Doctor Air—boy wearing pale pink tie and carrying small satchel.

Doctor Exercise—boy wearing overalls and cap, carrying small satchel and small rake and hoe.

Doctor Diet—boy wearing light grey necktie, glasses, and carrying small satchel and large spoon.

Nurse—girl dressed in white with nurse's cap and Red Cross bandage.

Enter Doctor Sunshine:

I am Doctor Sunshine; just keep me on good terms,
And I'll be a friend to you, killing all the germs.

I can make you wealthy by keeping you quite healthy.

(Steps back and a little to one side.)

Enter Doctor Water:

I am Doctor Water, and there is no doubt
If you'll use me every day, both inside and out,
I can make you wealthy because I'll keep you healthy.

(Steps back beside Doctor Sunshine.)

Enter Doctor Rest:

I am Doctor Rest, and if you'll use me, too,
You'll be very happy, because I can make you
Also very wealthy because you will be healthy.
(Steps back beside others.)

Enter Doctor Air:

I am Doctor Air; never run from me;
Seek me every day instead, and very soon you'll see
I can make you wealthy because I'll keep you healthy.

(Steps back beside others.)

Enter Doctor Exercise:

I am Doctor Exercise; mine it is to cure
All who may be sickly and whose health is poor.
I can make you wealthy by keeping you quite healthy.

(Steps back with others.)

Enter Doctor Diet:

I am Dr. Diet; to me you must give heed;
All your ills may soon be cured by eating what you need.

Then you will be wealthy because you'll be so healthy.

(Steps back with others.)

Enter Nurse:

The six best doctors anywhere—and no one can deny it—

Are Sunshine, Water, Rest and Air, and Exercise and Diet.

There is not a single germ able to allure you,
If you'll call these doctors fine to come in and cure you.

You will never have an ill that you'll have to mend,
If you'll hark to their advice and to them attend.

They'll be kind and good to you if you will be willing;
And best of all, they'll never charge to you a single shilling!



ADVERBS--No. 3

By NELLE P. GAGE

ADVERBIAL PHRASES

ADVERBS may be one of the hardest grammatical subjects to be learned, but the adverbial phrase is one of the easiest. A thorough teaching lesson and a little brisk drill, and adverbial phrases may be one of the never-to-be-forgotten experiences in grammar.

TEACHING LESSON

Saul went to the high priest.

He looked upon the disciples with hate.

He went to Damascus after Stephen's death.

In what part of the sentence is the phrase? What does it tell? What does it modify? What kind of words modify verbs and tell where? Then can you tell what kind of a phrase *to the high priest* is?

Continue to question on sentence material until children can readily pick out adverb phrases. Emphasize the word the phrase modifies each time, for if you do not, there may be some confusion with adjective phrases which point out place, as in the sentence: The Pilgrims *in Plymouth* had the first Thanksgiving Day.

SENTENCE MATERIAL

1. Saul breathed out threatenings against the disciples.
2. His heart was stirred about Stephen.
3. He journeyed to Damascus on foot.
4. Suddenly a light shone about him at midday.
5. He fell to earth.
6. He was blinded by the light.
7. In that hour Saul was converted.
8. His name was changed to Paul at that time.

9. By the hand they led him away.
10. For three days he was without his sight.
11. The Lord spoke to Ananias in a vision.
12. Immediately the scales fell from Paul's eyes.
13. And Paul increased the more in strength.

ADDITIONAL SENTENCE MATERIAL

1. The bare boughs of the oak swayed mournfully in the breeze.
2. We are going on a hike in the morning.
3. Then came he boldly to my door.
4. A golden chain hung around the princess's neck.
5. Put your shoulder to the wheel.
6. With a bent pin and his mother's broom stick and a string, he sat and fished for most of the day.
7. You should sleep for nine hours at night.
8. The top of Mt. Hood is covered with snow.
9. At daybreak, our little yellow canary begins his singing.
10. Was Jesus born in December?
11. All names of the Deity should begin with a capital.
12. With beating hearts, we waited in the old fort.

I Knew a Little Girl

By E. M. ROBINSON

IKNEW a little girl who went to school. And when she came home, her mother used to ask, "Did you have a chance to help teacher today?" or "Did everybody have a turn at the swing today?" or "Did you find anybody that was lonesome today?"

Sometimes the little girl forgot to wait for her mother to ask before telling her of the chances she had found to help. Often she found herself watching for chances to do things that she thought would make mother glad. And after awhile when she grew older, she would find some kind thing to do for somebody nearly every day, and then, because there were so many other things to talk about, would forget to say anything to mother about it. And just because she was so thoughtful of others, and so forgetful of self, everybody loved her, and she had the happiest time in all the world.

Exhaustive observation is an element of every great achievement.—*Spencer*.

"Difficulties will stand in the way as long as we stand still."



Seat Work or Hand Work

COMPILED BY POTOMAC TEACHERS

HAND work should do more than keep the child busy—it should teach him something as well. It is the laboratory of the schoolroom. We learn something in class and then pass to our seats to do something that will help to impress the lesson upon our minds. We learn more by *doing* than by hearing or seeing; therefore, the seat work is really supplementary to the other classes in school.

After the child thoroughly understands a story or reading lesson or poem, provide patterns and materials and let him work out the story on a poster or on the sand table or even in a corner of the room on the floor or on a shelf. For the posters and scrapbook, cut the objects needed in silhouette and arrange them on a large sheet so they will tell the story. The sand table is somewhat the same only the objects are arranged in the sand. Cotton makes good snow, glass over blue paper is water, houses can be made from Model 14 (see outline of Primary Number Work), wagons from Model 1 with cardboard wheels fastened on with brass tacks. Igloos are inverted white soup bowls and trees are little twigs stuck in the sand. It is surprising what little minds will invent after a hint from the teacher. Let them be original as much as possible. Make suggestions when necessary, but be sure the child has a good mental image of what is to be made before he starts.

Scrapbooks on animals, birds, flowers, foods, courtesy, health, and other subjects are interesting and helpful. These objects are easily made from clay and with a little practice, they look very real.

The memory verse cards illustrating the Bible memory verses provide constructive work for many busy work periods as well as the notebook and work envelope coming with the third grade Bible book.

Silent reading lessons from the board not only provide added drill in reading and comprehension but in hand work as well. Perhaps the child has been studying robins in nature class. The silent reading from the board might read:

Make a bird of brown clay.

Make his bill of yellow clay.

Make his vest of red clay.

Make his nest of brown clay.

Make four eggs of blue clay.

Write *robin* with yellow clay (they roll the clay in long strips and make letters from it).

Or if they are studying leaves:

Trace the leaves.

Make one leaf red.

Make one leaf yellow.

Make one leaf green.

Cut them out.

Paste them in your book. (Nature Notebook.)

Almost from the first week the first grade reading class can follow directions from the board. Perhaps they have learned these words in reading:

Boy, girl, flower, leaf, apple.

Put a list of them on the board—have a box of patterns on your desk and tell them to draw these in order as they are written on the board (or draw them free hand).

Make a boy.

Make a girl.

Make a leaf.

Make a yellow flower.

Make two blue balls.

Make three red flowers.

Each day the silent reading should become a little harder, and should contain the new words learned in the reading lessons from day to day.

During the last three or four months of school put sentences or words on the board in print. Have the children change them to script at the board at first, later on paper at their seats. *Example:* "I see a tree." The child writes: "I see a tree."

For the second and third grades the silent reading should be harder—perhaps it is a story or poem to be illustrated.

Example: Turn to page 30 in your reader (third reader). Read the story. Draw a picture of the way Joe thought he could be a gentleman. Then draw a picture of the way grandma said he could be a gentleman.

Example: Read the poem on page 139 (third Reader).

Look in the box on the table.

Find what you will need to picture this poem.

Trace the pattern, color it, cut it out, and paste it on your language paper.

Copy the part of the poem that you like best.

Word and picture matching is excellent seat work for the first grade—one can buy sets from the school supply houses, but sets can easily be hectographed, and then the teacher has the very word that the child needs from day to day. The little sets should have the word alone on one card and the word and picture on the other. Matching the words helps to visualize the form of the words and the pictures interpret the meaning.

As the child's vocabulary increases, sentence laying is fine. Miss Hale's sentence builders are good, or the teacher can hectograph words to be used in this way.

Following are some printed books that are fine for seat work:

First Grade—"Work and Play with Words"—Hall & McCreary Co., Chicago; "Beginners' Book

in Writing and Spelling"—Norman H. Hall, Hall & McCreary Co.

Second Grade—"Toby's and Tory's Tales"—Harter School Supply Co., 2046 East 71st St., Cleveland, Ohio. (One or two pages will need to be cut from this book—otherwise it is good.)

"Animal Questions to Answer"—No. 2179 Harter.

"Tablet Pictures"—No. 2029 Harter.

"Silent Reading Seatwork Riddles"—No. 2007 Harter.

"Stuffed Animal Toys"—No. 2130 Harter.

"Silent Teacher in Addition and Subtraction"—Harter.

"My Workbook in Arithmetic," Book 2—Harter.

Third Grade—"Children of Other Lands"—Ginn & Co.

"My Workbook in Arithmetic," Book 3—Harter.

Notebook and Work Envelope for Bible 3—Book and Bible House.

Making a number work project as is suggested in the outline for first and second grade arithmetic provides constructive work for many happy hours.

Third grade would enjoy such a project also. Rine's "Manual on Cardboard" by Lincoln P. Goodhue, Ideal School Supply Co., Chicago, outlines pretty furniture for a house project. If the teacher cannot have a real little play house to furnish, an old cupboard might be divided into rooms and papered with sample wall paper or cover paper.

This can be enlarged into a mission geography project as is outlined in "The World in a Barn," Primary Reading Course book for 1929 (from your Book and Bible House). Much is learned as the little fingers construct these things.

The children enjoy making blackboard borders and window decorations for the schoolroom. The teacher might hectograph children, animals, birds, and flowers, and the children enjoy coloring them and cutting them. A background is easily made on the board with colored chalk and when the cut-outs are pinned on, how proud the children are!

SEAT WORK—READING

Instructive

1. Cut pictures from catalogs, magazines, etc. Mount them on tagboard. Print phrases or words (to correspond with the pictures) on strips of paper or tagboard, as: *A pretty white kitty, etc.* Place in large envelopes for the children to match up. Let them exchange envelopes with one another at times.

2. Pass out "Little Friends" and tell the beginners to underline all the words they know, or all the words in a particular family, or all words beginning with a certain letter. (Vary it.) (Two or three weeks after the beginning of school.)

3. Fold sheets of paper in four or six parts. Print nouns that the pupils have had at the top of each square. Have pupils illustrate under each word, with pencil or crayon. (Correct and pass back.)

4. Have a grab bag. Write words that can easily be illustrated on slips of paper or tagboard. Place them in a bag. After pupils have folded paper in six parts pass the bag around for pupils to "grab" slips. Have them print the word first, then illustrate.

5. Have a word hunt. Print a list of words on the blackboard. Have pupils copy on paper, then hunt for the words in their books, marking opposite the word the number of the page where the word is found.

6. Have pupils match words (given to them in an envelope) to correspond with a short story on the blackboard.

7. Copy a familiar word on the blackboard. Have them make a list of words (using their books) beginning with the letter with which the previous word ends; as, *apple, every, yellow, was, etc.*

8. Write directions on the blackboard for pupils to follow as:

Draw a house.

Color it red.

Draw four trees.

Color them green.

Draw eight leaves on the ground, etc.

9. Tell pupils to copy from the Primer twenty words containing two letters, or three letters, or four letters. (Vary it.)

10. Have pupils illustrate a good descriptive paragraph which the teacher writes on the blackboard, as:

"One day an old woman was baking cakes. She wore a black dress and a little white cape. On her head was a little white cap."

11. Write words difficult to remember, on pieces of colored tagboard for children to sew with bright silkateen. Have names on each card and pass out only on certain days for them to sew, so they will not get tired of them. (Use once in a great while.)

12. Write a list of colors on the blackboard. Have pupils draw a millinery store window. Tell them to color the hats the colors on the blackboard and to write the color over each.

13. Print a list of simple questions on papers to be passed out, which can be answered with "Yes" or "No."

Picture Puzzles:

Cut pictures from magazines and paste on tagboard. Cut into different shapes. Pupils put these together.

Review of Colors:

Trace around a coin for circles. Number each circle. Color Number 1, green; Number 2, black; Number 3, red; Number 4, yellow, etc.

Let children cut out decorations which you wish to use in the room.

"Difficulties will stand in the way as long as we stand still."

Reading in the First Grade

(Concluded)

By CATHERINE SHEPARD



UNIT IN WORK-TYPE READING THIRD AND FOURTH GRADE LEVEL

Activity: Finding out whether toads are of use to man.

Objectives:

1. To find books which contain information about toads.
2. To find materials about toads in these books.
3. To find the word *toad* in the index. To locate the page on which information is given. To find the material on the page.
4. To decide what questions will have to be answered in regard to toads.
5. To organize the material which is found concerning toads around certain questions.
6. To evaluate what is found about toads in the light of the original problem, "Are toads of value to man?"

Corresponding activities:

1. The children bring a toad to school. Some of the children won't touch it, for they say it will make warts on their hands. Others want to kill it. A discussion arises as to whether toads should be killed or not; that is, whether or not they are of value. Discuss the type of books in which such information can be found. Decide which of the books on the shelves may have the desired information.
2. Discuss index as short method of finding material in a book. Find word *toad* in the index. This may need drill on the alphabet, and on arranging words alphabetically.
3. Interpret the material in the index. (This may entail some drill on the meaning of sub-topics, punctuation in the index, etc.) Find pages on which information about toads is given.
4. Decide what things about a toad might contribute to its value to man, such as its food, its habits, etc.
5. Read the pages found and choose the items which are deciding factors as to whether toads are valuable to man. (Drill lessons may have to follow here on how to organize material. Also drill on words.)
6. Arrange in tabular form. Things which are of advantage to man, and things which are a disadvantage. On the basis of data gathered, decide whether or not the toad is of value to man.

MATERIALS

1. A toad in the schoolroom, kept in a box, in order to study its habits and to add to interest as the unit proceeds.
2. Copy of Compton's "Pictured Encyclopedia," or "World Book," or "Book of Knowledge." Horn, "Learn to Study Reader," Book II for at least half of class or one reading group. (Use some text with an index.)
3. Hectographed sheets or blackboard lessons containing such drills as this:
 - a. What letter is after *t*, before *f*, between *m* and *o*?
 - b. Begin with *m* and give the rest of the alphabet.
 - c. Arrange following words alphabetically: come, apple, dog, etc.
 - d. Arrange these words alphabetically: cousin, some, college, etc.
 - e. In an alphabetical arrangement in some text find how many words begin with *a*, with *r*, with *o*, etc.
 - f. Find these words in the index in your book: corn, fly, toad, train, etc.
4. Cards on which are printed words and phrases from the lessons which need review.
5. Hectograph or board lessons giving drill such as this:
 - a. Find a list of the things which the toad eats.
 - b. How much does the toad save the farmer in a year?
 - c. Who are the toads' enemies?
 - d. Find paragraphs which tell whether or not toads make warts on your hands.

APPRAISALS OF GROWTH

1. Ability to choose from many books those which are most likely to give the information on science.
2. Knowledge of the advantage of an index in a book.
 - a. Knowledge of where the index of a book is found.
 - b. Knowledge of what sort of book needs an index.
 - c. Ability to repeat the alphabet.
 - d. Some skill in finding words in an alphabetical arrangement.

(Concluded on page 28)



MISSIONARY Geography Helps

Korea Through a Missionary's Eyes

By C. W. LEE

THEY say that if you want to get a good description of any country from one who has gone there, you should get it when he first goes and while everything is new. As the years go by, one forgets the difference from the homeland, and everything seems to be normal and natural,—in fact, one almost sees things through the eyes of the natives. For this reason I may be disqualified to tell Americans how Korea looks, for it is over fourteen years since I first came to this land. However, I will try to recall how it looked and how I felt about it when I arrived.

Five years before we were called to Korea I came into very close association with one who had lived in Korea about 1890, when the land had not been open to foreigners very long. From that person's descriptions I had come to look upon it as a real country and had a few mental pictures of it. I had learned a little about the people and their customs, so that everything did not seem to be so strange when I arrived in the land.

FIRST VIEW OF KOREA

On the morning of September 14, 1920, I was awake at dawn to get my first view of Korea. We were on a boat coming from Japan and were due to arrive by about eight o'clock. I first saw a mountainous coast, with considerable verdure among the rocks. The whole was somewhat shrouded in a fog, and so the view was not very definite. Soon we found our boat going into a bay that was nearly inclosed by a neck of land, and we drew near to the wharf of Fusan (*u* as *oo* in *boot*, and *a* as *o* in *on*), the principal harbor in the south of the peninsula. The wharf showed signs of skilled engineering in its construction, but our first view of the Koreans themselves was not such as to impress us favorably. It was raining, and many Korean men were working on the wharf loading and unloading boats. At best a wharf is not a place to get a good impression of the

quality of a nation or people. From ancient times it has been the custom for Koreans to wear white clothing. But with the rain and stains from the things that they were handling, the clothes of these men looked anything but white. We realized that the circumstances were not such as would give a fair impression, and what we had already heard from one who had lived here caused us to not be displeased with the prospect.

We got off the boat and found a fine station and a railroad equipped with American engines and cars. We had to wait two hours, as the first train to pass did not stop at the station to which we were going. We left Fusan at about eleven o'clock and rode for nearly three hours to a place called Kyungsan. As we went on the train, the rain cleared up, and after a little the sun was shining. The country seemed full of little straw-covered houses. As nearly as we could see, most of the houses were built of something that looked like the earth itself, and most of them were just one story high. Once in a while we saw houses that looked better and had tile roofs and white walls. Then we saw a few with roofs of corrugated iron. It seemed that every inch of available ground was planted to grain, which was then just heading. We learned later that it was rice, which is harvested in the late fall.

GREETINGS

At last we arrived at Kyungsan, and we had the first view of the place which was to be our home for nearly seven years, and which ever holds many happy and some unhappy memories. As we alighted from the train we were greeted by Brother J. C. Klose, who had been in school with me at Emmanuel Missionary College. Also there was a goodly number of Koreans to greet us, and we observed that they looked far more attractive than those that we had seen at Fusan on the wharf. They followed us up to the Mission houses and greeted us according to

their custom, and Brother Klose interpreted for us. We observed that they were very polite, and the children bowed graciously.

Within an hour after I arrived I was very glad that I had had a number of years' experience in the work in America. Among those who were there to see us were two Korean workers. After the others had greeted us, they returned to their homes; but the workers stayed to ask more questions about our journey and ourselves. They soon asked if I had been in the work in America, how long I had been, and if I had been ordained. I was glad that I had been in the work for several years, and that I was already an ordained minister. I think that it would be a good thing if all who came to this country as missionaries had a few years' experience before they came, as it is a country with a civilization going back many centuries, perhaps further than that of England and Northern Europe. Sometimes I have asked a man how long he had lived where he was, and I have had the reply, "For four generations," and again, "For nine generations." So experience counts with the Koreans.

After we had been here for about two days, we were invited to dine with one of our workers. This was our first experience in a Korean home. We found that, although they use mud for plaster and build their walls of earth, a Korean house can be neat and clean. The walls inside were papered with clean paper. While the floors are made of earth, they are covered with a heavy paper that has been soaked in oil and can be cleaned like linoleum. The kitchen is built of earth. The iron kettles in which the food is prepared are set in a bank of earth against the wall of the living room. In this bank is a place for a fire.

A KOREAN HOME

Of course the heat bakes the earth until it is like brick. The smoke and surplus heat go under the floor of the living room. To allow this, the floor is made by laying stones in rows with spaces between, covered over with flat stones. Then this is covered with mud and baked on, so that it becomes hard; and then the paper is glued to this, making the floor. The chimney is on the far side of the house, so that the smoke goes all under the floor first and thus heats the house. This is not bad at all, as one's feet are always warm, and it is a very cheap way of heating the house. The windows are largely made of frames covered with a tough, transparent paper that they make from wood. They have glass, but glass loses more heat and gathers moisture and frost in the winter, while the paper does not. When we go into a Korean house we take off our shoes at the door and sit on the floor. Those who are able have cushions made of cotton for the people to sit on.

We went into such a house and sat down to eat our first meal. The table, or rather there were several small tables, had legs about a foot high. When we

sit on the floor, this is high enough. I do not now remember just what I ate then, but their food consists largely of rice, and various vegetables. The rice is served in large bowls fairly dry. Then there will be a bowl of soup, made from something similar to sauerkraut, perhaps toasted seaweed, cooked ferns, or other mountain plants, and bean sprouts. This latter food has since been introduced into America and you may have seen it. They also have a salty bean sauce that is usually used instead of salt. Koreans have spoons, but they eat mostly with chop sticks. These are held between the thumb and fingers of the right hand in such a way that one can take hold of the food with them and put it in the mouth much as we do with a fork. This is the way we ate then, and ever since we have eaten in Korean homes in much the same way.

At first it was a little hard to eat dry rice that had not been salted, but I have since learned to like it, and little by little I learned to eat their food until I have spent weeks at a time with them in their homes and ate only their food. It has always agreed with me, but some foreigners get very sick from it.

LANGUAGE STUDY

After I had been at Kyungsan a week we went to Seoul (pronounced just like sole). Here we were to spend some months in language study. To some this is very tedious, but I found it rather fascinating. I had studied four other languages besides English and had thus formed an appetite for language study. We found Korean to be a well-organized language. It has an alphabet that is very easy to learn and also uses Chinese characters. The language has many quaint and beautiful things about it, and if one approaches it with the right thought in mind, it can be a pleasure to one who is normally well.

I tried to see and think Korean, and before long I actually began to dream in Korean. From then on I found that I could absorb the language almost unconsciously. I enjoy association and like to visit very much. This helped in study, as I did not like to depend upon an interpreter but tried to say everything that I could and a little more. In this way my knowledge of the language expanded. As the years go by, I find the study of the language very fascinating. In language study I have learned to respect the Koreans very highly for their literary ability, and through the language I have learned that they have a high type of civilization. I have realized that we are not here to civilize or westernize, but only to give the message of Christ.

After studying the language for several months I was anxious to get out in the country alone with Koreans. So I went out for nearly two weeks. At first another foreigner was with me, but later I went alone with the natives. I will never forget the first night that I slept in a Korean house. I had my bed, which was a sleeping bag made of a heavily padded

quilt. I spread this on the floor. This is the way Koreans sleep. Of course they do not use sleeping bags but just thick quilts under them and over them.

The warm floor feels good in the winter. Fleas also seem to like it and move in at times to stay for the winter. Some of them found me, and I did not enjoy their visit. Later I seemed to have developed an immunity to them. Their bites do not seem to bother me now. I am often conscious of their crawling, but suffer but little other inconvenience from them. It is very difficult to keep them entirely out of a Korean house.

It was on this trip that I preached for the first time without an interpreter. Of course my language was broken and I had to do most of it with more or less of a question and answer form, but it was a turning point. From then on I began to associate with the Koreans as one of them and formed many friendships that have lasted through the years and have been a comfort at many times.

THE FIRST SEVEN YEARS

The first seven years of the life of a missionary will tell what his whole work is likely to be. Some lose heart before that time is up. These people do many things far differently from the way we do. This sometimes is very trying. Then there are many perplexing things. Sometimes they misunderstand one's motives. Then there are sicknesses and losses. We have gone through all of these at least to some extent. They have caused me to love the people more and see their worth more fully. In the seven years, I lived with them in their homes an equivalent of about two full years. In this way, no doubt, my eyes became somewhat Korean. Things that they did came to appear the natural thing. Seeing the people carry the babies tied on the back, give and receive things with both hands, bow when greeting, and many other customs, came to be the normal thing to me. Writing up and down from the right side of the page to the left became as natural as from left to right and from top to bottom. Little by little I learned their point of view and came to feel that their customs and the things that they did had nothing connected with them at which to smile.

After seven years here we returned to America for one year, and have been here six years since returning. We have seen many changes. The name Korea has been used for many years; but Chosen, which has now been officially adopted by the government, was used a long time ago. "Cho" signifies morning and "sen" means calm. The country is rapidly becoming modern. The old fashion of wearing the hair in a knot on the top of the head has almost disappeared, and now the men cut their hair about as Europeans and Americans do. They also have to quite an extent laid aside their white suits for western clothing. Newspapers go everywhere. Radio is not at all uncommon. Education of boys

and girls is similar to western education. Schools are becoming plentiful. People are traveling. Electric lights are becoming universal. Factories are springing up and taking the place of the old method of doing everything in the home.

Along with all this, society is becoming very complicated. A national consciousness is growing, and the things that are sweeping the Western world are going through the minds of the people here and cause no small confusion to them. Customs that were centuries old are vanishing in a day or at most a few short years. We are now in a new Korea. Its problems are also new.

This presents a new problem to the missionary. He must realize all this in dealing with them. He must remember that all this tension has made them very sensitive. He must be willing to work hard and let all the results appear as theirs. He must be willing to give and serve and love without ceasing. He must feel a sympathy with them; for they are passing through changes in days that took us many years. He must realize that he is in a new Korea and adapt himself to it.

In Korea the natives are growing mentally and spiritually. They are developing into leaders. More and more they must bear the burden and do the work of the gospel here. Our work for them as missionaries is primarily to give them the vision and experience of the message and let them carry most of the burden of giving it to the people. In this way we see assurance that the work is going on to completion and that it will be done here when it is in the rest of the earth.

He Lifts Me

"When my weak spirit droops,
When my way is dim,
Then my Lord gently stoops
Lifting me to Him.

There I rest,
On His breast
By love possessed.

Silently, burden free,
Prove Thy love for me.

"When some lone way I take
Where earth's burdens lie,
Gaze when loved friends forsake
Toward the distant sky,

Saviour mine,
Love Divine,
I would be Thine.

Tenderly guarding me,
Turn my heart to Thee."

—*Author unknown.*

"Train No. 9"

By A. C. NELSON

Educational Superintendent, Northern California Conference

"TRAIN No. 9 for Playville," shouted a lusty young dispatcher, and two more problems were solved as the smiling engineer pulled on a lever that moved a real train over real tracks and switches. The tiny lot is now more efficiently accommodating the pupils, and the surplus energy is finding an outlet—all for six dollars, as I learned from W. O. Baldwin, the teacher.

City boys can't know where the ripest berries grow nor where the rarest bird's nest is hidden; but they do know where to find some bits of iron, tin, and scraps of wood which, with the teacher's aid, may be made into a train.

Other teachers could take up a similar work with profit. If the teacher has access to a lathe, the only part he will have to buy is the rear axle. A blacksmith made the one for the train in the picture for a dollar, and the local high school made some of the wheels as a project. The rest of the engine was made in their own woodwork shop.

Boyish hearts will always throb with the heart of a locomotive. Even some of the grown-up boys in the Vallejo church take an extra minute to look at the engine and if they think not too many are looking, they venture a ride in the cab. Playing with pupi's does pay.



*Train No. 9,
built by W. O.
Baldwin and
pupils*

"A Course in Character Education for the Elementary School Child"

MANY of our teachers do not know that there is now available an inexpensive teacher's handbook entitled as above. This book was written by Bernard I. Rasmussen, M. A., who has been teaching in our schools for the past thirteen years. This book provides a plan for graded character education and gives procedures and subject matter. The twenty-four groups of character traits treated contain: general thoughts on the trait, stories, poems, mottoes, case situations, topics for discussion, suggestions to the teacher, activity assignments, suggestive written assignments for the child, and other valuable features.

PADS ACCOMPANY THE BOOK

Pad Four, Junior Series, contains twenty-six character-building pictures suitable for reproduction in color. This pad is adapted for grades four to eight. Pad one, Primary Series, contains fifteen pictures for reproduction in color. This pad is adapted for grades one to three.

COST OF THE BOOK

If the order is accompanied by cash or check, "A Course in Character Education" will be sent to any address in the United States postpaid for the following prices: the book without pads, \$.85; the book with pad one, \$1.00; the book with pad four, \$1.10. Orders may be sent to the Dupli-Craft Company, Mountain View, California. Descriptive circular mailed upon request.

Adolescence--No. 3

(Concluded from page 8)

by a combination of temperament, improper early training, hereditary taint, and emotional strain. It shows little relation to intelligence, often attacking adolescents of marked promise. Its manifestations may be listlessness and introversion or maniacal excitement and delusions. Those suffering from this disease are markedly unreliable and sensitive emotionally.

Hysteria is another form of neuropathology sometimes found in unadjusted adolescents. It may be caused by sex derangements or other psychopathic symptoms such as fear psychosis, inferiority, and organic disturbances. The symptoms may be inability to control the temper or susceptibility to outbursts of tears or laughter. There are other more violent specific manifestations.

Automatisms (tics and twitchings) appearing at adolescence may be relieved by improving health habits and adjustment of organic and emotional conditions.

All health factors should be carefully considered in dealing with problem adolescents since they may sometimes be the root of the difficulty. Relief is important because maladjustment among young people is not only a cause of present unhappiness but may eventuate in dire lasting consequences.

In view of the fact that these serious forms of mental disorder are increasing in our relatively complicated society, it seems imperative that we do everything in our power to simplify and improve the situations of young people who appear disposed toward such aberrations. Many need kind treatment and freedom from censure and repeated failure in school. Others have inherited unstable nervous mechanisms and thus stand in need of tranquil home and school conditions.

There is evidence to support the contention that much of this human woe is due directly to unfortunate environmental conditions obtaining in early life. How important it is that we learn how to provide suitable experiences for children, thus working to prevent the appearance of unhappy emotional trends. A happy, contented child does not indulge in bizarre forms of behavior, neither does he tend toward delinquency and crime. He does not need to, because a reasonable amount of the good things of life have been made accessible to him. His basic need of approval and security have been consummated.

"They Let Me Get Away With It"

(Concluded from page 10)

plained that I had burned some by mistake, that some folks had not paid me yet. I made another small payment on them. It drifted along, and was forgotten, I had kept and spent nine dollars of the church's money. At first I felt worried and guilty, but time went by and I made a noble resolve: I would some day put a hundred-dollar bill in the collection plate of that church, and I never forgot that vow. Thousands of times I pictured myself driving up to that church in a big French car, stepping grandly from it, kneeling in our old pew while the other worshipers held their breath at my splendor, crumpling a hundred-dollar bill in a small wad and dropping it casually on the plate.

Mother didn't know about the church tickets, but she did know when I spent the money she had given me to pay a laundry bill; when a neighbor gave me five dollars with which to do an errand for her and I spent the change, over a dollar; when I took magazine subscriptions and spent part of the money so I lacked five dollars of what I had to send in to the publishers; when I was made treasurer of the Sunday school and lacked ten dollars of enough to balance my accounts at the end of the quarter. She knew, and she worried and admonished, and accepted my fluent and tearful explanations. She

knew I hadn't meant to do anything wrong; she was positive it never would happen again.

(To be concluded)

Reading in the First Grade

(Concluded from page 23)

- e. Increased ability to recognize the need of more drill in using an index in finding words in alphabetical arrangement, etc.
- f. Increased ability to go to cupboards or tables and get drill sheets and work when there is spare time.
- g. Increased willingness to practice on needed drills.
3. Increased ability in finding pertinent material on a page, organizing it about a given problem.
4. Some ability on part of each child to organize data into conclusion that
 - a. The toad is of value to man because he eats injurious insects.
 - b. He does not make warts.
5. Beginning made toward development of the attitude that nothing should be condemned until all the data on both sides are examined.

Postural Drill for All Grades

By Mrs. L. H. Booth

This drill consists of five combinations with 16 counts each.

1. Stretching Exercise. Begin 1-8. Arms forward, 1. Arms sideways, "palms upward," 2. Clap hands at chest, 3. Push arms upward, 4. Stretch slowly sideways downward, 5-8. Repeat, 9-16.

2. Shoulder Drill. Begin 1-16. On receiving the command, "Shoulder Drill," pupils pull shoulders back hard, and place hands on shoulders, holding that position until the command, "Begin," is given. Then count sharply from 1 to 7, moving elbows forward and backward. Arms forward (palms inward) 8. Arms backward and heels raise, 9. Forward, heels down, 10. Continue backward and forward to 16. Hands at neck, 16.

3. Bend trunk forward (back arched) and straighten, 1-8. Knees bend, 9-16.

4. Inhale. (Hands held behind head.) Exhale, and swing arms down. Stride position with arms sideways (palms downward.) Hop.

5. Bend trunk sideways to left and right (finger tips touching floor) 1-8. Arms rotate forward, 9-15. Arms over head, thumbs locked, 16.

6. Bend trunk forward to left, finger tips touching floor, 1. Straighten, 2. Same to right, 3. Straighten and repeat, 5-8. (Arms sideways, palms up, 8.) Rotate backward, 9-15. Jump to heels closed, 16.

7. Occasionally alternate exercise 6 with folding arms under knee, chin touching knee.

❖ Home and School Association ❖

Nature and the School

By NANNIE MAY SMITH

Opening Hymn—"Come Out in the Sunshine"
(No. 197 "Christ in Song").

Scripture Reading—Psalm 104: 1-28.

Prayer.

Report.

Special Music.

Symposium—"God and Nature." (These paragraphs should be given out, letting five take part).

Poem—"Down to Sleep."

Study—"Nature and Our School." (The answers may be distributed beforehand to be read as the questions are asked.)

Discussion—(Discuss ways and means whereby the school children may have opportunity to get out in the country, near nature and nature's God. Plan school gardens, outings, picnics, excursions, etc.)

Closing Hymn.

Benediction.

SYMPOSIUM—GOD AND NATURE

"As we behold the beautiful and grand in nature, our affections go out after God. While the spirit is awed, the soul is invigorated by coming in contact with the Infinite through His works."

"Every flower, with its delicate tints and its fragrance, is given for our enjoyment. . . . The sun and moon were made by Him. Every drop of rain that falls, every ray of light shed upon our unthankful world, testifies to the love of God in Christ."—*"Ministry of Healing," page 424.*

"Nature testifies that One infinite in power, great in goodness, mercy, and love, created the earth, and filled it with life and gladness. Even in their blighted state, all things reveal the handiwork of the great Master Artist. Wherever we turn, we may hear the voice of God, and see evidences of His goodness."—*"Ministry of Healing," p. 411.*

"The material world is under God's control. The laws of nature are obeyed by nature. Everything speaks and acts the will of the Creator. Cloud and sunshine, dew and rain, wind and storm, all are under the supervision of God, and yield implicit obedience to His command. It is in obedience to the law of God that the spire of grain bursts through the ground, 'first the blade, then the ear, after that the full corn in the ear.' These the Lord develops in

their proper season because they do not resist His working. And can it be that man, made in the image of God, endowed with reason and speech, shall alone be unappreciative of His gifts and disobedient to His will?"—*"Christ's Object Lessons," pp. 81, 82.*

"It is by the mighty power of the Infinite One that the elements of nature in earth and sea and sky are kept within bounds. And these elements He uses for the happiness of His creatures. 'His good treasure' is freely expended 'to give the rain . . . in his season, and to bless all the work' of man's hands."—*"Prophets and Kings," p. 134.*

"Nature is a power, but the God of nature is unlimited in power."—*Signs of the Times, 1884.*

"Everything in nature, from the mote in the sunbeam to the worlds on high, is under law. And upon obedience to these laws the order and harmony of the natural world depend."—*"Mount of Blessing," p. 77.*

DOWN TO SLEEP

November woods are bare and still;
November days are clear and bright;
Each noon burns up the morning chill;
The morning snow is gone by night;
Each day my steps grow slow, grow light,
As through the woods I reverently creep
Watching all things lie "down to sleep."

I never knew before what beds,
Fragrant to smell and soft to touch,
The forest sifts and shapes and spreads;
I never knew before how much
Of human sound there is in such
Low tones as through the forest sweep
When all wild things lie "down to sleep."

Each day I find new coverlids
Tucked in, and more sweet eyes shut tight;
Sometimes the viewless mother bids
Her ferns kneel down full in my sight;
I hear their chorus of "good night,"
And half I smile and half I weep,
Listening while they lie "down to sleep."

November woods are bare and still;
November days are bright and good;
Life's noon burns up life's morning's chill;
Life's night rests feet that long have stood;
Some warm, soft bed, in field or wood,
The mother will not fail to keep,
Where we can "lay us down to sleep."

—Helen Hunt Jackson.

STUDY—NATURE AND OUR SCHOOL

1. Of what is nature a revelation?

"The beautiful things in heaven and earth express the love and favor of the Lord of hosts toward the inhabitants of the world. The sunshine and the rain fall on the evil and the good. The hills and seas and plains are all speaking to the soul of man of the Creator's love."—*Review and Herald, Feb. 14, 1882.*

2. From what, other than our school books, can we learn lessons?

"Shall we not learn from God's great book of nature that He bestows His love, mercy, and grace on us every moment of our lives, that we, in turn, may serve Him and our fellow men?"—*Instructor, September 14, 1899.*

3. What is the first object of education?

"Since God is the source of all true knowledge, it is, as we have seen, the first object of education to direct our minds to His own revelation of Himself."—*"Education," p. 16.*

4. What example has Christ left us?

"His education was gained directly from the Heaven-appointed sources, from useful work, from the study of the Scriptures, from nature, and from the experiences of life."—*"Ministry of Healing," p. 400.*

5. How did Jesus make His lessons interesting?

"As Jesus taught the people, He made His lessons interesting, and held the attention of His hearers, by frequent illustrations from the scenes of nature about them."—*"Mount of Blessing," p. 63.*

"He called the attention of His hearers to the gently falling dew, to the soft showers of rain and the bright sunshine, given alike to good and evil."—*"Desire of Ages," p. 525.*

"In His teaching He drew illustrations from the things of nature and the common transactions of life, with which they were familiar. . . . The scenes of nature and the affairs of daily life were ever repeating to them the Saviour's precious teachings. Christ's manner of teaching was just what He desires His servants to follow."—*"Fundamentals of Education," p. 243.*

6. What will come to us as we study the lessons of nature?

"As we contemplate the beauty of nature, as we study its lessons in the cultivation of the soil, in the growth of the trees, in all the wonders of earth and sea and sky, there will come to us a new perception of truth. And the mysteries connected with God's dealings with men, the depths of His wisdom and judgment as seen in human life,—these are found to be a storehouse rich in treasure."—*"Christ's Object Lessons," p. 126.*

7. What are some of the lessons learned from nature?

- a. The lesson of obedience and trust.
- b. Lessons in humility.

c. Lessons in simplicity and purity.

d. The lesson of self-sacrifice.

8. How can our school relate its work to nature?

a. By teaching gardening as a vocation. "Work in the garden and field will be an agreeable change from the wearisome routine of abstract lessons, to which their young minds should never be confined. To the nervous child, who finds lessons from books exhausting and hard to remember, it will be especially valuable. There is health and happiness for him in the study of nature."—*"Testimonies," Vol. 6, p. 179.*

b. By suitable recreation for the pupils. "The question of suitable recreation for pupils is one that teachers often find perplexing. . . . Frivolous associations, habits of extravagance, of pleasure-seeking, and too often of dissipation, are formed, that shape the whole life for evil. In place of such amusements, parents and teachers can do much to supply diversions wholesome and lifegiving. . . . With the question of recreation the surroundings of the home have much to do. In the choice of a home or the location of a school these things should be considered. . . . It would be a great aid in educational work could every school be so situated as to afford the pupils land for cultivation, and access to the fields and woods."—*"Education," pp. 210-212.*

9. How can the parents co-operate?

By planning with the teacher outings, picnics, and social gatherings where both parents and children can be together in the great out-of-doors, and enjoy the beauties of nature.



A lovely place to study nature.

You Ask Us ? And We Say to You

Should pre-school children be taught by kindergarten methods at home?

There is much that is valuable in kindergarten training. A mother is wise to adapt to her conditions in the home what she can of the valuable training that is given by the kindergartener. It is not kindergarten methods to which objection has been raised, but the sending of young children from the care of the mother, who should have a definite plan to which she is working in teaching her little children lessons in truth, honesty, courage, kindness, faithfulness, thoughtfulness, and other indispensable virtues, as well as to start training them in work and in the study of the Bible and nature. Some of these important things the kindergartner seeks to teach, but the parents should have charge of the early training of the child. The important thing is to study *how*, and then to seek God to enable them to be a success in the work.

When it seems impossible to have the parents' meetings at the homes during the week, would it be right to have them on Sabbath afternoon at the same time as the young people's meeting?

Looking at this question very literally, it may sometimes seem impossible to some when it is really not impossible. But the real intent of the question calls for the answer as to whether it is feasible and right.

That depends entirely on the nature of the meeting. If the meeting is entirely spiritual, it certainly would be right to hold it on the Sabbath. Such meetings certainly can be made spiritual.

What kind of entertainment shall I provide for my husband's friends when they come to our home to spend the evening? Neither he nor they are Christians.

Usually people under those circumstances come with the thought of having a good visit. That being true, the hostess as well as the host, should have something interesting about which to talk. This usually means that one must do some reading to furnish thoughts. The conversation should certainly be steered away from neighborhood gossip and any conversation that will degrade.

Music is an excellent help in entertaining. A "sing" of the old songs furnishes pleasure and profit. Perhaps there might be some learning of new songs by the whole company or in duets, quartets, etc. Musical instruments furnish much enjoyment.

There may be proper games for the children and young people and some of them interest the older

people, too, among which might be mentioned bean bags and indoor quaits. For entertaining games see "Social Plans for Missionary Volunteers," price 75 cents, at your Book and Bible House.

If, as in some parts of the country, it is considered necessary to furnish some kind of refreshment, lemonade, orangeade, or other fruit juice is quite sufficient. W.

When did it cease to be an honor and become a disgrace to have a large family? Is it a sin to have children in these last days?

We hardly think that any one would consider it a disgrace to have a large family, if parents are able to provide for their physical necessities, educate them, and properly discipline them so that they grow up worthwhile citizens. It is a disgrace to bring children into the world when the parents know little or nothing about rearing them or when they must be supported by other people.

As to the times in which we are living, it might be well to look ahead to the things that are coming on the earth, and consider whether we wish little ones belonging to us to pass through the trouble, pain, and suffering that are ahead. Please read in addition Matthew 24:19 and "Messages to Young People," page 462.

It would be better to ask, Is it expedient? rather than, Is it a sin?

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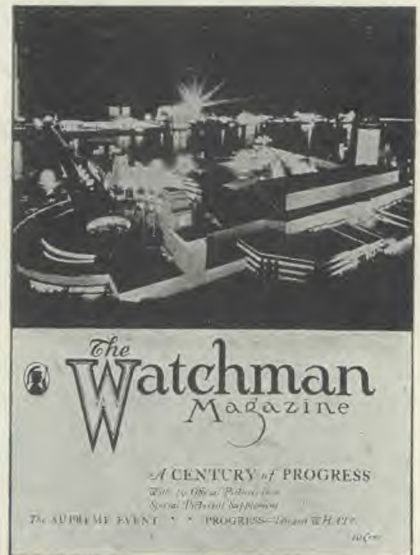
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