

How to Teach Nature in the Home

Lessons from Nature: The Wildwood Series 1967

I have always loved old books. There is just something special about a book that is hundreds of years old. It is fun when you look at old books to try and learn something about the people who used the book in the past. Some old books have notes and articles among the pages.

How would you like to study from the books that Jesus learned from when He was young? OH! You say, those would be very old books indeed! Well, maybe not exactly because Jesus learned from the 'Book of Nature', and also the Holy Scriptures. The Scriptures are found in your Bible and the Book of Nature can be found almost anywhere, even in your own back yard! So come on with me and let's start learning from Jesus' Textbook!

This set of lessons was created for folk who lived on the campus of Wildwood, however the principles are universal.

PREFACE

"I grew up in the city. How can I teach nature to my children?" "I know a few trees and flowers but how do you find lessons in nature?" These and similar remarks are often heard from parents. We trust these lessons written for the parents of the children of Wildwood elementary school will help you in the study of nature with your children.

Living as we do in the South, spring comes early, so to get the most from this book, start your first lesson in the middle of February. Take one lesson a week for 6 weeks as the first six lessons fit the program of nature for this period. (In other areas start when the earliest tree shows the first signs of life.)

The next five lessons are best taught in the spring and early summer, but as they cover a definite experience in your child's life they will have to fit in when the need arises. The "facts of life" are simple to teach when you use nature as your helper.

The last five lessons fit into the fall and winter months -- one a month. Nature was the textbook that Adam and Eve used to teach their children. This thought led us to find in nature ways to teach the lessons parents are so anxious to get across to their children. Nature is used in these five lessons to impress such principles as the value of work, the importance of memorizing Bible verses, the need for warm clothing in winter, the virtue of regularity, the necessity of supporting the work of the schoolteacher, etc. (You will think of many more.) May the Lord bless you as you use this book to bring your family closer to God that they may share the blessings of heaven with you when "all the treasures of the universe will be opened to the study of God's children." (Ed. 307).

Helen Frazee: Wildwood, Georgia May 15, 1967

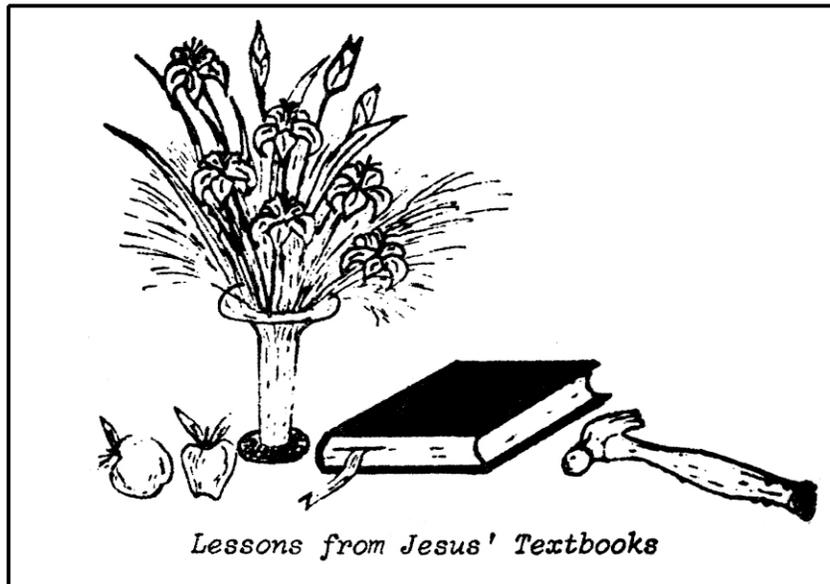
Teaching Nature Lessons

KEY TO ABBREVIATIONS

AH . . . The Adventist Home
CG . . . Child Guidance
COL . . Christ's Object Lessons
CT . . . Counsels to Parents, Teachers, and Students
DA . . . The Desire of Ages
Ed. . . Education
EW . . . Early Writings
FE . . Fundamentals of Christian Education
GC . . . The Great Controversy
MB . . . Thoughts From the Mount of Blessing
MH. . The Ministry of Healing
MYP . . Messages to Young People
PP . . . Patriarchs and Prophets
R&H . . The Review and Herald
SD . . . Sons and Daughters of God
1T . . . Testimonies for the Church, Volume I (2T etc., for vols. II - IX)

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Lesson #1

Spring is a wonderful time to begin to study nature. You do not have to already know a lot to enjoy studying nature and you don't need a lot of books or equipment either. It is nice to have a field guide to help learn the names of the trees and flowers but this is not at all essential. A pocket magnifier is a very nice thing to take along. But the most important thing to take with you is curiosity and a desire to explore.

Jesus said we need to be like little children if we are to see the kingdom of God. The little child sees many things in the out-of-doors because he doesn't have a lot else on his mind. He is willing to spend time just watching, and this is really the way to learn from Nature's Lesson Book.

Mount of Blessing page 143 says that in nature "God has written a message for you,—written in language that your heart can read only as it unlearns the lessons of distrust and selfishness and corroding care."

Now let's GO OUT! Even if you don't know a cardinal from a bluebird or a pine tree from an oak tree you can go out and look at them, You can be thrilled over the colors of a bird. And you can see that some of the trees have green needles and some have lost all their leaves.

Notice that some trees have only a few heavy branches? If I didn't know, I would think that it must have very large leaves as there is plenty of space for them. Also it could have very heavy fruit as the branches are so sturdy. And that is all true as this tree is a black walnut (a hickory tree would have the same general plan). Look at other trees and

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have fun trying to figure out what size the leaves and fruit of each will be! (Do this around your house and then watch and see if they work out according to your guesses in the spring.)

Near the road in front of the warehouse you will see a rather short tree with very fine branches and a reddish look all over. This is a winged elm. You can tell it will have small leaves. The branches are so close together that there wouldn't be room for a big leaf, Also you know the fruit will be light in weight and small because such tiny stems couldn't hold a big heavy seed pod. The elm seed is smaller than a dime, flat and very light. The wind can carry it far away. The tree is full of buds and by the time some of you see them, they will be open. These are the flower buds. Are you surprised that an elm tree has flowers? Let me tell you a secret you can share with your children. All trees have flowers.

The elm is the first tree to bloom. The witch hazel is the last. It blooms in December. It will keep you and your children busy finding the flowers on the trees around your house and on the trails, from now till the end of the year. Someday some of you can say you have seen the flowers of the 50 kinds of trees at Wildwood. You won't do this to earn some honor, but for the sheer joy of seeing what endless variety our loving Father has used in just this one item—tree flowers.

Now back to our elm tree. (I hope some of you find some other elms around your house as we don't want to pull off too many branches from one tree. It is so handy for nature class as it is short enough to reach. The American elm is tall, shaped like a huge vase flaring out at the top. It has a greenish cast rather than the red of this one.) From some elm tree get a small branch of flower buds that have burst open. Look at them under a magnifying glass or better yet, a pocket microscope. They are as lovely as an orchid. Are the flowers complete? By that, I mean, do they have both stamen and pistil in one flower? Many trees do not. Some have stamens on one tree and pistils on another, just another of God's mysteries to interest us. Don't worry if you don't know a stamen from a pistil. We will study that another time, but as you look at your elm flower see if you can't see two kinds of objects in the center. Your children may know more about flower-structure than you do, if so, let them tell you.

Down below the lake near the little farm shed is a small maple tree. It is the next tree to be in bloom. Keep a watch on it or some other maple tree. If it is a red maple, it will display a lovely cluster of red flowers. Other maples have orange-colored flowers, not as brilliant as the red maple.

Now to review. Step 1 is to take yourself and your children and, Step 2, go out-of-doors. Study the formation of tree branches; decide on the size of leaves and fruit on trees around your home. Find an elm tree and study its flowers to decide if it is complete.

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Most of all discuss and meditate on the love and goodness of our Creator to make such beauty and variety for our pleasure.

This kind of companionship with our children is carrying out the beautiful picture of Education page 211, where we see the family studying "the beauties and mysteries of nature's treasure house" and pondering "those mighty truths handed down as a sacred trust from generation to generation." It says that "such training" will produce "strong men", God grant this to our children at Wildwood.

Lesson #2

Seeing God's Character in Nature

"All thy children shall be taught of the Lord; and great shall be the peace of thy children". (Isaiah 54:13) What a promise—peaceful children in this age of nervous, jittery, TV-crazed children. Wouldn't you do almost anything to have such results in your child-training! God has given some books to help you. "The book of nature is a great lesson book, which in connection with the Scriptures we are to use in teaching others of His character" (COL 24). (And a book to help you read these books is Christ's Object Lessons. Read the first chapter this week and maybe it will whet your appetite to read on to page 89 on nature lessons Jesus taught.)

How soon can you begin nature-teaching? How young can a child learn to read nature's book? Don't worry about it being hard on his eyes. Nature's book is all pictures and don't children love pictures. And you can read it to them before they are old enough to read for themselves. Our text says "all thy children", so babies are not excluded. As soon as there is need for peace, and that comes quite early I have observed, you can begin to read the book to them.

"In your first lesson to your tiny ones you will do the reading. "See the pretty pink rose Jesus made for you." "Hear the lovely song the cardinal is singing. Jesus made him to sing for you. " (And be sure to say "rose" and "cardinal", if you know the names, for the child may as well learn those names as "flower" and "bird". He need never remember having to learn the names of many objects in nature.)

As they get older your reading lesson could be like this. "Isn't Jesus good to make the roses smell so fragrant?" "Aren't you glad the cardinal sings so sweetly? Jesus' voice must be sweet like that."

Children may "learn to see Him in tree and vine, in lily and rose, in sun and star." (Your older children would enjoy finding the Bible verses where Jesus is compared to these 6 objects.) "They may learn to hear His voice in the song of birds, in the sighing of the trees, in the rolling thunder, and in the music of the sea" (Ed. 120).

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Before you begin your next Sabbath walk make this suggestion to your family. "Let us see what happy surprise Jesus has for us today." (This is especially good for winter days or days when some member of the family isn't too happy or doesn't want to go for a walk.) And when you find it, be it the bright red lichen we call British soldiers or a "bee tree" with bees going in and out or a woodchuck ambling down the path to the spring, as we saw a couple of weeks ago, be sure you express to the children the thought of gratitude to God for giving you such a treat. "Fathers and mothers, let your children learn from the flowers. Take them with you into garden and field and under leafy trees, and teach them to read in nature the message of God's love. Let the thought of Him be linked with bird and flower and tree. Lead the children to see in every pleasant and beautiful thing an expression of God's love for them" (MB-145-146).

When the reasoning powers have begun to develop ask your child such questions as this, "How do you suppose God could make such a lovely pink rose, green leaves, and brown-thorns all out of the same ground?"

"As they look on a beautiful landscape, ask them why God clothed the fields, and woods with such lovely and varied hues. Why was not all colored a somber brown" (Ed. 119)?

As they watch a mother robin build her nest, first of twigs, then of mud brought beak by beak from the mud puddle, and lastly lined with fine grasses; you can ask, them who taught her to do this. Each year there are millions of robins who never built a nest before or saw one built, who go right at the job like an old hand. Here you can introduce a new thought to your children; God is not only full of wisdom but He imparts that wisdom to His creatures. Maybe Johnny is having a hard time with arithmetic or Mary can't get the dress she is sewing put together right. Is God interested? Can He give wisdom?

Perhaps your teen-ager is suffering under a storm of passion, anger maybe, or sentimentalism. Here your nature lesson should show him that God has power. Take him out under the stars and tell him that the God who upholds the stars can help him. You have already taught him that God loves him, that God is all wise and knows what he needs. Now you teach him that this loving, wise God will give him power to calm his feelings and, out there under the stars, you can lead him to peace. (Read Isa. 40:21-31)

In Patriarchs and Prophets 48 we are told to "open the great book of nature and trace therein the wisdom, the power, and the love of the Creator."

This is a course of study we are to begin here but never to graduate from. The book is so great that God is going to give us eternity to continue our study of it. But it is so simple to begin. Your first lesson is to see Jesus in all that is lovely and precious and wonderful in nature. Next, you are to look for illustrations of the three attributes of God--love, wisdom and power. I would suggest that you begin a notebook and have your children, who are old enough, start one. Have several pages for each of these three words. Then,

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whenever you see an object in nature that tells you "God is love" make a note of that in the book. Your section on "wisdom" will fill up fast, that is, it will if you are willing to study insects. There are so many, and they surely show God's wisdom. You can't be afraid of "bugs" if you want to win your way into your boy's heart and teach him of God through nature. At least you can't show that you are afraid. And you must be willing to have your house become a museum and a zoo.

Just a little practical help for those who, like me, don't like to handle "bugs". See that they put them in well-closed jars. Make air holes, but not big enough for the creatures to crawl out. I have taught insect study for many years, but I have seldom touched one. Also, it is good to know that very few insects are poisonous. Bees and wasps should be avoided, and black widow spiders and scorpions, but outside of these let your children have a good time playing with these creatures which God has made for their enjoyment and which you can use to teach these wonderful lessons of the wisdom, the love, and power of God.

Song is one of the means God has used to impress truth. Suppose teach your family this week to sing Hymn number 92 in the Church Hymnal. If your children are small you might like to teach them these words to "Jesus Loves Me"

Jesus Wants Us Happy

1. Jesus wants us all to be
Happy, joyful, and carefree.
He has died to make it so.
Let us praise Him here below.
Chorus: Jesus wants me happy;
Yes, He wants me happy,
Jesus wants me happy,
The Bible tells me so.

2. He has made the lovely flowers,
Put the birds in bright green bowers,
Made cool shade and pleasant grass.
Read His love, as on you pass.
Chorus: Jesus wants me happy;
Yes; He wants me happy,
Jesus wants me happy.
All nature tells me so.

Nature's Song

1. Jesus loves me, this I know
For the pine tree tells me so.
Made by Him who loves to please,
Hear it singing in the breeze:
Chorus: "Yes, Jesus loves you"
"Yes, Jesus loves you"
"Yes, Jesus loves you"
The pine tree tells me so.

2. Jesus loves me, this I know
For the bluebird tells me so;
Flashing there on bright blue wings,
Listen to the song he sings!
Chorus: "Yes, Jesus loves you"
"Yes, Jesus loves you"
"Yes, Jesus loves you"
The Bluebird tells me so.

3. Jesus loves me, this I know
For the red rose tells me so.
Smiling sweetly in its way,
This is what it seems to say:
Chorus: "Yes, Jesus loves you"
"Yes, Jesus loves you"
"Yes, Jesus loves you"
The red rose tells me so.

Now for another short walk and this time with just one object in view, to see how many tree buds we can find. You may think that buds are so small you can't see them, or so much alike that they would be of no special interest. You won't think either of these after a few minutes on our walk. Look at this big, round bud; it is so big that the tree is called "big bud hickory". Another hickory bud on a tree beside it is quite small. It is from the shagbark hickory. The buckeye bud is another large one. And look at the queer black walnut buds. Isn't this long, slim beech bud a beauty! Before it opens up it will be over an inch long. The tiny elm bud and the dogwood leaf bud can hardly be seen. The dogwood flower bud, that looks like a grey shoe button from long ago, will be bursting open for us not many weeks hence. See how many kinds of buds your family can collect this week and notice that no two are alike. And next week we will discuss some very

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interesting things about buds. When did they form? What's in a bud? What are these queer scars near the buds?

And remember that as you try to teach your children of the Lord through nature that He will work with you to impress the lessons on their hearts. May you have a peaceful home this week.

Lesson #3

Character Lessons from Nature

Have you been having a good time "reading" your "picture book" this week? Did you find some pictures with the caption under them "God is love"? How many "He is all wise" pictures have you found? Did you get any jotted down in your notebook under "power"?

Did you count the number of buds you found or did you get so busy looking at the queer shapes you forgot the number? Well, I'm sure you are full of questions today about buds. But before we begin that fascinating subject, I want to mention another kind of spiritual lesson from nature. We learned last week that we are to "open the great book of nature and trace "the wisdom, the love, and the power of the Creator" (PP 48). Besides seeing things about God in nature we are also to learn character lessons, to search out in nature every object illustrating Bible truth. (See Ed. 120:)

In other words we are to go to the ant and learn industry, go to the water lily and learn purity, go to the tiny-flower and learn to do our little jobs better. These and a score of other lessons in character-building are given in the book Education to help you get started to looking for such lessons. Read pages 99-120. On the last page of these chapters we are encouraged that "as we observe the things of the natural world, we shall be enabled, under the guiding of the Holy Spirit, more fully to understand the lessons of God's word" (Ed. 120). So read the lessons Sister White brings out and tell them to your children, then set out to find illustrations for yourselves.

"What does that crooked tree make you think of, Johnny?" you may ask. The hardest part is when Johnny says to you, "Mother, what can we learn from this plant that shuts up its leaves when you touch it?" And you are the teacher, and should know. If you don't, and even after a brief prayer to heaven, you don't get an answer, try the method Jesus used on some occasions. "What thinkest thou? How readest thou?" Maybe you won't find the answer now. Lay it aside. When daddy comes home, perhaps he can help think about it.

Now we are ready for the, buds. In our discussion of buds you will notice both kinds of spiritual lessons brought out; illustrations of God's character and lessons to help build our characters.

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When did these buds begin? --a year ago. Last spring while the tree was mainly busy with opening buds and making leaves and flowers expand, it took a little time out to start the new buds for next year. By the end of June the buds were pinpoint size. During July and August, after the tree's main work was done, it used its energy in making and packing these tiny buds with embryo leaves, flowers and stems. This big bud from the hickory tree has in it a cluster of leaves, a cluster of flowers and the cells to elongate the stem 8 to 10 inches.

Think of the wisdom of the One who packed all that in this tiny bud so tightly, with just enough air and moisture to keep it alive, but not enough to make it grow or let it freeze. And then to cover it over with downy gold blankets so it can stand sub-zero weather. I do not know of any tree being killed in the winter because its buds froze even in the coldest countries. Sometimes the roots freeze, but never the buds. Your children will enjoy pulling these big buds apart and seeing the gold fluffy blankets. (Mockernut is the correct name--of this hickory, but "big bud" is a very descriptive name and used in this area.)

Notice how other buds are protected. The overlapping scales of this long, pointed beech bud do a good job. The sweet gum seems to feel that varnish is good waterproof material so its buds are done up in varnish.

All this packaging and sealing of buds is completed by the end of August and there they sit without a stir of life for 6 months. All during the winter you can have lots of fun playing a game of identifying trees by their buds. After a few years of enjoying this winter sport, I can identify most of our 50 Wildwood trees by a small branch of winter buds. At this time of year you will only be able to take a brief look at buds in their dormant stage, because the "fireworks" are about to begin and buds will be bursting faster than you can keep up with them. So remember to go back to this lesson next winter and learn it better.

One character lesson to be taught by buds is of vital importance to older Christians and it can be made simple and applicable even to our little children. Suppose you didn't know about buds. In the fall, as you saw all the leaves drop off the trees, you would become very concerned. What will we do for leaves next year? Where will they come from? Oh, how horrible they will look the rest of their lives!

Foolish-sounding questions, but not any more foolish than our worried questions about our lives. "What will I do when these shoes wear out?" "What would we do if we should get sick? Who would pay the bill?" ... and so on. The buds, little though they be, speak up; They know the answer. "God foresaw this difficulty a year ago. He made us grow up when the tree still had leaves and everything was going well. Now if you just wait a few months, we will come out and cover the trees with leaves again. God planned it before the problem of falling leaves occurred."

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This speech by the buds reminds us of the reference in MH 481. "In every difficulty He has His way Prepared to bring relief." All prepared, like the buds, months before they are needed.

As you gathered the buds, did you notice some queer markings near each bud? These are the scars left by the leaves that fell off last year. And here again we see the wisdom of the Creator and also His desire to interest us and our children in His creation. A tree can be identified by its leaf scars alone. Take a magnifying glass and let your children see how many different shapes they can find: ovals, shields; triangles, hearts, circles. Inside these scars there are small dots where the pipelines leading from the twig into the leaf, were broken off. This forms a definite pattern for each kind of tree. Some of these dots, are arranged in such a way that the scar looks like a face. And what comical faces some of them have! Look at the face on the hickory bud. It is one of the larger tree faces.

As you are looking for leaf scars, you will notice another kind of scar, a circular ridge of bark. These may be inches apart or very close together. We call them growth rings. Each year when the terminal bud opens, it leaves a scar on the twig. By this you can tell how far a twig has grown in a year. Those that are very close together indicate that the bud opened, the leaves and flowers appeared, but the stem did not grow. If you count these close-set rings, you will see how many years this took place. We call this action of the tree "spurring". Why does it do that? There are several reasons.

One is that this is the way some trees keep their shape. If something like this didn't happen, the tree would be as wide as it is high. Sometimes the branches are so arranged that if a given branch grew out 6 inches this year, it would crowd into another branch so it just "spurs" and sits still till it has room to grow out farther. It might be needed to do this if some squirrel should nibble off a branch above it. See if you can find a twig that "spurred" for a few years and then shot out again.

Think of the spiritual lesson you might bring out of this for your over-ambitious teenager that wants to push ahead when you think he needs to "spur" awhile. Also think of the wisdom of God that causes the tree to do this. The fruit trees, sweet gums, and tulip trees are the best examples of trees that use the spurring plan. We have just started to find some of the marvelous wonders the subject of buds and twigs opens up. Besides unwrapping some buds to see how they are packed together, looking for scar faces, growth rings and spurs, see what new thing you can discover yourself. You might find some "reserve buds". I have reserved that subject for next week.

This morning about 9 o'clock, I heard a cardinal sing his lovely spring song. It made me know spring was about here. Soon he will be singing at the peep of day. He is the birds' alarm clock. Would you like to listen, with me and see if we can find what day he starts this early morning song?

Lesson #4

Simple Nature-Teaching Through the Day

As you were looking at tree buds this week, seeing the funny "tree faces" and counting how old a twig was by its growth rings, did you come across any branch which had 2 buds together, one above the other? If you did, you found a reserve bud. Not all reserve buds are so easy to see; we just see the result.

For instance, when you cut a tree down it is not long till branches begin growing out of the sides of the stump. A few years ago a large hickory tree was cut down in front of our Forest cabin. It was not quite completely severed from the roots. Before long the whole length of that large tree lying there on the ground was covered with new branches. I had not seen those reserve buds, but they were there, hidden under the bark. Reserve buds can remain inactive for 2 or 3 years and then come out in an emergency.

One spring after the hickory trees had tiny leaves we had a heavy freeze. Oh, how terrible they looked with those blackened remnants of leaves. I felt badly and wondered how it would look for all the hickories to be leafless. That was before I knew about God's reserve-bud plan. In a few weeks you would never have known anything had been wrong. The trees were beautifully covered with green leaves, all of them from buds that had been there for 2 or 3 years just waiting to be needed. Think of the lessons that can be learned from this!

Maybe you can help an overly ambitious child to be willing to be a reserve bud and wait till needed. This might be the tray to help Johnny not feel hurt if he isn't asked to read the mission story, and be willing to read it at the last minute when someone is sick, Mary could be helped to be happy over singing for a sick lady you find in missionary work when she hadn't been asked to sing for church very often.

And the deeper lesson of trust, so needed by us who are older, can also be made simple to our children by using the reserve buds. Your teen-age daughter is just sure the world is falling to pieces because of some deprivation or slight. She has been "cut down" like the hickory or "frozen" like its leaves. "Things will never be the same," she wails. Quietly the little reserve buds tell her differently. "The leaves will come out again in a while," is the message. I found it in a simple poem this week.

"It Will All Come Right: G. N. Crowell.

"I came to her with all my childhood woes:
The little frail Grandmother sitting there
Beside a sunny window, or lamp
That shed its rays upon her snowy hair,
And she would turn her lined face toward the light,
And tell me calmly, 'It will all come right.

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I hear that some of you are feeling these lessons are too hard or take too much time. Let me help you with this problem.

Nature study can be very complex. In fact, there is so much to learn that God is going to give us eternity to finish up this course we have started this spring. So take heart--the final exams are a long way off.

Nature study can be very simple. We need only to learn the things in nature now that will help us be sure to get to heaven. Then we can go on with the harder subjects up there. Let me read to you several statements from the Spirit of Prophecy on nature study. The silence of these references on the necessity of technical, scientific training for this work speaks volumes. I will quote only a part of each reference. For your reading this week read the whole page where these are found:

"The mother... should find time to cultivate, in herself and in her children, a love for the beautiful buds and opening flowers. By calling the attention of her children to their different color and variety of forms, she can make them acquainted with God, who made all the beautiful things which attract and delight them? (3T 137)

As you hunt for buds don't be concerned if you don't know a hickory bud from a beech bud, just call attention to the "variety of forms" you are finding. When you find some lovely blue, white, and pink hepaticas up Shepherd's Dell or under the Hepatica Cliffs, don't worry if you don't know their names, call attention "to the different colors" and ask, "Why did God make these buds all different?" "Why did He make several colors of these flowers?" And what joy you will have someday when you get this answer from your little ones, "He wants to make us happy." When you have done it this way and gotten this answer you have received an "A" on your nature lesson. You are a nature teacher.

Here are some other references that will make this clearer.

"Take them with you into the garden and field and under the leafy trees, and teach them to read in nature the message of God's love.... Teach them that He would have their lives, beautiful with the graces of the flowers. Teach them, as they gather the sweet blossoms, that He who made the flowers is more beautiful than they. Thus the tendrils of their hearts will be entwined about Him." (MB 146).

"You can direct their minds to the lovely birds making the air musical with their happy songs, to the spires of grass, and the gloriously tinted flowers in their perfection. perfuming the air. All these proclaim the love and skill of the heavenly Artist, and show forth the glory of God. Parents, why not make use of the precious lessons which God has given us in the book of nature, to give our children a correct idea of His character.... We should devote time to interesting our children. A change will have a happy influence upon them. We can walk out with them in the open air; we can sit with them in the groves and in the bright sunshine, and give their restless minds something to feed upon,

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by conversing with them upon the works of God, and can inspire them with love and reverence by calling their attention to the beautiful objects in nature" (2T 584).

And one more from CT 146.

"Mothers, let the little ones play in the open air; let them listen to the songs of the birds, and learn the love of God as expressed in His beautiful works. Teach them simple lessons from the book of nature."

I would like to give you a little more practical help in working this nature teaching into your daily program.

It is early morning. You are up early for your own devotions because here is where you get "words in season" (Isa. 50:4) to give your children. Ministry of Healing 51 says, "All who are under the training of God need the quiet hour for communion with their own hearts, with nature, and with God." Some of the reading material I have suggested from the Spirit of Prophecy on nature would be good to study for your devotions. Soon you will hear the birds' alarm clock, the cardinal. The next day after I told you to listen for him, I heard him at 7 a. m., and soon the other birds followed. They will sing earlier as the sun comes up earlier. When you awaken the children tell them that the cardinal has just wakened the birds, that they are all quiet for their private devotions and soon will all sing together for morning worship. Tell them, "If you get ready for worship on time we can spend a few minutes listening to the birds' songs before we have our singing."

At breakfast you could quote the reference in Mal. 4:2 about Jesus being the Sun of Righteousness as you watch the sun come up. If it is a glorious sunrise daddy might quote Ps. 65:8, "Thou makest the outgoings of the morning and evening to rejoice."

In walking to and from school and work the children can keep their eyes open for something interesting to bring home or tell about at dinner. (A good reason to walk instead of ride whenever possible.)

Mother and the younger ones may go out to get the seed boxes ready so they will have some cabbage and tomato plants to put in the garden. I need not enumerate the lessons you can get from seeds. You will find many in the first chapter of Christ's Object Lessons.

Have a place set aside for the treasures the children will bring in from their walk home at noon. Always encourage them to put their flowers, etc. in water.

This will discourage a wasteful picking of them. Have jars for buds and plates or boxes for other objects. Regard as valuable anything they bring you. Even if you received bad news in the morning mail or there is an unsolved problem left over from a committee meeting, do not allow yourself to pass unnoticed anything the children have to tell or show about nature. Dinner time can be a happy time exchanging nature notes.

Encourage the children to make nice bouquets for the home. One of the students in our home has made us two lovely winter bouquets of, dried seed pods and grasses stuck in

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sand in a low bowl. A moss garden makes a lovely centerpiece, especially with a few red British soldiers and Pixie cups in it. (These are 2 kinds of lichen you will find on old wood in the forest.)

Evening worship is another time to utilize occasionally for a nature study. Let the children sometimes bring in the illustration and tell what they have learned.

As you tuck the children in bed show them the stars out the window. Or ask them, "What happy thing do you think Jesus will have for us in nature tomorrow?" A day spent with nature comes to its close and you have done very little that has taken extra time. You have just had to train your mind to think "Nature" and to guide the conversation of your family in that vein. Incidentally, can you see how such a day will be easier on the nerves of all the family and the digestions, too?

"All thy children shall be taught of the Lord (through Nature); and great shall be the peace of thy children" (Isa. 54:13), and your own peace, too.

Lesson #5

The Child's Personal Experience in Nature

Last week we discussed how the family could incorporate nature into its daily program. Tonight I want to have us go through another day and see how we can help the children to have a personal experience in "communion with nature" (MH 58),

Our pattern child in this subject is none other than Jesus Himself. Of Him we read "His hours of greatest happiness were found" "when alone with nature" (MH 52,, DA 90). Is that true of your children? Here is a promise. "Every child may gain knowledge as Jesus did" (DA 70). But we must learn to guide our children as Mary did, If children have spent even a few years listening to radio and TV, reading comics and other worthless material, they won't all at once love to "go into the field to meditate in the green valleys, to hold, communion with God on the mountain-side or amid the trees of the forest" as the pattern Child did (DA 90),

How can we attain to this glorious ideal? Are you sure you want to? It will mark your child as very different, He will be talking of buds, and birds when the other children are talking of guns and gimmicks. As Jesus did, he will repeat the "lessons" he has "learned from nature" while they are repeating some silly ditty they heard over the radio. Through childhood and youth "Jesus walked alone" (DA.92), "Why are you bent on being so singular, so different from us all?" they often asked Him (DA 89). Are you prepared for your child to have such an experience?

Do you think that getting a training in nature lessons as we are endeavoring to teach them will help your children get ready for the closing work spoken of in 6T 202, 203. "In the closing work of this earth, children who have been rightly educated will in their

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simplicity speak words which will be an astonishment to men who now talk of 'higher education', What a glorious privilege to help prepare our children to give the Loud Cry, When our children, the wonder children of Isa. 8:18; enter the battle with the sons of Greece told about in Zech. 9-12-16, how glad we shall be that we didn't allow them to follow the crowd, but trained them to stand all alone for God.

Now, back to our question, --how can we help our children to obtain such an experience? It is early morning. You have had your own time of communion and you go to awaken the children. Get your older ones up first. It would be well if you had already studied with them the reference in Ed. 259 which says, "Let the youth follow" Jesus' "example in finding at dawn and twilight a quiet season for communion." Also the one in MH 52. "The early morning often found Him in some secluded place, meditating, searching the Scriptures, or in prayer."

As soon as the weather is warm enough, encourage the older children to have a prayer spot selected in the woods near the house, continuing the quotation it says of Jesus, "with the voice of singing He welcomed the morning light." Add to the nature songs you are learning so your teen-ager will have some song he can sing as a part of his morning communion at times. "This is My Father's World" and "All Things Bright and Beautiful" are two good ones.

When you awaken your younger children repeat the story about the birds' "awakening chorus". After you have heard the cardinal sing his alarm note, then read a verse on nature to them and have prayer with them. By then the bird chorus will be in full swing. They can listen to it as they dress for worship. As they grow older they will be able to read a verse themselves and pray by themselves.

Just as worship gets nicely under way there is a bang on the window. A poor little bird couldn't see the glass and flew into it. What do you do now? A very proper and methodical parent may say, "Nothing should interrupt worship." "But, daddy," pleads the four-year-old, "maybe he got hurt and we can help him." By all means go and see what happened to the bird! What better time to teach care of animals! I know Jesus would do that, for DA 74 says: He "would stoop to relieve a wounded bird. There was nothing beneath His notice." You will either have a funeral or a patient in your animal hospital, which should be an establishment in every home.

Can you imagine a boy who enters into either one of these experiences being guilty of robbing birds' nests or shooting birds? It will be easy to teach him not even to touch a bird's nest, as some birds will not come back to their nests after a human hand has touched it. Nest-collecting can be done after the birds have flown, and sometimes you are rewarded in finding an egg that didn't hatch.

One of the practical applications of our nature study should be to teach children how to care for animals, to feed and water them regularly and sufficiently, to keep their cages

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clean, and handle them gently. Teasing animals should be taboo. The mother cat, soon to have her kittens, will be given special attention. "The tenderness called forth in ministering to these objects of God's creation, tends to quicken the mind and refine and elevate the character; and the lessons taught prepare the" (Ed. 112) child to deal gently with human beings. It can then be said of them as it was of Jesus, the aged, the sorrowing, and the sin-burdened, the children at play in their innocent joy, the little creatures of the grove the patient beasts of burden, -- all were happier for His presence" (DA 74).

And not only have the children learned a lesson in the care of animals but the whole family has learned the value of interruptions. Have you read the article in the R&H of March 5, 1964, "What's a Minute, More or Less?" Be sure to read it and file it for re-reading. We have always had this saying at our house, "Nature can always interrupt" More than once we have stopped worship to watch the sunrise or to see a new bird on the feeder. A few weeks ago we had a happy interruption of Sabbath dinner when a flock of geese went honking through the sky.

After the morning chores are done it is time for the younger children to have school. In 3T. 137 we find who the teacher should be, where the classroom should be, and what the textbooks are.

"Parents should be the only teachers of their children until they have reached eight or ten years of age. The only schoolroom for children from eight to ten years of age should be in the open air amid the opening flowers and nature's beautiful scenery. And their only text book should be the treasures of nature."

At this time of year the old garden patch will make a fine classroom. What shall we learn today? "Take them, out into ... the garden. Teach them that" God "made the laws which govern all living things, that He has made laws for us, and that these laws are for our happiness and joy. Do not weary them with long prayers and tedious exhortations, but through nature's object-lessons teach them obedience to the law of God". DA 516, 517

Let's use these weeds we are going to cut down as our "book" this morning in which we are going to "read" these sentences, -- "God has a law. He made it for me. He made it to make me happy. I will obey His law."

The law we shall learn about today is "whatsoever a man soweth, that shall he also reap." This garden plot has not been used for a few years so the weeds have taken over. The plants have scattered the weed seed in abundance and only weeds have grown. Now we are going to get ready to plant some lettuce seed. And isn't it wonderful? God has a law that whatever we sow we will reap. Our lettuce seed won't turn into weeds, any more than weed seeds made lettuce. How easy it will be to briefly and quietly "encourage the expression of love toward God and toward one another" to "encourage the generous, loving impulses of childhood: (DA 516). When the children are beginning

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to fuss with each other a gentle reminder, "Remember the weed seed" should be enough to help them want to change and plant "lettuce seed" quickly.

Here is a poem on how one mother used nature to help teach a lesson on courage.

Courage

"You asked me, 'What is courage?'
And I took The dictionary down and spelled it out.
For such a little boy, the heavy book
Was ponderous. You twisted it about;
You said, 'It's being brave -- and what is that?'
You said, 'It's not to fear -- am I afraid?
Does courage arch its back up like our cat,
And spit at everything it meets?' you said.

"Perplexed, we closed the book and took a walk
And came where fire had worked untimely death;
The woods were gone. But on a slender stalk
A flower inched for life. I caught my breath.
'Courage,' I said, and took you by the hand,
'Is one white flower in a fire-swept land.
-- Helen Frazee-Bower.

And courage is such an important attribute to teach children. May I digress here for a moment and give a nature lesson for the parents; this you won't tell your children, that is; not in words. But if you learn it, they will know that you have and if you fail, oh, how sad for them. The lesson is "Don't help your children too much; don't over-train them." Two illustrations from nature will suffice to start you thinking along this line. Did you ever watch a bird peck its way out of an egg? Nature has provided the tiny bird with an egg tooth to break the shell open. Do you think the mother bird is tempted to help the baby break through? If she were related to me, she would be. No, she knows her baby needs the strength and courage, if you please that comes from pecking its own way out.

In that garden you are soon to plant or have already planted, how often is it proper to pull up the lettuce plants to see if they are really going to grow? "Was that good seed?" "Am I sure it was lettuce seed?" These are some questions that plague our minds. I'm sure my parable needs no explanation, but I just found something that explains it in words better than mine. I have had a copy made of this article from an old Signs of the Times. It is not from Sr. White's pen, but I know it will help you. And you who are least inclined to receive it probably need it most. God bless it to your hearts and homes.

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Well, we had better get back to our children and since we have had such a long day, we shall tuck them to bed early.

Nature lessons can be used to solve so many problems. Here is the timid child, afraid of the dark, wanting you to leave the light on. "Only the sense of God's presence can banish the fear that, for the timid child, would make life a burden." (Ed. 255), Turn off the lights and stay with the child in the dark until he gets accustomed to the darkness and can look out the window at the stars or moon -- God's night lights -- that will keep shining out there 'til morning, (Some of you might need to try an artificial representation of stars if you have a really stubborn case of fear of the dark. Get some illuminated stars and paste on the ceiling in the shape of the constellations; Orion, the Big Dipper, Scorpio, etc. These will shine until he goes to sleep.) As he gradually learns to connect the stars with the One who made them, he will soon learn to be unafraid of the dark because he has a "sense of God's presence".

If the wind is howling around the corners and the child is fearful, tell him why the wind blows in March. Tell him about the many trees that have catkins full of pollen to make the fruit and nuts grow on the trees. The only way for the pollen to get from these catkins to the little baby fruit is for the wind to carry it. "So let the March winds blow and shut your eyes, Johnny, and see how happy the pollen grains are dancing to the baby fruits to make them grow." And Johnny will go to sleep, with pollen grains dancing before his eyes, not the jumpy screen of a TV.

Every day won't be alike. That's the wonderful thing about the "nature-classroom". This week you will want to get out and find hepaticas, white and blue and pink. For those who don't want to hike into Shepherd's Dell or up to Hepatica Cliffs, come up to the spring. There are a few flowers on the hills sloping down to the stream. Also while you are up here you'll enjoy some large maples in bloom below the spring, on the sides of the stream.

By Sabbath, the redbuds will be showing their dear little magenta colored buds. There are several right around the spring. Above the waterfall, along the edges of the spring branch, you will find a new flower that, unless you used your eyes carefully, you would call an "hepatica". It is a relative, but a daintier flower, --white or pale pink, smooth stem, and it has two dear little buds snuggling up close under every flower. "Anemone" is its name.

On the West Brow trail you will want to see our only patch of "trailing arbutus". These flowers propagate so slowly that, I'm sure you will caution your children not to pick them,--just look and smell. And don't forget to examine your dogwood tree every few days. The buds that looked like little grey shoe buttons throughout the winter have now split open and are showing a cluster of tiny flower buds. The four segments, which are really bracts, will grow out like fingernails grow and make the pretty white, so-called

"petals", of our lovely dogwoods. I do not know of any other bud coverings that do anything but shrivel up and drop off. What a wonderful God we have to make so many things to delight and interest us. Next week we shall study how to make the Sabbath the delight of the week by using it for the purpose for which it was made -- to remind us of our Creator, through the things He has created.

Supplement to Lesson #5

Letting Alone as a Means of Child-Training

"Not doing is always as important, in its time and place, as doing; and this truth is as applicable in the realm of child-training as elsewhere. Child-training is a necessity, but there is a danger of overdoing in the line of child-training. The neglect of child-training is a great evil. Overdoing in the training of a child may be even a greater evil. Both evils ought to be avoided. In order to avoid their existence and limits as evils, they must be recognized.

"Peculiarly is it the case that young parents who are exceptionally conscientious, and exceptionally desirous of being wise and faithful in the discharge of their parental duties, are liable to err in the direction of overdoing in the training of their children. It is not that they are lacking in love and tenderness toward their little ones; or that they are naturally inclined to severity as disciplinarians; but it is that their mistaken view of the methods and limitations of wise child-training impels them to an injudicious course of watchful strictness with their children, even while their course runs counter to their affections and desires as parents. Their very love and fidelity cause them to harm their children by overdoing in their training, evens more than the children of parents less wise and faithful are harmed by a lack of systematic training.

"A young father who was an earnest student of methods of child-training and who sincerely desired to be faithful in the training of his first child at any cost to his feelings of loving tenderness toward that child, made a mistake in this direction, and received a lesson accordingly. His child was as full of affection as she was of life and spirit. She had not yet learned what she might do and what she might not do, but she was rapidly developing impulses and tastes in various directions. Her father had heard much about the danger of overdoing in this line; hence he deemed it his duty to be constantly directing and checking his child, so as to keep her within the limits of safety and duty as he saw it.

"To his surprise and regret, the father found that, while his little daughter was not inclined to waywardness or disobedience she was steadily coming into a state of chronic resistance to his attempts at her stricter governing. This resistance was passive rather than active, but it was none the less real, for that. She would not refuse to obey, but she would not be ready or prompt to obey.

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She would not be aroused to anger or show any open signs of disrespect, but she would seem unable or unwilling to act as she was told to. Kind words and earnest entreaties were of no avail at this point, neither were they ever resented or explicitly rejected.

If punishment was attempted, she submitted to it with a good grace, but it seemed to have no effect in the way of removing the cause of original trouble. The father never lost his temper, or grew less loving toward his child; he prayed for guidance, and he gave his best thought to the problem before him; but all to no apparent purpose. The matter grew more and more serious, and he was the more bewildered.

"One day after a serious struggle with his little daughter over a matter that would have been a trifling one except as it bore on the question of her character and welfare, the father left his house with a heavy heart, and almost in despair over this question of wise child-training. At the door he met a friend, much older than himself, with whom he had been a co-worker in several spheres of Christian activity. Seeing his troubled face, that friend asked him the cause of his evident anxiety, and the young father opened his heart and told the story of his trouble.

'Isn't the trouble, that you are overdoing in the training of your child?' asked the listener; and then he went on to give his own experience in illustration of the meaning of this question.

"My first child was my best child," he said; "and I harmed her for life by overdoing in her training, as I now see in looking back over my course with her. I thought I must be training her all the time and I forced issues with her, and took notice of little things, when I would have done better to let her alone. So she was checked totally, and shut up with herself by my course with her, and she grew up in a rigid and unnatural constraint which ought not to have been hers.

I saw my mistake after wards and I allowed my other children more freedom, by letting them alone except when they must be interfered with; and I've seen the benefit of this course. My rule with all my children, since my first, has been to avoid an issue with them on a question of discipline whenever I could do so safely. And the less show of training there is, in bringing up a child, the better, as I see it."

"This was a revelation to that young father. He determined at once to try to act on its suggestions, since the opposite course had been such a signal failure in his hands, When again in his home, an opportunity for an experiment was soon before him. His little daughter came into the room; through a door which she had been repeatedly told to push to after she had passed it. Without any special thought on the subject, the father, who sat writing at his desk, said, as often before, 'Push the door to, darling.' And, as often before, the child stood quiet and firm, as if in expectation of a new issue on that point. The counsel of the morning came into the father's mind, and he said gently, 'You

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don't want to. I will do it,' and at once he stopped and closed the door, returning afterwards to his desk, without a word of rebuke to his child.

"This was a new experience to the poor overtaxed child. She stood in perplexed thought for a few minutes; then she came lovingly to her father, and, asking to be taken up on his knee, she clasped her arms about his neck, and said: 'Dear papa, I'm sorry I didn't shut that door. I will next time. Please forgive, me, dear papa.' And that was the beginning of a new state of things in that home. The father had learned that there was a danger of overdoing in the work of child-training and his children were afterwards the gainers by his added knowledge."

Author Unknown.

Signs of the Times, December 23, 1889

Lesson #6

The Sabbath: Nature's Best Class Day

"If thou turn away thy foot from the sabbath from doing thy pleasure on my holy day; and call the sabbath a delight. Then shalt thou delight thyself in the Lord" (Isa. 53:13, 14). Here is God's prescription for happiness. Is the Sabbath a delight in your home? How can you make it more that way?

"Before the setting of the sun let the members of the family assemble to read God's word, to sing and pray" (6T 356).

And, of course, you will sing "Day is Dying in the West". It would hardly seem like Sabbath if you didn't. Have you noticed the words? It is a nature song. As you "wait and worship while the night sets her evening lamps alight through all the sky," you are drawn out-of-doors to take a good, long look at the stars. Orion is glowing out there in the Southern sky. The children never tire of hearing the story of the "open space" in the sword hanging from the belt of Orion, the hunter. Tell them the astronomers say this opening in the nebula is at least 16 trillion miles across No danger of the New Jerusalem scraping on the edges as it comes down through "the opening at the end of the thousand years" (EW 41).

Sabbath morning get your older children up early enough to enjoy Scorpio with you before the sun dims out of sight. It is the interesting constellation in the east. Can't you see the stinger in its tail? I don't know what stars Job was referring to in Job 26: 13, 14, but I like to think it was Scorpio, for it is my favorite constellation and this text is such a beautiful one. "By his Spirit he hath garnished the heavens; his hand hath formed the crooked serpent. Lo, these are parts of His ways; but how little a portion is heard of Him? but the thunder of His power who can understand?"

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For Sabbath morning worship we like to sing "Far from All Care We Hail the Sabbath Morning". At one of your worship periods see if you can find the texts the author used in writing this song. You will find quite a number. The 92nd Psalm is written for the Sabbath. Notice the references to nature in verses 4 and 5.

It is fun at breakfast time to think where and how your breakfast grew. Food is a very important part of nature study, "These dates came from Iraq," mother says. "Johnny, see if you can find out something about how dates grow. I've read some very interesting things about how hot the weather has to be, and how they pollinate them by hand."

"Someone told me that cashews grow on the bottom of a fruit in Inter-America. The people there eat the fruit and throw the nut away. I'm glad someone found out they were good to eat," Mary volunteers.

"This wheat comes from Stonecave. I saw it grow over there." Little brother knows something, too.

And now it is time to go to Sabbath School, "Happy is the family who can go to the, place of worship on the Sabbath as Jesus and His disciples went to the synagogue, -- across the fields, along the shores of the lake, or through the groves" (Ed. 251). If you are so unfortunate as to have to drive through town to get to church, you can help the children remember the Sabbath by seeing how many trees they can name as you go along, or what kind of flowers they can see in the yards you pass by.

On the way home from church father may try a simple experiment he read about in Messages to Young People 160. "Gaze upon the sun in its median glory." When you turn your eyes away and look at something else, what do you see, little brother?"

"It looks like Mary had the sun on her."

"That is the way it is when we look at Jesus," daddy continues. "Everything we look upon reflects His image, the Sun of Righteousness. His image is imprinted upon the eye of the soul and affects every portion of our daily life, softening and subduing our whole nature."

"I wonder if Mary would look better to me when I get so cross with her if I looked at the sun first?" Johnny thought aloud.

"I think even the dishpan would look better if the sun shone on it, " Mary observed. Precious reflections, gleams from the Sun of Righteousness.

At dinner the family is full of plans for the afternoon. "Where do we take our walk today?" little brother asks. "Can we get some flowers to take to the patients at the Sanitarium?" Mary asks, remembering what her schoolteacher had read from Education 213. "A new interest may be given to the work of the garden or the excursion in field or wood, as the pupils are encouraged to remember those shut in from these pleasant places, and to share with them the beautiful things of nature." A bouquet, of hepaticas

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or some daffodils from your own garden would bring cheer to some of our dear patients. (Do you know the difference between daffodils and jonquils? The daffodils have the deep cup sitting on the saucer. The cup of the jonquil is shallow. Both are yellow. The white and very fragrant flowers of this family that come later are narcissus.)

And speaking of picking flowers should train our children to know when to pick an abundance and when to pick only a few or not at all. When you pick a daffodil it will come out again next year. When you pick a branch off a shrub or tree it will not grow again. So go easy with your forsythia bushes, the yellow bush in bloom now. If it needs pruning that's fine, but do it sparingly. When the lovely azaleas come out in a few weeks, pick your bouquets from the bushes out in the woods. Leave the ones on the trails for those who can't get into the deep woods.

If your walk itinerary leads you behind Crestview on the Maple Trail you will see an interesting sight. A large maple tree has been knocked down across the path. It is still connected with the root system. You would expect it to repeat the lesson we had on reserve buds. It will, but it also has another lesson to show you. Not only are there reserve buds to make leaves, but there are flower buds to make fruit. (We call the fruit of a maple, seeds or keys.)

One branch is only 3 inches long, and it has a flower bud or two on it. Can't you hear it say, "I have been knocked down in the prime of life, I can not grow a beautiful crown of leaves but I will use all the energy I have left to produce seeds so other maples may grow." This may be a deeper lesson than your smallest one can grasp but you can use it later on to help when some difficulty arises that changes your plans. "Mother is sorry," you may need to say. "Daddy got sick and we can't build our new house this summer, but let's use the time we save from that in seeing how much missionary work we can do. Remember what the old maple taught us, soul-winning--fruit-bearing -- is the most important thing. We can do that even if we can't do some of the other things we'd like to do."

While you are looking at the maple tree; Little brother- wanders off the--path. Soon you hear him crying, "Oh, these awful briars. I'm all tangled up." While you are extricating him from the saw briars, Johnny speaks up, "Dad, what can we learn from briars? Did God make them?"

Now is the time to "sit with them in the groves, and give their restless minds something to feed upon by conversing with them upon the works of God" (2T 584, 585), Tell them God "never made a thorn, a thistle, or a tare. These are Satan's work, the result of degeneration" (6T 186) My husband told my 4 year-old niece this on a Sabbath walk several years ago. The next day she and I were walking together through a briar-infested section. She looked up at me so seriously, "Aunt Helen, there must be lots of devils."

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And there are, as she has found out in the 20 years of her life. All our children come in contact with the devil's thorns in one form or another,

In Education 101 we read, "Even the child; as he comes in contact with nature, will see cause for perplexity He cannot but recognize the working of antagonistic forces, It is here that nature needs an interpreter. Looking upon the evil manifest even in the natural world, all have the same sorrowful lesson to learn, an enemy hath done this. Only in the light that shines from Calvary can nature's teaching be read aright. Through the story of Bethlehem and the cross let it be shown how good is to conquer evil and how every blessing that comes to us is a gift of redemption."

As you go on with your walk you may find this week the following flowers; pussy toes, the soft fuzzy leaves hugging the ground; cutleaf toothwort, a white flower with leaves cut as fine as pine needles; Johnny-jump-up, a violet-like flower, white with a touch of purple; and dead nettle, a tiny mint that looks like an orchid under your pocket microscope. These last two named will be found in the meadows and edges of garden plots. You should find violets in the places you go for hepaticas and anemones.

If it is, raining and you can't go for a walk, don't cheat your family out of studying nature's Watch the birds through the window. You can identify several by sight or song. See that chickadee with the black cap. That's his name, black capped chickadee. That is his name if he sings a two-note song. If his song is four, notes, he is a Carolina chickadee. Otherwise they are very much alike. Why is that cardinal singing so loudly on that service-berry tree which is almost in full bloom? Cardinals have a certain territory into which they allow, no other cardinal to come. Inside this area there are enough insects of the kind they eat to supply their babies. Sparrows or other birds that eat other kinds of food are welcome, but no more cardinals. They very sweetly notify all concerned by singing off the boundary line. What a nice way to tell their cousins to stay out! This is a plan other birds follow as well as the cardinal. This is one of the reasons birds sing in the spring Many of the birds we hear singing now have been here all winter but have been silent. There will be some newcomers --- so watch for them--orioles, tanagers, trushes, etc.

The book of Job, chapters 39-41 especially, makes a nice reading for a rainy Sabbath. Have an older child read and the others write down the names of all the objects of nature that are mentioned.

The older children might enjoy looking up in the Index all references to nature in the Spirit of Prophecy. Mottoes could be made of some choice quotations, illustrated with nature pictures for your home bulletin board or to give to some sick or shut-in person.

Shells make a nice nature pastime for Sabbath when you can't walkout. You may have to start your collection as I did. Years ago Sister Spalding in her endeavor to inspire me to study shells, gave me a lovely measled cowry. I was not very interested as I thought I

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would never see the ocean. But I did and now have a nice collection of shells. Here are a few lessons I have learned from them. Look at the variety of shapes and the beauty of form and color. Who but a God of wisdom and love would go to the trouble to give these little sea animals such homes. Most of these mollusks (that is the name of the animals that live in shells) live and die far out in the ocean, and are never seen by men, but a few get washed up on the shore for our pleasure. God always provides His gifts in abundance, more than we need.

Look at the pretty rose petal bivalve shell. What is that tiny hole? "An enemy hath done this!" Many of the univalve shells, like the conch shell, are carnivorous. With their file-like tongue they bore into bivalves and suck out the animal. Only a tiny hole, only a tiny sin, but it lets the enemy in and death comes in time. This pretty, purple-lined clam shell came from Mexico. It reminds me of the text in 1 Samuel 16:7, "Man looketh on the outward appearance, but the Lord looketh on the heart." This double scallop is interesting. I had only found the colorful ones until one day a storm washed up dozens of live ones and I found that each colorful shell is based by a plain, white shell. This shell is less noticed than the colorful half, but it does its humble job just as faithfully as if it looked pretty.

Start a shell collection with whatever shells you have. By this time next year you may have added several. When you have a small collection take them to some patient or shut-in and tell them some of these lessons and others you will think of.

It is nearly sundown. Where has this Sabbath gone? We are not of the number who wish the Sabbath would "be gone" (Amos 8:5). There aren't enough hours to do all we would like to do. "Look at the glory streaming from those clouds. It looks like the gates of the city of God had been left ajar, and gleams from the inner glory were flashing through." (Practical Addresses p. 220), mother remarks reverently as the family gather on the porch for sundown worship.

"And we'll never see another one like this. Teacher said to watch every sunset because there were no two alike," Johnny adds.

For worship, daddy reads a poem Brother Wilson wrote last spring.

Springtime Vesper Hour

(Can be sung to the tune of the verse 'Hover o'er me Holy Spirit')

"Springtime bursts in all her glory
O'er these mountains, hills and glens
Dogwood trees in white profusion
Revel now where snow has been.

"Redbuds add their touch of Beauty,

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Humble violets, sweet and fair,
Line the trails where wild azaleas,
Waft their fragrance, deft and rare.

"Twilight gathers in our valley,
Bidding daylight take her rest;
And the sun, behind the mountains,
Sinks in splendor in the west.

"Gazing at her fading glory,
Painted on a western sky
By the mighty Master Artist
Hear, O Lord, our earnest cry.

"Bathe us with Thy Holy Spirit,
May our lives be charged with power;
Add we pray, love's benediction
To this (Wildwood)* Vesper hour."

**Insert here whatever place you are in.)*

May this next Sabbath be the best Sabbath of your life, a delight to you and your children.

Supplement to Lesson #6

The Sabbath Dinner Outing

The Sabbath dinner outing is one of the "delights" of Sabbath-keeping to our little children, and older members of our family, too. If Sabbath dinner is simple, as it should be anyway, this will add little to your work. Two objects should be kept in mind so that the Sabbath will accomplish its purpose. First is nature study. "Parents may take their children outdoors to view God in nature. They can be pointed to the blooming flowers and the opening buds... We are not to teach our children that they must not be happy on the Sabbath, that it is wrong to walk out-of-doors. Oh, no. Christ led His disciples out by the lakeside on the Sabbath" (CG 533, 534).

When you make the Sabbath a day to study nature, it is not hard to heed this negative instruction. "Do not suffer them to violate God's holy day by playing in the house or out-of-doors. You may just as well break the Sabbath yourselves as to let your children do it, and when you suffer your children to wander about and suffer them to play upon the Sabbath, God looks upon you as Sabbath-breakers" (CG 533).

The second object to be kept in mind is service. Invite someone to accompany you for your Sabbath outing, "the missionary nurse or the teacher, the care-burdened, hard-

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working mother," or a "tempted youth" (MH 353, 354), The Lord has bidden us to make our homes a place of refuge for such needy ones, and how well the Sabbath outing gives opportunity for this.

Now a word of caution. Do not invite anyone who would divert your children from the object of the Sabbath -- nature study. Each one of you will have to seek the Lord to know when your family is ready to take on some one who needs spiritual help. I suggest you begin by inviting some lonely, older person that the children can help to cheer. Then if you have a new convert who is learning Sabbath-keeping, invite him to come and spend a little while with you in nature study.

When your children are old enough and settled enough in proper Sabbath-keeping, you could take on a whole family of new converts to teach proper Sabbath observance. This is the highest type of missionary work, but it takes some time alone with your family for several weeks to prepare them to help you do this.

You might want to start this kind of missionary work on a weekday rather than Sabbath. "Make an excursion," Sr. White instructs. "Let the whole day be given to recreation" (UT 514, 515). The chapter beginning on this page tells how to conduct such excursions. What better way to teach our new converts or our students here in the institution what real recreation is! And incidentally it is a good way to teach healthful meal-planning.

It might help our families to keep in the spirit of true Sabbath-keeping if we called our Sabbath meals in the out-of-doors an outing, rather than a picnic. May God bless you as you endeavor to "live the life of Eden" on the coming Sabbath days (CG 535).

Lesson #7

The Mysteries of Life Taught by Nature

This is lesson seven, the perfect number. This is surely the perfect time of the year, and I believe the things we shall study in this lesson will help in the perfecting process in which we are all engaged. In a special way ask the Lord to bless you in understanding and interpreting the vital truths this lesson will bring out. I have prayed much more over this than any previous nature talk.

How thrilling it is to see new life bursting everywhere. I can hardly keep up with new things coming out. Sabbath one of the boys brought by several new flowers -- sweet William; waterleaf, puccoon. Some of the girls brought me white violets and spring beauties from Miller's Creek. We have been watching the peach orchard. What an array of beauty it was before the frost.

But, oh, I learned something wonderful about our heavenly Father two days after the frost. He hadn't let all the peach buds open at once and so there are several left, and

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they have bloomed out now, So we'll have a few peaches. Maybe they will be extra big because the frost surely did a good thinning job.

And have you been noticing the ash trees? There is one by Hillside. It is a white ash. It is covered with dark red masses of stamens. If you know ash trees well, you see some that don't have these dark masses but rather a loose cluster of pistillate flowers without any petals, It has its male and female flower-parts on separate trees. When the flowers go to seed you will see all the female trees covered with loose clusters of samaras -- that's the name we call ash seeds. They are something like maple "keys" but each seed is single with a papery wing so it can fly far away in the fall when it is ripe and dry and begin to grow into another ash tree.

Not all trees choose to have their flower parts on separate trees. Of those who do, the persimmon and holly are the best examples. Of those who have the stamen and pistil separate but on the same tree, the pine tree is the easiest to study. See if you can find the two parts, the yellow powdery pollen boxes (that spell so much trouble to hay fever sufferers) and the tiny soft baby pine cones which are a cluster of open, "pistil mouths" on a hard core that grows into the pine cone. The wind blows millions of grains of pollen through the air with the hope and the plan that some of it will light on the open sticky mouths of the baby cone. One pollen grain then goes down each pistil till it reaches the baby seed (the ovum) near the center of the cone. The ovum is fertilized and begins to grow into a tiny seed which you can shake out of the pine cone next fall. If we were in the West we could pick out the seeds from the pinion pine cones and enjoy real pine nuts. Our pine nuts in Georgia are only big enough for squirrels to enjoy, and they do.

Other trees that have a plan like the pine tree are the oak and hickory trees, in fact all the nut trees. Watch for the catkins blowing in the breeze and then hunt for the female part usually on the end of the branch or near it. This will give your restless little ones enough exercise and interest for several Sabbath afternoon walks.

Several trees, the most familiar ones, have perfect flowers -- stamens and pistils in the same flower. Soon the dogwood and azalea will be in full bloom. And we are enjoying the various wild and cultivated fruit trees with their flowers which also have pretty petals. It doesn't take petals to make a flower, but I'm glad God put them on so many flowers He had two reasons -- beauty was one. The other reason was to attract the bees and other insects that carry pollen from the stamen of one flower to the pistil of another. While the bee is going into the flower to get honey he gets liberally covered with pollen. This he carries to the next flower and some of it brushes off on the sticky pistil which is set in each flower in a way to best obtain the pollen,

Flowers that are pollinated by insects usually have showy petals, the others get their pollen by the wind blowing through the dangling catkins and carrying its weight of golden grains to the little "pistil mouths" all over the trees. Watch the pine grove by

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Sunnyside in a week or two when there is a high wind and you will see clouds of yellow dust, pine pollen, floating through the trees.

Now let us review the flower story so the important facts are clear in our minds. Every flower has two vital parts -- (1) stamens, the male part, and (2) pistils, the female part. The pistil is composed of three parts, (1) the sticky tongue at the end of (2) the hollow tube leading to the (3) baby seeds. To make it easy for your "least ones" to remember which is male and female, just tell them the mother carries the babies, -- the pistil always leads to the ova or baby seeds.

Have you wondered how you could give your child the "knowledge of the mysteries of life", how you could obey the direction, "Instruct them in the principle of moral purity" (9T 65, 66)? On page 64 we are counseled to "take time to read to your children from the health books. Teach them the importance of caring for the body, the house they live in."

There are a few books on this subject that are helpful, in addition to the precious counsel in Child Guidance and Adventist Home, Elder Spalding's Love's Way, so beautifully tells the story of life that it brings the tears to your eyes. It is almost a "must" in your library for your little ones. Another book I can highly recommend is A Baby is Born, by a doctor and his wife, Milton Levine, M. D. and Jean Seligmann. It is full of pictures and written in simple language an eight-year-old will understand. Some of it could be used with even younger children.

I have an article written by this couple. I feel it will answer questions that are in your mind so I will quote it here.

Explaining the Facts of Life

by Milton I. Levine, M. D. and Jean H. Seligmann

"Sooner or later your child is going to ask the question that many parents dread, and that most parents consider the big question: 'Where did I come from?'

Some parents have prepared themselves ahead of time and have planned the kind of answer they are going to give. Others have -- perhaps unconsciously -- avoided the issue and are completely nonplused. Still others are embarrassed and uneasy and emotionally upset.

"This last attitude is probably the most common one, and is based to a large degree on the kind of thing that people were taught to believe when they were young. Perhaps they were told that the parts of the body and the facts relating to sex were 'vulgar', that 'we do not speak of such things', and so on. But to the child who asks, 'Where do babies come from?' this is just a question like any other question. To him it is every bit as

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natural as 'Where does the wind come from?' or 'Why do the stars come out at night?' He is merely seeking information.

"This is why it is so important for the parent at this early stage, and through all the later stages, to answer the child in exactly the same spirit in which he asks. If we want our children to have a normal and healthy outlook toward sex, we must give to them from the beginning a normal and healthy attitude. We must realize that the effects of this attitude are tremendously far-reaching, and that the wrong attitude may affect the child's entire future life.

"Make every attempt to remember, therefore, that this is an utterly natural and normal curiosity on the child's part, and should be responded to in exactly the same way that any other evidence of curiosity is answered. If you can really believe this yourself, then you will have made a good start toward giving the child a healthy attitude. It may be quite difficult for you to be calm when your child broaches the subject, but for his sake, for his future well-being, you must make a valiant effort to be calm and collected, even if you do not feel it. Try to make your explanations in a perfectly easy and natural tone of voice, so that there is no aura of 'specialness' about this type of question.

"Well, then, what do I tell my little three-year-old?' you ask.

"The answer to that is, very simply, the truth. Answer only what he asks, however, simply and accurately. As the child gets older, his questions naturally become more detailed, and the story is built up little by little. But remember, it is his questions that you are answering, not your information that you are giving.

"Let us invent a little sample dialogue, the characters, being the three-year-old and his mother.

"Child: Where did I come from, mommy?

"Mother: From your mommy.

"Child: But where?

"Mother: (placing her hand on her abdomen): From a place inside here, near mommy's stomach.

"Usually something like this will be adequate and satisfying for the child at this age. (We have purposely said from a place near the stomach, because of the confusion many children have when told that the baby is in the stomach. One child, for instance, said, 'What! With all the beans and carrots?')

"Parents should not be surprised, incidentally, if the child asks the identical questions over and over again at periodic intervals. Many times he is satisfied with the same answers that were given previously. If this is so, then no further information should be given gratuitously. If a good relationship has been built up between him and his mother,

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when he is ready to know more he will usually ask for it himself. He may not, however refer to the subject again for as long as a year or more.

"Later on, the child may inquire, 'But how did I get there?' Here again, a direct, simple, truthful answer. A baby begins as a very tiny egg, which grows and grows until it becomes a baby. Eventually the thought will occur to the child, 'Well, how did I get out?' He should be told with utter simplicity about the birth process: that there is a special place (the birth canal) where the baby comes out when it is time for him to be born. Do not describe labor or labor pains at this age, unless the child specifically asks about it. When he is older, he may wonder whether or not it hurts when the baby comes out. You may tell him that there is some pain, but that it is worth it to be able to have a lovely baby.

"In your answers to your child's questions on reproduction, as well as his direct questions about the parts of the body, you will find it necessary to give the names for these parts. No matter how young he is when he asks about them, always give him the correct names,

"If you have given your child this background of familiarity with the human body and correct names for its parts, it becomes quite simple to present the story of reproduction to the child as his curiosity grows. The direct, matter-of-fact, truthful, understanding, manner in which you answer your three- or four-year-old will be infinitely helpful in giving him a healthy outlook toward the sex facts which will come later.

"A natural and effective way for children to learn some of the facts of reproduction is for them to observe pets or farm animals. The first-hand information obtained in this manner may, with the assistance of adults, become a very healthy and educational experience.

"'Shall I give my child a book?'

"Since we have written a book on this subject, it might reasonably be expected that we advise giving one to every child. But this is not necessarily the case. A child, who has come through adolescence with a wholesome attitude toward the facts of reproduction, and with a thorough and decent understanding of these facts, needs no book unless he asks for one. It is, indeed, better for him to have achieved this through a good relationship with one or both of his parents. On the other hand, there are some parents who are so overcome by embarrassment that they cannot control, or who are so lacking in the necessary knowledge themselves, that they are unable to impart this information to their children. In cases like this, books are actually demanded and should be given as soon as the child starts questioning the parent. If the child is too young to read, the mother should try to read from the book only those things which he has asked for.

"Let us remember that our main object is to give our children a healthy attitude toward sex. Parents who fear that the effects of sex education are harmful should be reminded

that more harm is likely to come to the child who has had the wrong kind, or no education at all on this subject, than to the child who has been given intelligent, sympathetic help."

Some of you may have missed the happy privilege of starting this education with your very young children. What can you do now? Here is what one father did, and I feel his experience might be helpful to some other fathers and mothers, too, who haven't known what to do now that Johnny is almost in his teens.

What a Boy Ought to Know

A Father's Guiding Talk with His Son

by Mrs. Della Thompson Lutes in The Light Magazine

"Do you remember when your boy was a little chap, how, when you took him out walking on Sunday morning; he used to ask you all sorts of questions?

"Papa, who made the daisies?' 'Say, daddy, what does the butterfly stand on the flowers for?' 'Are there father birds and mother birds?'

"Yes, he began all right, but you hushed him up. When he started to talk about fathers and mothers and babies you appeared self-conscious and embarrassed and silly, and he saw it -- bright little chap he was -- and in his clever mind decided to say nothing more on that subject to you. He would, nevertheless, listen with both little pitcher-ears wide open whenever mention might be made of family life in other directions.

"On almost the first day of school some 'other boy' takes the uninitiated out behind the schoolhouse and 'tells him something', shows him 'pictures', rude, obscure hieroglyphics, and warns him 'not to tell'. Then the note-writing begins -- between boys and girls. Perhaps some of these are found in the boy's pocket. Then added to the first mistake of not answering the boy's questions honestly and with as much clearness of presented truth as the parent is capable of, he makes another. Instead of taking the boy off for a walk, getting under the skin of his confidence with intimate talk about things the lad is interested in, and so leading tenderly up to the vital subject until he can say, 'Well, son, I suppose there are a good many things about this old life troubling you; let's see if I can help you any.' He gives him a raking over about finding nasty stuff around, and tells him with great bluster: 'Remember, you're not to let me find any more of the kind, sir!'

"The boy won't -- if he can help it. Moreover, he will feel resentment, a certain contempt for the 'old man'. He's more convinced than ever that there's something about it that isn't just all it ought to be, and with true human nature, is more fully determined to know what it is. The boy doesn't realize that it's his own intelligence demanding proper knowledge concerning his own body and the bodies

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others of his kind; he just knows he wants to know something, and sets about finding out. Denied legitimate sources, he is driven to seeking wherever he may find. Unfortunately there are more people with a perverted view of sex-relations and sex-organs than with a healthy view. Therefore the boy finds companions who explain to him in vile detail the relations of the sexes. He finds books and pictures whose sole object is to rouse the sleeping dog of passion. And when the beast is wakened, and the boy has been taught no self-control or need of it, he sneaks off into some corner for satisfaction. And so young girls 'get into trouble'; boys are driven from home; disease is contracted; and through it all, to whom can the poor, distracted youth go for counsel or comfort or advice?

"Father, teach your boys. If you have little chaps you are fortunate, for you can keep the confidence of a child from infancy up more easily than you can gain it afterward. Accept all confidences from your children gladly and gratefully, whether concerning a game of hop-scotch or the most vital phases of life. Only so can you get into their hearts and become their friend and adviser. The most helpful instruction in later years can only come from close intimacy all along the way. And you must grow with the child. Not having been properly taught yourself, and yet realizing the necessity of such teaching, you must follow where he leads, preparing yourself by the way, as I did in my first term of country school, when the 'big boys' wanted to form a class in physics far ahead of anything I knew, just because they'd found an old textbook of physics somewhere in the attic. I had to study nights in order to keep a little way ahead, and you'll have to do the same.

"And you must not only study, but be. You must live the kind of life you would like your boy to live.

"And you must pay the debt yourself. You can't shift it onto the teacher or the preacher. They're all right in their way -- or they ought to be -- but they're not the ones to be admitted to the intimacies of your boy's life. That's your place. And the better you do your part, the more satisfactorily can they do theirs,. Of course; where parents can't or won't do their part, then the teachers and preachers must do it for them the best way they can. Youth will be taught, and must be taught aright, do it who may.

"If your boy is already grown past childhood, is verging upon early manhood, and his heart is like a sealed book to you, take him with you for a walk or drive, and after you have entered as fully as he will allow into his present interests, say to him something like this:

As Man to Man

"My son, this is rather a tough proposition I'm up against, for I've made the mistake of not getting onto your level some years ago and growing along with you.

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I always thought I was too busy, and left all the teaching and training to your mother, but now I find there are certain things between men that, even the best mothers can't very well deal with, and so I've asked you to come out here and have a talk with me, as man to man, And if I stumble and fail to make myself or my purpose clear, I wish you'd step in with a question now and then, if anything in particular is troubling you, and help me out.

"When you were a little chap you asked questions enough. I only wish I'd taken more pains then to answer them properly as far as I could, But I was about as ignorant of things a man ought to know when he has a son coming along as most men are. The trouble is we're all ignorant. We weren't taught anything in my day about the mysteries of life sources; and when we grew to manhood we didn't realize that-we ought to have been. We only knew we'd made a lot of blunders that we wished we hadn't. But now that you're coming on toward manhood, I've been doing considerable thinking and some reading, and I've made up my mind not to let the mistake go any further if I can help it though I'm afraid it's gone quite far enough to strip all that I can tell you of a good bit of the beauty it might have had earlier.

"Of course the other fellows have told you a lot of things. Perhaps there's some truth in them, and perhaps not. I won't even ask you anything about it, I'm going to pretend for a few minutes that you're a little chap again, and tell you a story. And after that perhaps we can have it out, as men.

"When I married your mother, I -- well, we'll talk more about that later. I hadn't thought much about children. Young people don't when they get to the marrying stage. They're so absorbed in each other that they think of nothing else. But the children came. First, the little brother whom you never saw. He died in his first year. I used to wonder why so many firstborns die, but I've about come to the conclusion that it's pretty generally because of the ignorance of the parents. We don't know how to take decent care of them, and we simply experiment upon them until the poor little souls can't stand it any longer and quit.

"My father was a farmer, and he expected me to be one, so he gave me plenty of information regarding the things that it would be necessary for a man to know in order to make money at farming. He taught me about sowing seeds, fertilizing the soil, mating stock, and so on. He taught me how necessary it was to breed perfect blood to get perfect stock, and how to care for it afterward. I remember once leaving the oat-bin open, and a young colt got to it and was very sick.

My father gave me a good trimming and told me how dangerous it was to overfeed, under-feed, or give the wrong food. He never skipped. An essential detail of information, and he was well-posted, had been to an agricultural college, and he sent me to one. There they ground into me more of the same stuff, which is all mighty fine

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and necessary; but I've come to the conclusion that we've all been making considerable of a mistake, not in teaching what we have taught, but in not teaching more.

"During the years when my father was educating me in stock-raising and farming, I was, of course, developing into man-hood and having professional thoughts of marrying and a home of my own. My father knew I was going with girls, joked me about them occasionally, and I am ashamed to say, the jests sometimes brought the blood to, my cheeks, for I was rather a clean-minded young fellow, as country boys are apt to be until they get the notion that one isn't much of a man until he's sown a few 'oats'. A lot of the boys living & round us were given to Saturday night carousals, and I heard frequent mention of the 'sowing of wild oats'. I didn't care much about the gang, but I was occasionally drawn among them for want of something better to do, and got into several scrapes that I deeply regretted afterward. I'm not going to tell you about them in particular, and I want you to believe that if my father, had taken me out behind the barn some day and talked with me as I'm talking to you I should never have gone into them, for they left a mighty bad taste in the mouth and a scar in the memory that remains today -- to say nothing of the misery I felt when I fell in love with your mother and knew I wasn't worthy. That's a bad hour in any man's life.

"This is about the way I look at it now, so far as I can see. We teach our boys all the facts concerning stock culture because there's money in it. We look at it from a purely scientific point of view, and have no sentiment regarding it.

"The very same rules that make for good stock-raising hold good in the culture of the human race, but we've never given thought to it because we didn't see money in it, Now we are beginning to see an awful expenditure of money because of lack of knowledge, and it's waking us up.

"Do you know, my boy, that this very farm is taxed to help support insane asylums and other institutions that are filled with the results of this very ignorance? I'll tell you how. We let boys 'sow wild oats'. They get drunk, and while on a 'spree' they visit a house of ill fame. I take it for granted that you know there are such houses, miserable dens of iniquity, where women and girls are kept to satisfy the animal desires of men either under the influence of drink or slaves to lust. Almost all such women (called prostitutes) have venereal disease -- a disease of the genital organs. There are two of these diseases, gonorrhea and syphilis, both deadly infections, both almost impossible to heal. Gonorrhea has been supposed to be less dangerous than syphilis, but recent scientific demonstration has proved that it is quite as deadly in result.

"A man, we will say, gets this disease from one visit to a prostitute. He goes to a doctor - - generally some quack, who'll laugh at him instead of giving him good advice. For he hates to go to a good clean physician: who knows him. Perhaps he gets cured, but more likely he only seems cured when the disease is lurking. He marries, and besides having

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the horrible memory of that experience, and possibly of others, to haunt him during his honeymoon, he infects his wife.

"This is done over and over. I am not telling you these things without having looked into the subject thoroughly. I have read and I have talked with physicians. They all tell the same story. The wife gets ill. She has to have an operation. It's the only thing that will save her life. In an extreme case all the organs of reproduction have to be removed, and she can never be a mother,

"If a child is born of such diseased parents, it is liable to be blind. One fourth of all the blind babies in public institutions are blind from the infection of this disease. Other asylums and institutions are filled with paralytics, imbeciles, insane, and other diseased and maimed human creatures who are so afflicted because their parents were ignorant of the simplest laws of decency.

"Now you see why we're beginning to think there is a commercial value after all in human culture, and why it's better to spend money and thought on education along these lines than in providing for and maintaining the results of ignorance.

"It's a very simple matter, after all. Here's a meadow, lily. Let us pull it apart. You see I've been digging into this with a good deal of sincerity of purpose when I can dissect a flower at my age, and layoff the parts to you just like a botany teacher, But I am in earnest, and when you think about it afterward you'll realize how hard this was to do, and how much I must have wanted to do it.

"Here are the petals -- I don't have to tell you that; you've had some botany yourself, haven't you? Well, you know the petals together form the corolla, and this cup they sit in is called the calyx. These things sticking up are stamens, and this little pod at the top is called an anther. It's a sort of powder box, filled with a yellow stuff called pollen. When the anther is ripe the cells burst and the pollen falls out. This pollen is a fertilizer, and the stamens are really the male part of the flower. This center column here is called the pistil, and here at its base is the nest where the flower seeds are kept, and this is called the ovary. This is the female part -- the mother part. Now, when this pistil gets ripe it is sticky, and the pollen, falling or blown from the stamens is dusted upon it and fertilizes the seeds, which fall into the earth and grow.

"Simple, isn't it? And wonderful, too. Pity I couldn't have understood how easy it was when you were a little chap, I might have saved you something. At least, I hope you'll get hold of it for your youngsters when they come along.

"And there you have the secret of the whole thing in a nutshell. Plants, trees, flowers, fish, fowl, animal, man. The same principle holds good throughout. 'Male and female created He them,' Fathers and mothers in every living species, each with a wonderful part to perform in creating others of their kind. The egg in the mother's body; the fertilizer given to the male. In plant life the fertilizing agent is spread by way of wind or

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bee. In higher forms of life the plans are different. The mother fish lays her eggs in a sandy place. The male fish swims slowly over them, exudes from his body the fertilizing agent, and the eggs are left to hatch in the sun.

"In the case of the bird, just as in all fowls, the egg is fertilized while yet in the mother's body by the bodies of male and female coming in contact. Then the eggs are laid in the nest and the mother bird sits on them until they hatch, while the male watches over and feeds her. The devotion of some birds might well be a lesson to some humans.

"In all animal life where the mother suckles her young the method of creation is alike. The egg is in the mother's body. It is fertilized by the fluid which it is the privilege of the male to provide and which must come into contact with the egg while yet in the nest which is provided for it, called the uterus or womb. So fertilized, the egg will grow and develop until the full time of maturity is accomplished, which varies with different animals. In the human being the length of time is about nine months.

"During this time the mother carries the baby within her own body, and the father -- it's a pretty anxious time to the father, my boy. I remember when your mother was carrying you, she wasn't very well. The death of the other little chap had used her up and I -- I wasn't always as considerate as I ought to have been, or as I would have been if I'd known more, But I tried to be good to her, and I hoped you would be a little son to take the place of that other who had gone. I loved her more than ever at that time, for I felt that I was responsible for her motherhood, that the little child she was carrying was partly me as well as her, and it made me feel like protecting her -- and it -- from every rough wind. And by and by you came, and oh! how she suffered. She needn't have suffered quite so much if she'd been taught differently when a girl, how to take care of herself, and so on, but mothers, I am sorry to say, have been almost as stupid in the past as fathers, about such teaching.

"When they laid you in my arms, a tiny, helpless creature, I said to you, 'Be good to her, little son, all your life. She has suffered a lot for you. And you have been a good boy -- as boys go, A bit thoughtless here and there, but mostly that because you weren't taught earlier in life how much reverence really belongs to her.

"But now I want you to be a better boy, I want you to be the kind of boy I believe I'd have been if my father had talked to me as I'm talking to you. You're coming into manhood, but you don't have to sow any 'wild oats' to prove it. I want you to let me be a chum of yours along with the other fellows.

"You'll find manhood asserting itself in many ways. The reproductive organs will enlarge and make demands. These demands must be met by self-control and physical exercise, that the life-giving forces may be absorbed into the body and so make you stronger instead of being expanded in houses of prostitution, where vice is rampant and disease fastens itself upon the visitor.

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"You may have dreams that will disturb you. This is a part of the development, and you must put them out of your mind upon waking. In every way you must control your mind, for your mind is master over your body. Cast out every evil thought and trample on it. Don't listen to coarse stories or vulgar jests. Did you ever hear that story about General Grant, how one night, he and his men were seated around a camp fire, when one of the men said, 'Since there are no ladies present I'll tell a story.' General Grant looked up, and his eyes flashed. 'Doubtless, however,' he said, 'there are gentlemen present.' And the man didn't tell the story.

"In dealing with girls and women, remember always your own mother and sisters, and act as you'd want another fellow to deal with your women. Some girls and women are not as pure and good as your mother and sisters, but often it is because deceitful men have helped them to take the first step downhill. Be kind and courteous to such as these, for they are poor, unfortunate creatures, but do not be tempted by them.

"It is not an infrequent thing, during young manhood, for the semen (that is the name of the fertilizing agent in the male, which is secreted in the testicles) to escape during sleep. But fake doctors make much of this in their advertising and frighten the boys into buying their quack medicine to 'cure' his 'loss of manhood'.

'During this stage of development the voice 'changes', hair begins to grow in various parts of the body, pimples break out on the face; one feels nervous, irritable, sometimes blue; all these things are due to this particular stage, of development and need cause no anxiety. If fathers would try more earnestly to be the chums of their boys, I believe the boys would feel more like speaking freely of these things to their fathers and so allowing them the opportunity of explaining away any fears and doubts that may trouble the mind at this time.

Choose your men friends among those who are clean-minded and who do not think it smart or 'manly' to do the things which will pull a fellow's strength down and ruin his mind.

"There are always plenty of men and boys who are willing to spread their own viciousness and meanness. Pestilence, as well as misery, loves company. You will always be meeting fellows who want to tell you a dirty story or brag about some experience of debauchery. Don't listen to them. You can't dabble in mud without getting dirty.

"Now, my boy, there's just one other subject I want to touch upon and then I'm going to leave you think.

"Among other evil seeds that are sown by perverted and ignorant people, is that of a certain bad habit called self-abuse or masturbation. Doubtless you've known, somewhere along your life, some boy, big or little, who practiced this habit.

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"No fellow can become a victim to this degrading habit without losing his self-respect as well as his health. Like all bad habits, the more you indulge in it the more you want to, until you are a slave to it day and night. The loss of the life-giving force, semen, which should be absorbed into the body for strength, causes weakness of muscles, irritation of nerves, bad sleep, indigestion, pimples; the victim becomes a physical wreck and grows more and more ashamed to look people in the face. He finds himself a slave and tries to break the habit.

"The only treatment that is of any avail is to stop, and give nature a chance to assert herself; to take plenty of outdoor exercise, cold baths in the morning eat plenty of plain food without spices and to sleep on a hard bed, preferably out-of-doors, without too much covering.

"Then put every thought of the habit or desire firmly out of the mind and allow not one to enter. When the desire comes upon you, run, swim, or saw wood. Do something that is healthy exercise and that will help you to forget. One can always break this habit, or any other, by just using enough will power.

"Battlefields where blood is shed are not the only fields where victories are won. There's always plenty of chance for a fellow to show the stuff he's made of in the conflicts with himself. 'Better he that controlleth himself than he that taketh a city,' some of those Bible writers said long ago, and they were mighty men and knew what they were talking about.

"Now, I've certainly talked to you some. Looks as if I'd tried to makeup at one sitting all we've been missing in the years past, doesn't it? I've tried -- so far as I've known -- to be a good father to you. I've made a good many mistakes, but the worst one has been in not talking to you and with you as man to man all along the way. I'm going to try to make up for that in the future. If at any time you think there's a possibility of my knowing anything you'd like to know, why come across and we'll have it out.

"When I married your mother -- we didn't get into that, did we? And I don't know as I want to, very much. But when I did I -- I didn't have quite as clean a slate as I wished I had. I wasn't as bad as some, thank Heaven, but I wasn't up to her, and if I could have it to do over again I would be, I'd fight to be. There's nothing on earth a man so much wants, when the right time comes, as a clean life to exchange for the white one she gives him. For a man thinks he couldn't marry a woman who isn't pure; you know that. And then he cheats her; Gives her a dirty life for her clean one. Mighty little fair play about that, is there? That's where I want to help you. I want you to see that it is worthwhile, a thousand times worthwhile, to fight every inch of the way to keep your life clean. No dirty stories in your mouth or ears. No vulgar jokes. No deeds to make you sweat nights with fear and then with remorse.

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"It is a fight, I'll admit. Young blood is rampant. But where's the thing worthwhile that isn't worth fighting for? You cannot dream yourself into a character; you must hammer and forge yourself into one.

"Now let's go back to your mother. She's lived a clean, pure, sweet life. And I've tried to keep even --- since I knew her. But -- boy -- I'm going to confess this to you, I've been married to her twenty years, and to this day I never go into her presence, or look into her eyes, or touch her lips without a pang of regret for those foolish, ignorant boyhood days when I didn't know enough to look forward to her coming and --- wait for her.

"Your wife is somewhere, my son, growing toward you, Wait for her. Keep yourself clean and white for her sake, Think of her when you are tempted by other women, Keep a vision of her in your heart, and because of it you will not see temptation in the face of others.

"And love your mother, Remember she bore you, suffered for you. She will always suffer with you, that is part of motherhood.

"And be a fighter, for yourself and for others. Don't be afraid to let others fellows see that you stand for something, something worthwhile a clean, healthy, wholesome manhood."

Lesson #8

Lessons from Snakes and Scorpions

This is a lesson I would rather leave out of our series. It is a lesson we won't be studying in heaven. But as long as we are in this old world we had better know what to do about snakes and scorpions.

On the 18th of March my husband saw a rattlesnake up among the rocks on the side of Raccoon Mountain. This was a great surprise to us as snakes are cold-blooded animals and so are not out during cold weather. He must have been in a warm, sunny spot and so got enough heat to "thaw him out". As the weather warms up we must be on the lookout for him and his brothers and Cousins.

How can we teach anything about snakes when we are so terribly afraid of them? I have a few suggestions. It is right to have an abhorrence of snakes. God put that in woman's heart in the Garden of Eden. Right at the beginning of your snake study you should impress your children with the fact that the snake is a symbol of the devil and sin. Let your children handle the water snake; and you have some interesting facts to tell them, so new to them that they will forget you are not holding the snake, and they will not be tempted to tease you with it. Here are some of the facts they may not know.

"There are abroad in the land many erroneous beliefs concerning snakes. Most people believe that they are all venomous, which is far from true. The rattlesnake still holds its

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own in rocky, mountainous places, and the moccasin haunts the bayous of the southern coast; however, in most localities, snakes are not only harmless but are beneficial to the farmers.

The superstition that, if a snake is killed, its tail will live until sundown is general and has but slender foundation in the fact that with snakes, which are lower in their nerve organization than mammals, the process of death is a slow one. Some people firmly believe that snakes spring or jump from the ground to seize their prey, which is quite false, since no snake jumps clear of the ground as it strikes, nor does it spring from a perfect coil, Nor are snakes slimy; on the contrary, they are covered with perfectly dry scales. But the most general superstition of all is that a snake's thrusting out its tongue is an act of animosity; the fact is, the tongue is a sense organ and is used as an insect uses its feelers or antennae, and the act is also supposed to aid the creature in hearing; thus when a snake thrusts out its tongue, it is simply trying to find out about its surroundings and what is going on.

"Snakes are the only creatures able to swallow objects larger than themselves, This is rendered possible by the elasticity of the body walls, and by the fact that snakes have an extra bone hinging the upper to the lower jaw, allowing them to spread widely; the lower jaw also separates at the middle of its front edge and spreads apart sidewise, In order to force a creature into a "bag" so manifestly too small, a special mechanism is needed; the teeth supply this by pointing backward, and thus assisting in the swallowing. The snake moves by literally walking on the ends of its ribs, which are connected with the crosswise plates on its lower side; each of these crosswise plates has the hind edge projecting down so that it can hold to an object, Thus, the graceful, noiseless progress of the snake is brought about by many of these crosswise plates, worked by the movement of the ribs.

"Some species of snakes simply chase their prey, striking at it and catching it in the open mouth, while others, like the pilot black snake, wind themselves about their victims and crush them to death. Snakes can live a longtime without food; many instances on record show that they have been able to exist a year or more without anything to eat, In our northern climate they hibernate in winter, going to sleep as soon as the weather becomes cold and not waking up until spring. As snakes grow, they shed their skins; this occurs only two or three times a year. The crested flycatcher adorns its nest with these phantom snakes." (Quoted from Handbook of Nature Study by Anna Botsford Comstock, published by Comstock Publishing Associates, Ithaca, New York. This is a good book for teaching nature to elementary school-age children.)

Booth's Biology, an academy textbook on nature, has a very fine section on snakes, especially good instruction on the care of snake bites and how to kill snakes. Rattlesnakes and copperheads are the poisonous snakes to watch for here. There is a king snake, or some call it a milk snake, that looks very much like the copperhead. I

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suppose it is best to kill any snake you think looks like a copperhead. We need the good snakes but, when in doubt, kill a snake rather than run the risk of letting a poisonous one go free. The garter snake with his yellow, green, or whitish stripes is one of our most common snakes. Their babies are born alive, as are also the baby water snakes. The king snake lays from 7 to 20 soft-shelled eggs about 1 ¼ inches long. The egg increases in size for two months so that the snakelings are 8 inches long when they hatch. Their white-pinkish blotches have much red in them, and they are hard to distinguish from copperheads.

Scorpions live under rocks and boards. In this part of the country they are mildly poisonous, like a bad bee sting. If your house is in the woods and close to the ground, it is well to keep your eyes open for scorpions from now on for a few months. It wouldn't hurt to give the children's bed a "once-over" at night if you think you might have them in the house. If your children are small or fearful, do your searching when they aren't around. Have a lemon ready. This is a good remedy for scorpion bites or insect bites. Hold a slice of lemon on the bite, and the pain is relieved.

Spiders are the most interesting of the little creatures of the woods. They are venturesome little fellows even coming into "kings' palaces." (Prov. 30:28). There are three verses about spiders in the Bible. The children will enjoy looking for them and seeing what lessons are taught. None are harmful but the black widow (and Brown Recluse).

It would be much more pleasant to tell our children about where babies come from and stop there. But our prayerful duty as Christian parents is not only to tell what purity is but what it is not. But let me give you a word of counsel. Don't talk so much about snakes and scorpions that your children are afraid to take a walk, or even go to bed. Do I need to draw the parallel?

Let's talk over how we can warn our children of the "snakes and spiders that bite", and the "scorpions that sting". We will begin with the baby.

What a wonderful discovery baby makes when he finds he has toes. Toes are such nice things to play with! They wiggle, and they are always there when he wants to play with them. One day he discovers his penis. What is there to tell him it isn't a plaything just like the toes? Wise mother substitutes a cuddle toy, puts up a guard on the potty chair, diverts his attention to the birdie singing in the cage. Never, say, "No, no", or "Bad boy". Keep him clean. If he often puts his hands on his sex organs, have a doctor examine him. Sometimes even little girl babies need a slight operation to remove a piece of flesh which holds in secretions that cause irritation. Fold the diaper in such a way as to give complete freedom to the organs. Make early panties plenty large so nothing binds (CG 462), and large enough to cover the sex organs at all times. We are near the end of this

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old world and very little children, "being born with natural irritability of the sexual organs" (CG 441), start early in imparting to others the "burden of secret evil" (CG 443).

Read in Child Guidance the pages from 439-468. Here you will find the statement that "there is scarcely one to be found ignorant of the practice of this degrading sin" (p. 443). You will find the instruction that prayer and hard physical work to the point of weariness (p. 462) are the best remedies. Bathing, is also suggested as a help on page 461. If your child has been practicing self-abuse for some time, try a cold sitz bath for 15 minutes at bedtime. Be sure he gets out of bed as soon as he awakens in the morning.

Another very important matter is to guard the association of your children. When Child Guidance first came out I read this pointed question. "Do you allow your children to associate with other children without being present to know what kind of education they are receiving? Do not allow them to be alone with other children" (p. 114).

My child was nine years old, and I had a mother, with two children, living with me. I didn't think I could do what I had read. But I hadn't been in the habit of not doing what God said to do, so I began to pray for the way to be made clear. I will have to admit it looked more impossible to me than anything I had ever read. I found a way with God's help. The other mother and I talked it over and planned that whenever our children were together in play or work, she or I would be with them. We felt it was better, even though we lived in the same house, for our children to have work and play separate from each other part of the time. This helped in keeping them more calm.

Later on in my reading I came to this reference on page 460. "Keep them, as precious jewels, from the corrupting influence of this age." That made it easy to explain to my girlie; she was something very precious, like a jewel, and mother and daddy wanted to protect her. The reference went on, "If you are situated so that their intercourse with young associates cannot always be overruled, as you would wish to have it, then let them visit your children in your presence; and in no case allow these associates to lodge in the same bed or even the same room. It will be far easier to prevent an evil than to cure it."

Back on page 114 and 115 Sr. White tells her own experience in making a "scanty bed upon the floor" for her boys when traveling "rather than have them lodge with others". She suggests that we must do some things along these lines even at "the risk of offending your neighbors." We have always carried a pad in the car which made it easy to make a pallet for our child. She was willing to co-operate, remembering she was a "precious jewel". It was a big day in her life, however, when in her middle teens, we felt she was stable enough to be a help to another teen-age girl, and we allowed her to sleep with her on one of our trips. This was not done without a little prayer time with mother first and an expressed determination to be a "real help" to the new roommate.

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I'm sure her training along these lines is standing her in good stead now that she is away at an academy.

As they are old enough to understand, tell your children about the "snakes", be on the watch yourself (p. 458), but do not make the children so conscious of the problem that you make it a bigger problem than it need be.

May you and your family be protected from "snakes" and "scorpions" is my sincere , wish.

Lesson #9

What Can We Learn from a Spider Web?

Have you seen any snakes or scorpions this week? Or any black widow spiders? They are the only poisonous spiders we have in this part of the country. Their bite is not usually fatal, but does cause a temporary paralysis. The red hour-glass on the abdomen of the shiny black widow spider is an easy mark of identification, If your boys insist on keeping a black widow, be sure it is in a jar that it cannot escape from.

Some mothers have a great fear of their children handling spiders. There is a little venom injected by the bite of any spider, but only the black widow, (brown recluse) and the tarantulas of the Southwest are to be feared. The venom of spiders is not planned to hurt you. Its purpose is to kill its prey, -- flies and other insects.

For our lesson today we will study a little about the spider web. The spider's silk comes from two or three pairs of spinnerets. It is liquid as it issues from the spinnerets, but hardens immediately on contact with the air. The silk is of two kinds. The framework and "spokes" of the web are made of inelastic silk that does not adhere to any object that touches it. The spirals, however, are very elastic and sticky, Woe be to the fly who comes near! He becomes hopelessly entangled. The spider wraps more silk around him, stings him, and hangs him up until he is ready for supper,

What a sad story this is. We are in the enemy's land. How we would love to be able to take a Sabbath walk and never have to think about snakes. And how nice it would be to admire a spider's web and not think of what it is used for. But all have the same sorrowful lesson to learn,-- "An enemy hath done this" (Ed. 101).

The old poem some of us had in our early readers brings out some valuable lessons from the spider web.

The Spider and the Fly

Mary Howitt

"Will you walk into my parlor?" said the spider to the fly;

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"Tis the prettiest little parlor that ever you did spy.
The way into my parlor is up a winding stair,
And I have many pretty things to show when you are there."
"O no, no", said the little fly, "To-ask me is in vain,
For who goes up your winding stair, can ne'er come down again."

"I'm sure you must be weary, dear, with soaring up so high;
Will you rest upon my bed?" said the spider to the fly.
There are pretty curtains drawn around, the sheets are fine and thin,
And if you like to rest awhile, I'll snugly tuck you in."
"O no, no," said the little fly, "for I've often heard it said,
They NEVER, NEVER WAKE again, who sleep upon YOUR bed."

Said the cunning Spider to the fly, "Dear friend, what shall I do,
To prove the warm affection I've always felt for you?
I have within my pantry good store of all that's nice;
I'm sure you're very welcome; will you please to take a slice?"
"O no, no," said the little fly, "kind sir, that cannot be;
I've heard what's in your pantry, and I do not wish to see."

"Sweet creature!" said the spider, "you're witty and you're wise,
How handsome are your gauzy wings, how brilliant are your eyes!
I have a little looking-glass upon my parlor shelf,
If you'll step in one moment, dear, you shall behold yourself."
"I thank you, gentle sir," she said, "for what you're pleased to say,
And bidding you good morning NOW, I'll call ANOTHER day."

The spider turned him round about, and went into his den,
For well he knew the silly fly would soon be back again;
So he wove a subtle web, in a little corner sly,
And set his table ready to dine upon the fly.
Then he came out of his door again, and merrily did sing,
"Come hither, hither, pretty fly, with the pearl and silver wing;
Your robes are green and purple; there's a crest upon your head;
Your eyes are like the diamond bright, but mine are dull as lead."

Alas, alas ! how very soon this silly little fly,
Hearing his wily flattering words; came slowly flitting by.
With buzzing wings she hung aloft, then near and nearer drew,
Thinking only of her brilliant eyes, and green and purple hue;

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Thinking only of her crested head -- POOR FOOLISH THING! At last,
Up jumped the cunning spider, and fiercely held her fast.
He dragged her up his winding stair, into his dismal den,
Within his little parlor; but she ne'er came out again!

"And now, dear little children, who may this story read,
To idle, silly, flattering words, I pray you ne'er give heed;
Unto an evil counselor close heart, and ear, and eye,
And take a lesson from this tale of the Spider and the Fly.

This poem reminds me of the Proverbs of Solomon. In Solomon's poem he is warning the young man of the snare -- or "spider web" -- made by ungodly women. Read Proverbs 7; 9:13-18; and 23:26-28 with your boys in their early teens. (Notice that the immoral woman lies in wait for the prey, just like the spider.)

If the Bible were read to children from infancy there are many things that could be explained naturally concerning the facts of life. You might read Genesis 4:1 several times over a period of years to your child before he, was old enough to ask, "What does it mean that "Adam knew Eve his wife"?" When, the question is asked, let your answer be simple and unembarrassed. If the Bible stories and other parts of the Bible were read and explained to children there wouldn't be any smutty notes written in school about certain verses in the Bible that mention intimate parts of the anatomy or other normal, though private, functions of life. And if children could live in the country and watch kittens, puppies, and calves being born, if they could see birds and animals mating, they, would not have a morbid curiosity about such things and would have no part in "secrets" between children that are demoralizing

As your boy reaches the beginning of puberty he can be saved much embarrassment and real difficulty if he has a wise father. When Johnny comes home all excited about some event at school and tells it in words that start on the treble, clef and then suddenly drop to bass, you have your signal for a little walk and heart-to-heart talk with your boy. You might say something like this: "This change in your voice is a natural occurrence. It happens to all boys as they come into manhood. So don't be too embarrassed. Just know that soon it will stop changing back and forth and settle into the constantly deep voice of a man.

"There are some other things that will be changing at the same time. It takes quite a bit of changing to make a big 'he-man' out of a little boy. If you know what is going on and why, it will be much easier for you. The hormones that are beginning to function more in your body are responsible for all these changes. Little boys are not capable of being fathers or doing a lot of ether things required of men.

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"The biggest change will be in your mind. In your play and at school you have enjoyed girls and boys a]!-k(-, ? ubut a'3 you get older girls will begin to seem like something very special to you,. If you are embarrassed over such feelings, you may be tempted to be rude to them, and say you hate girls. But if you know what I'm explaining to you now, you will not yield to that temptation, but will have sacred feelings in your heart about h and women.. You-willhe.kind-and helpful to your mother. You will be courteous to your sister and to other girls.

You will cherish in your heart the thought that someday you may have a sweet girl for your wife if the Lord so plans and Jesus' coming is delayed. This thought will help you to be pure when other fellows tempt you to be 'a good sport' or not to be a 'sissy's

"I want to read you a poem a father wrote for his boy thousands of years ago. (Read Proverbs 7, 9, and 23.) It looks like there have always been temptations, son, ever since Eve was so curious about what God told her to stay away from. God knew a mixed knowledge of good and evil would not make her happy. Don't be curious about evil things you hear about. Remember the spider and the fly."

Similar talks will be carried on between mother and daughter with the additional information concerning menstruation. There is a booklet put out by Modess that has good illustrations on the physiology of menstruation. 'Essence of Womanhood' is the title. Address -- Personal Products Corporation, Milltown, N. J. This can be obtained free of charge. (I doubt this is still available)

Some phases of the talks with the teen-agers can be done best alone; some of them could be done in a family council, It is good that the father have fellowship with his daughter on some of these matters. The relation between dress and morals can be explained better from a man's viewpoint.

The mother's talk with the daughter could be like this: "These changes in your hormone balance affect many things in your body and in your mind. You are already beginning to look more like a woman. Remember how much I have had to take in your dresses at the waist and try to make them bigger in the hips and bust. You aren't my little straight-up-and-down girl any more, and I'm glad. I've always looked forward to the time when my girlie would become a woman. You and mother have always had a happy time, but our best days are just ahead.

"If you keep your feet and legs warm with extra hose in cold weather, if you, take plenty of exercise, and eat lots of fruit and vegetables and drink plenty of water--to keep your bowels open, you should not need to worry about your menstrual periods. And another thing is of vital importance. You may have felt mother was too strict in having you wear only flat heels, but I'll tell you more of my reasons now. When you wear a cuban-sized heel. it throws your body off balance and causes the abdominal organs to push down on

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the female organs and that is one reason why so many girls have the 'cramps', as we call them.

"I wish I only had to tell you about pleasant things, like how babies are born, but I must tell you, dear, about some people in the world that, don't understand how sweet all these relations ought to be, and they go around harming innocent girls. We call them sex maniacs, or perverts. You don't need to be in a constant state of fear. If you will abide by mother's instruction, Jesus will protect you. You, know mother never permits you 'to go into the streets after nightfall to engage in out-door sports' (FE 63). I never allow you to be out in the evening unless I know where you are and what you are doing (7T 66).

"And, of course, you remember the reference we have been learning from Education. 248, "Chaste simplicity in dress, when united with modesty of demeanor, will go far toward surrounding a young woman with that atmosphere of sacred reserve which will be to her a shield from a thousand perils." Some of those perils are the kind of men and boys I have just mentioned. If you will be content to wear the modest clothes mother feels are best, and if in your conversation you will be 'modest and unassuming, slow to speak, ' you will not be troubled with undue attention from men in the church or out. 'All will feel that there is a sacred circle of purity around' you. (2T 456).

"There is another class of people I need to warn you about. They are called homosexuals. That means they are attracted unnaturally to their own sex. It is nice for you to be friendly with your girl friends and older women, but be on your guard if some girl or woman clings to your hand, kisses you repeatedly or wants to be close to your body. Come and talk with mother about it.

"There are other apparently good people who will want to give you counsel. They may feel your parents are too strict with you. Mother and Daddy probably know what is best for you. You will want to stay close to them, I am sure. Don't walk into any 'spider webs' no matter how much you are flattered or how innocent the snare may seem."

An additional word: While we are seeking to instruct our children in moral purity, we must remember it is purity we want to teach them, not impurity. Sr. White says, "Everything that can be done should be done to place ourselves and our children where we shall not see the iniquity that is practiced in the world. We should carefully guard the sight of our eyes and the hearing of our ears, that these awful things shall not enter our minds. When the daily newspaper comes into the house, I feel as if I wanted to hide it that the ridiculous, sensational things in it may not be seen" (Notebook Leaflets on "The Church School Question" by E. G. White.).

Instead of getting sordid information from such sources, tell your children yourselves what they need to know to avoid the "snakes", "scorpions" and "spider"webs". "Walk with your children much oftener that you do. Talk with them." (Ibid.)

Lesson #10

"Cedar Apples" and "Landmarks" -- What Do They Teach?

Have you' noticed the orange jelly-like balls on the cedar trees these rainy days? Are they the fruit of the cedar tree ? No, the cedar fruit comes later and is a "berry-like" fruit about the size of a small pea, dark blue with a grey bloom. These orange balls, called "cedar apples", are not a fruit, but rather a collection of spores. The streamers that hang from the "cedar apples" will dry-up when it stops raining. When they are dry the spores will be scattered far and wide by the wind. They will light on blackberry canes and produce blackberry rust. Have you ever seen orange rust on blackberries? Have you noticed pink flowers on some of the blackberries? That is what happens when the canes are infected with rust. It does not hurt the cedar tree as much as the blackberry. The cedar tree just acts as a "host" to the spores.

This story, with some variations, is repeated in all our blights, smuts, and molds. You may have seen the black smut on corn, and the blight on chestnut saplings. The government has spent thousands of dollars trying to combat the wheat rust. Efforts have been made to kill all the barberry plants which act as host to the wheat rust In some areas the rust grew without the barberry plants, so various agricultural groups turned their energies to growing "rust-resistant " wheat. (See Booth's 558 - 570 for the amazing rust story in detail.) When I read that I said to myself, "What a lesson for parents!" We need to do all we can to kill the "barberry plants" --- we need to move to the country, guard the associations of our children, select their reading matter, etc., etc.

But it all is hopeless unless, by God's grace, we can produce some "rust-resistant" children. Such children will be the "wonder" children Isaiah speaks of (Isa. 8:18). To live in the most corrupt age in history and be without guile is surely a high standard for us to aim at. Only as the work of Elijah the prophet is done for us and our families, can this be accomplished (Mal. 4:6). I would like to discuss one phase of that work with you, a phase which has particular bearing on the subject we have been discussing -- adolescent problems.

If you would like a good, hard hike someday, ask my husband to take you to one of the corners of our property up on the side of Raccoon. We enjoy occasionally finding the old landmarks. They are there to help us and others know what property belongs to us and where other's property begins. Sometimes people mark their boundary lines by a fence. An old stone wall was often used to mark the edge of the property. Boundary lines are important. Have your children look up the texts on "landmarks" and "bounds". There are several.

In 7 T 4 43 we read, "Parents should make a hedge about their children." I like to think of it this way. When a young couple are courting, they are deciding what kind of "hedge" they are going to build for their family. They discuss various standards or

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principles and begin building the wall. Ideally this should be all built before they have children. This would save their children a lot of confusion. As the children grow up, they are safe and happy, inside the hedge their parents have built. One little fellow about 4 years old made his parents very happy one day, He and his father were in a store. The kind lady in charge of the store offered the boy some candy. The father watched silently. The little fellow happily answered the lady's invitation, "We don't eat between meals at" (mentioning the school of which his daddy was principal). Oh, what a happy father that was. His child, unprompted, was choosing to stay inside his father's "hedge".

That's fine when they are four, but will they do it at fourteen? That is the crucial test of your training. It is comforting, in a way, to remember that just a few years this side of the Garden of Eden, one of Adam's sons chose to go outside of the "hedge". But when it's your Johnny or Mary, you just don't get too much comfort in saying; "Well, I guess they'll be like Cain." No, we want our children to be like Abel, and we should.

Back to our reference in 7 T 42, 43 we find how to build the "hedge" strong. "By sincere, earnest prayer parents should make a hedge." No matter what else you do in your home in the way of family worship, personal devotions, etc., be sure that father and mother pray together, alone, for the children daily. Don't wait till they are in their teens to do it. Begin now, and, you will be shown tendencies and weaknesses in yourself and in them, that, if curbed now and overcome, will make the teenage not such a painful ordeal for you or the children.

When the surges of adolescence are beginning to surge (and remember, they begin all the way from ages 9 to 17, no two are alike), a wise parent will take a walk with his child and help him know what is going on in his mind as well as in his body. Here is a sample of a conversation a father might have with his son as they are walking, taking, if possible, a hike to the property corners to have a setting for the lesson.

"See, this old rock fence that tells us where our boundary line is? In Bible times it was very important not to move such a fence. When we get home you might, like to look up all you can find on, 'landmarks'. This reminds me of the 'hedge' parents are to put around the family. This is also called a 'sacred circle' in the Spirit of Prophecy. When your mother and I married we decided on certain principles that we would carry out in our family. Since then we have learned of others and we have been building a wall about our little family.

"You see, son, there are wolves outside. I have been telling you about some of them. There are also some false shepherds. Job tells about them. 'Some remove the landmarks; they violently take away flocks, and feed them' (Job 24: 2, margin). Mother and I don't want you fed on strangers' 'food'. It might be poison. We will give you protection and 'good food' inside our family 'hedge'.

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"Your greatest source of temptation now is your own, changeable mind. As have explained to you, that is a part of changing from a boy to a man. God knew this would happen to young people so He planned for them to stay inside the parental hedge till they are through this changing period. This is part of the reason He has told us that 'a youth not out of his teens is a poor judge of one as young as himself to be his companion for life' (MYP 452).

"Now let me pose a practical question. What should a young person do, who at the age of 15 or 16 doesn't want to do things as his parents do, who doesn't see things as his parents see them? If we can find the answer to this, son, we will have licked the biggest teen-age problem. Let's see if you can find the answer. It will help you, and maybe you can help some other fellow who is having a struggle over this question.

"First, let's face these facts. You are changing from day to day. One day you just must have a motor scooter: a few days later nothing will suit you so well as a motorboat. What shall your dad do? Buy a scooter at once, only to be faced with your changing ideas in a few days when you want a boat? Probably it would be wise to wait a while and see what you really want and help you earn the money to get it.

"Someday, after this changing time, you will be settled down and know what you want. Wouldn't it be best to put off till that day any major decisions that differ from your parents' ideals? Let's look at the 'hedge' again.

"Inside the strong parental 'hedge', each child is to build his own wall. Each decision made on a principle, is a stone in the wall. When you were small we taught you not to eat between meals. That was a very important stone in your 'hedge'. There are some other matters of diet that you are practicing and enjoying. I know you enjoy Mother's carob bars better than a Hershey bar. And weren't those dates in our cereal this morning delicious? You have a big 'sweet tooth', and I'm so glad God has made so many sweet things to satisfy it.

"You are also learning to eat slowly and enjoy your food. This has helped you not to overeat. All these habits are like stones in your wall of protection. Right now they are protecting you from the frequent colds so many of your friends have.

"Learning so say 'no' to appetite is one of the greatest lessons to be mastered in your early life. Until you begin your adolescent period, this is your main battle. You see a beautiful peach in the kitchen, it looks so good, it smells so good. You know it would taste so good. But it is two hours till dinner time. What do you do? You say, 'No, I will not let my appetite rule. I will be master of my desires. With God's grace, I will not eat before it is time.'

"That reminds me of a text in Eccl. 3:8. There is a 'time to love,' And when that time comes it is a sweeter experience than eating a peach. But the wise young man will say,

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when tempted to love 'between meals', 'No, I will not let my passion rule. I will be master of my desires. With God's grace, I will not love before it is time.'

"Passion is just as God-given as appetite. If we had no appetite we would die for lack of food. If we had no passion, the race could perish for lack of reproduction. The devil hates all of God's creatures, so he seeks to destroy them by causing them to indulge both appetite and passion to their hurt. Eating between meals or loving before time are two of his devices to bring us under his control.

"Indulging in harmful sweets, is another; scheme of the devil to trip young people. 'Stolen waters are sweet', he tells you (Prov. 9:17). When a boy tries to win the attention of a girl unbeknowns to her parents or teachers, he is stealing. (MYP 445). It may seem sweet at the time but it turns bitter later on.

"Sweets eaten with the meal are pleasant. So there are some wonderful experiences ahead of you, son, if you will wait till 'mealtime'. The old expression 'you can't eat your cake and have it, too' is a good one. You will be a wise young man if you will wait for your 'sweets' till the right time. They will be much sweeter then, just like food tastes better if you wait till dinner time.

"Now back to our 'hedge'. These principles of proper conduct between boys, and girls is one big stone in your fence; maybe you could call it several stones. Even if you don't see light in all I've been telling you, you will show a mature, Christian attitude if you will say something like this, 'I don't see why dad feels as he does on all these points but he is older and knows more than I do. I will use his "wall" till I get older and can see more clearly how to build my own.'"

Dear parents, my heart overflows with the thrill of seeing some Daniels and Esthers go through adolescence, content to remain inside the parents, "wall" of principles until they are through the teen-age "change"-- It is worth everything in this world to have a part in such an experience. I plead with you in tears, don't let anything keep you from making such a preparation in the early years that you may have this happy experience with your children. What is making money, "keeping up with the Joneses", your selfish ease, to be compared with such a privilege? Cut out every unnecessary thing in your program, so you can spend much time in prayer and studying Adventist Home and Child Guidance, and much time out in nature in happy companionship with your children.

Now, just a word to some of you who read this when Johnny or Mary are already in their teens, and you see you have failed to teach them the correct principles. The world is facing this problem in a real way. In an article in Newsweek of April 6, 1964 the terrible immoral situation among students was discussed at length. In the midst of the sordid account was this bit of wisdom as to the solution; "It is hardly news now that this generation of students was raised in the most permissive, affluent, and sex-suffused society in history. Rarely having been told 'no' by their parents, they went to formal

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dances at 10, had steady dates at 13, drove their own cars at 16, and went to college at 17, already a trifle jaded by life."

The first thing some of you will want to do is to tell your children you are sorry you have been wrong in your dealings with them. You have permitted them to do and have things that were not for their good. Before you do this, become familiar with the instructions on pages 175-182 in Child Guidance. Then you are ready to carry out the instruction from 7T 67: "Instruct them in the principles of moral purity If you have neglected to teach them line upon line, precept upon precept, here a little and there a little, begin at once to do your duty. Take up your responsibilities and work for time and for eternity. Let not another day pass without confessing your neglect to your children. Tell them that you mean now to do your God-appointed work Ask them to take hold with you in the reform. Make diligent efforts to redeem the past. No longer remain in the condition of the Laodicean church In the name of the Lord I call every family to show its true colors, Reform the church in your own home. "

Even with your best efforts you may find your children "impatient under restraint". They may "think their parents too strict; hard feelings may even arise in their hearts and discontented, unhappy thoughts may be cherished by them against those who are working for their present and their future and eternal good" (CG 242). Following this statement is a wonderful promise we can claim. "But if life shall be spared a few years, they will bless their parents for that strict care and faithful watchfulness over them in their years of inexperience."

Our homes can be an example to other parents. "Other families mark the results attained by such a home and follow the example set, in their turn guarding their homes against evil influences....

"The influence of a carefully guarded Christian home in the years of childhood and youth is the surest safeguard against the corruptions of the world" (My Life Today, 124).

Lesson #11

Blossoms - Green Fruit - Ripe Fruit

This is the time of year when we get so hungry for fruit. We remember how pretty the orchards were and we longingly watch the green nubbins on the trees wishing so much we could have a sweet peach, a crunchy apple, or a juicy plum, but they are all still green and hard. We maybe able to recall not so many years ago when this longing was satisfied by eating green apples. Or was it? Probably we got a stomach-ache rather than satisfaction. "Green apples" have become proverbial. I'm sure a word of caution will keep our children from indulging in them literally but how can we keep them from getting a figurative "stomach-ache" from "green apples"? How can we guide our children through the time when interest is awakening in the opposite sex? We have

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been discussing many of the pitfalls in the adolescent's road. Now we need to guide them in how to "walk in the road", how to be happy in their early teens by controlling their immature affections and passions. The orchard provides a good setting for our lesson.

Remember how much we enjoyed the pink blossoms of the peach, the pure white pear corsages, the later delicate pink of the apple blossoms with the new leaves making a frame for them? Blossom time is sweet, beautiful, and thrilling. Have your children ever gotten so excited over fruit blossoms in early spring that they came in with an armful of them to "make mother happy"? Don't scold them but use it as an object lesson.

"Mother really appreciates such a lovely bouquet, but did you stop to think, son, that these beautiful branches that you picked will never have any fruit on them? The ones you left on the tree will soon have some tiny green peaches growing from the center of each flower and by mid-summer we shall have some luscious peaches. Even though we love fruit blossoms, when we understand, we shall enjoy their tree and wait till the fruit comes. That makes me think of a verse in Eccl. 3:1. There is a season for everything. Verse 8 says there is 'a time to love' and verse 11 tells us that everything that is on time is beautiful, just like a basket of delicious ripe peaches, not green ones."

Then you can go on in drawing your parallels as far and fast as your child is ready for it, Lessons of this kind must be given at an appropriate time, when the heart of the child is open to you and usually the lesson should not be long.

"The stomach-ache" from early attachments could be the subject of one such lesson. As the child gets older the beauty of the "ripe fruit" can be emphasized, but don't expect an early teen-ager to be too much impressed with this. He will just have to take our word for the fact that the ripe love of the twenties is much more satisfying than the unripe love of the early teens.

The dangers of early teen attachments can be illustrated by the magnet. Let the teenager hold two powerful magnets as close together as possible and feel "the pull". How much easier it is to hold them three inches apart than one-half inch apart. Teach them the joy and freedom from tension that comes when "the young ladies . . . keep themselves to themselves and the young gentlemen . . . do the same". (E. G. White in Taylor's Outline Studies. App. Note 8). (Read the following references to them on the dangers of familiarity, either physical or mental. 5T 591-603; 2T 481-483, 455-460, 558-565.)

One thing that you can do to be a help to your children is to refrain from ever teasing them about the opposite sex. You wouldn't tease them about being baptized, and marriage, you know, is a symbol of the union between Christ and His people. You may need to help them also to know how to react to others' teasing, So often well-meaning friends tease Mary about her boyfriend, or ask, "Isn't this Johnny's girl?" You should

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prepare your children to answer such things. You might have a visit with Mary along this line after someone had asked her an embarrassing question.

"Next time someone says something like they did to you today about your 'boy friend', you might like to tell them that you have many friends, both boys and girls. When we invite the neighbors over for a meal you enjoy their boys. They are your friends, but you don't call them your boy friends."

"That term is used in a number of ways today. It is sometimes used by young people in their early teens. Sr. White speaks of this, 'Little boys and girls commence paying attentions to one another when they should both be in the nursery, taking lessons in modesty of deportment' (2T 402). 'They have scarcely entered their teens before they are by the side of little girls of their own age, accompanying them home and making love to them. . . With many young ladies the boys are the theme of conversation; with the young men, it is the girls.... The recording angel is writing the words of these professed Christian boys and girls. How they will be confused and ashamed when they meet them again in the day of God' (2T 460)

"When girls are older, and it is time for courting, they sometimes use that expression to apply to the young man with whom they are getting acquainted.

And then would be a golden opportunity to tell Mary about what the days of the teens are for. Really God has a big program for a girl from the time she is thirteen till she is in her early twenties. You can read the "course of study" for teen-age girls in Proverbs 31:10, 31. Let Mary make a list of all the subjects she needs to learn and become efficient in.

Johnny would be interested in this chapter, too, as he will someday be looking for a wife. This chapter can be Mary's check list for herself and Johnny's check list for the "one" that may be waiting for him, that ripe "peach" he and his daddy have been talking about. This chapter could form the background for several worship periods on proper courtship and marriage. If the interest wanes drop the matter and come back again to it later when a courtship or wedding calls the subject to mind.

Daddy might say in worship: "I'm glad to see Harry is keeping company with Sally. I believe she is a fine young woman,, Since Harry has been given some big responsibilities it seems he needs a good wife to help him. She loves to do missionary work so she can be a real help to him in the branch Sabbath School he is starting. I'm glad they both have waited till they were through their formal education. Courtship is such an important matter. It takes up so much time and thought that it just wouldn't mix with school work. Johnny, do you know a reference which says it's better to wait till schooling is over?"

And Johnny knows because his schoolteacher has been drilling on this, too. Thank God, for good teachers who work hand in hand with parents in the critical teen-age time.

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On another occasion, the report of a young couple eloping could be turned into a study of pre-courting procedure.

"How much sweeter," mother says, "it would have been if Tom had known the joy of doing it right, if he had spoken to Sarah's folks first and even talked with his minister, then, if they were pleased and could see God's hand in the matter, all would have been happy. As it is, everyone concerned has a heartache. I'm sure Tom and Sarah hurt the most. I know you children will not cheat yourselves out of the joy of having mother's and daddy's approval before you begin this important job of courting."

Messages to Young People, 435-466 and Adventist Home, 43-128 give detailed instructions which you and your family will want to be thoroughly acquainted with so you may go together through the happy teens and into the courtship and marriage experience when God's time comes. Happy the youth who can be led to the place where "he will not want to choose for himself, but will feel God must choose for him" (AH 43).

"And dost thou seek a life of bliss?
Lurks there a fear that aught thou'lt miss?
Nothing can sweeter be than this,
The will of God.

"O seek not thou to plan thy day.
To pick thy mate, to choose thy way,
Let love and wisdom join to say,
The will of God. "

Lesson #12

Rocks and Mushrooms

Summer is over and school has begun. Did you have a good summer? I enjoyed being back in my native land, the Rockies, for several weeks. Our new Eden Valley Sanitarium is located in a lovely setting. I have never been interested in rock-collecting, I have tried to learn names of rocks but it seemed so difficult. This summer I decided to enjoy the rocks for the mere beauty of them. So I began collecting a few as I went out for walks around the Sanitarium.

Then some old friends came to see me and they helped me learn some of the simple forms of rocks and gave me a beginner's collection. Rocks seem more interesting now and I have been learning some lessons.

The first lesson is a simple one. "He who placed the pearls in the ocean and the amethyst and chrysolite among the rocks, is a lover of the beautiful" (MH 412). God wants us to enjoy the beauty He has placed even in rocks for us.

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Some of the rocks have a distinct form. We call them crystals. The quartz crystals have a hexagon shape, whereas the little barite crystal is four-sided. The pyrite or fool's gold crystals are in cubes. (An important lesson from this fool's gold is "All that glitters is not gold," Only rarely is visible gold found in gold ore. It usually cannot be seen at all. It has to be mined, separated from the rock around it. The fool's gold shows up better when you first see it but there is no value to it.)

God also loves variety and He shows this by making the rock crystals in different shapes. These different forms are aids in identifying this kind of rock.

Before the flood these precious stones were scattered on the surface of the earth. They no doubt gathered them as we do flowers to adorn their homes. As sin increased, these "treasures that should have led them to glorify the bountiful Giver, had been worshiped." So after the flood a violent, wind heaped up rocks and earth above "the silver and gold, the choice wood and precious stones, which had enriched and adorned the world before the flood, and which the inhabitants had idolized" (PP 108). I am looking forward to the new earth to seeing these lovely gems once again on the surface of the earth for our enjoyment.

The great masses of rocks that form the Rocky Mountains reminded me of two experiences of the past. When John the Baptist's parents were given the task of preparing a forerunner for the Messiah they "might have reasoned that he had a special work to do for the Lord and the Lord would take care of him. But the parents did not thus reason; they moved to a retired place in the country, where their son would not be exposed to the temptations of city life" (CG 23). He learned many lessons as "before him were the heights of Moab, beyond Jordan, speaking of Him who had set fast the mountains, and girded them with strength. The gloomy and terrible aspect of nature in his wilderness home vividly pictured the condition of Israel.... But above the desert the heavens bent bright and beautiful. The clouds that gathered, dark with tempest, were arched by the rainbow of promise. So above Israel's degradation shone the promised glory of the Messiah's reign" (DA 102).

The Waldenses taught similar lessons to their children. Notice a reference to this in Great Controversy 66. "God had provided for His people a sanctuary of awful grandeur, befitting the mighty truths committed to their trust. To those faithful exiles the mountains were an emblem of the immutable righteousness of Jehovah. They pointed their children to the heights towering above them in unchanging majesty, and spoke to them of Him with whom there is no variableness nor shadow of turning, whose word is as enduring as the everlasting hills.... their fidelity to His law, God's servants should be as firm as the unchanging hills. The mountains that girded their lowly valleys were a constant witness to God's creative power, and a never-failing assurance of His protecting care. Those pilgrims learned to love the silent symbols of Jehovah's presence.

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They indulged no repining because of the hardships of their lot; they were never lonely amid the mountain solitudes."

I believe a careful study of these two experiences will bring a great blessing to us as we are preparing our children for Christ's Second Advent and as we help them become strong for the persecutions ahead of us, and also as we guide them from day to day in their contact with their school-mates. We need to help them develop a character firm as a rock. As an object lesson along this line, gather a little collection of pretty rocks on a Sabbath walk. Put these in a box on display in your living room.

On the same Sabbath gather all the kinds of mushrooms you can find. These make a pretty display on a tray. In two or three days call attention to the two displays. The rocks are just as you gathered them, unchanged by the passing of time. The mushrooms have wilted to a smelly mass of decayed matter. A few texts on the unchanging nature of God and the fact that we are to be like Him would make a good worship study. You might like to discuss some of the problems children have in school and how they can stand firm as a rock for principle and not be undependable and weak as a mushroom.

Collecting mushrooms for eating is risky business. Only a professional should attempt this. Puffballs are always safe. But even here we need caution. A young mushroom, just coming through the ground looks like a puffball. The beautiful white mushroom that is nearly flat on top is called destroying angel or deadly amanita. It can be identified by a membranous ring that hangs loosely on the stem just under the cap. Also the stem sits in a cup. The fly amanita is a pretty red-orange color with a scattering of buff or white warts on the cap. These and several others are decidedly poisonous to eat. (Better get your mushrooms to eat from a can.) Lessons on the fact that poisonous things can look very attractive can be given as you collect the various kinds of mushrooms on your Sabbath walk.

God bless you as you seek to train your children to be "firm as a rock to the teachings of Christ" (9T 266), and to avoid the weak and poisonous characteristics of the mushroom.

Lesson #13

Fall Is Seedtime

These are days when we are reminded that "whatsoever a man soweth that shall he also reap" (Gal. 6:7). It is nice to reap apples, corn and pumpkins, but other things are also being reaped. The grass is going to seed. All the weeds are going to seed and scattering to the wind their promise of many weeds next year. An interesting" Sabbath afternoon project would be to see how many kinds of grasses you can find. An open field or one of the "cuts" through our property is the place to bunt. The garden spot on the brow of Sunset Hill has a large variety.

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While you are gathering grass seeds you might like to see how many kinds of other seeds you can find. The children will be fascinated with the variety. As you gather them, note their methods of scattering. The acorns are well distributed by the squirrels and snugly planted. The ash samaras and the maple keys come floating down. The composite flower heads are turning to "cotton" which the wind will help to distribute. Pokeberries and other small berries are eaten by birds and their seeds are scattered by the excreta of the birds. Cockleburs stick to cow's tails and take a ride before finding a resting place by a fence post. Touch-me-nots in the garden eject their seeds for some distance as the pods split. Try to hold one firmly in your hand and feel it squirm as it twists open. Witch hazel seeds shoot out at a distance of 25 feet when the pod is just the right dryness.

Besides learning of the wisdom of God as shown in so much variety, the children can learn that weed seed produces weeds and that pumpkin seeds do not make apples. What are you sowing in their minds? "The seed is the word" (Luke 8:11) This is the most important seed. How much seed-sowing have you done this week? Have you studied the Sabbath School lesson every day, making it interesting with illustrations, maps, pictures, etc. (CG 511, 515)? Have you read Bible stories to your little ones (CG 42)? Have you memorized verses and quotations (CG 512)?

This work of filling the mind with Scripture can be made very interesting. Deut. 6:6-9 tells us how often to do it. Beginning with morning worship, and through the day, God's words are to be kept before our children in a pleasant, happy way. These verses suggest writing them on the doorposts and gates. Would some mottoes with a colorful picture to illustrate be a way to do this? Your children will love to think up ways to carry out this plan. For drills in worship try the flash card plan. Put the verse on one side and a picture or key word on the other side. In this way the children can memorize many verses and quotations. One of the references my daughter learned this way when she was twelve, she can still repeat. "As Jesus in the temple solved the mysteries which priests and rulers had, not discerned, so in the closing work of this earth children who have been rightly educated will in their simplicity speak words which will be an astonishment to men who now talk of 'higher education'" (6T 202). They can do this because they had these words of truth sown in their minds at an early age.

Some of you have children who are thinking about baptism. There are two chapters in Child Guidance you will want to study, "Leading Children to Christ" and "Preparing for Church Membership". "Parents whose children desire to be baptized have a work to do, both in self-examination and in giving faithful instruction to their children." "If properly instructed, very young children may have correct views of their state as sinners and of the way of salvation through Christ." "Make them acquainted with the great pillars of our faith" (CG 499, 491, 495). The parents are to be united in this work, "the father as priest of his household and both father and mother as teachers and companions of their

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children" (CG 535). The Lord promises that "when the father and mother as priest and teacher of the family take their position fully on the side of Christ, a good influence will be exerted in the home" (CG 549).

While you are collecting seeds, look for ferns. They, too, have gone to seed", except in ferns we don't call it that. They are shedding their spores. These fall into the ground and produce a tiny plant from which the ferns grow. If you want a more detailed description of the life cycle of a fern read about it in 'Handbook of Nature Study' by Anna Comstock or Booth's Biology. As you gather the different ferns (and we have about a dozen on our place) look for the spore cases which are usually on the back of some of the leaves or "fronds", as they are called when we speak of ferns. You will no doubt find a Christmas fern as we have many of them. On the back of some of the fronds you will find brown spots. These are spore cases, each one filled with many tiny spores. The maiden-hair fern rolls its spore cases in the edge of the delicate leaflets. You will find many of these and also the fragile fern around the spring. The grape and rattlesnake ferns have their spore cases on a separate stalk. The resurrection fern gets its name from the way it "comes to life" after a rain. They grow on rocks and trees.

There is an important lesson taught by the Christmas fern. Find a frond with the spore cases on it and compare it with a frond without spore cases. Note how shriveled and small the leaflets are that have spores on them. They are using part of the nourishment that comes to them to produce spores which in turn will produce other ferns. They are not content to live for self but, we might say, they are "soul-winners". They are not as good-looking, not as prosperous as their "selfish neighbors" but when it is all over they have a lot of ferns to show for their lifework; whereas the sporeless fronds have "nothing but leaves". Talk over with your family the practical aspects of this lesson. Tell them, "We can't have as many clothes if we give to the poor. We might not look so well-dressed. We may have to limit our food budget if we help that needy family we met in Ingathering. We might not make as much money if we take a day off to do missionary work. Are we willing to make these sacrifices in order to save souls?" Of course your family will agree that they are. Then you can get out the books (Adventist Home and Welfare Ministry are the best) and find out what families can do for missionary work. You'll find that Christian help work seems to head the list of activities that children can engage in. Let them have the fun of planning and sacrificing for others. The self-denial box spoken of in Child Guidance 132 might be a practical way to save money. "Encourage them to save their pennies for missionary work" (CG 131). The money that might be spent for gum and candy, a hair ribbon or fancy pin, will gladly be put in the self-denial box when they know they can help spend the money for others in need.

Fall is seedtime. May you have a "good crop". If you aren't satisfied with your "crop" I have good news. You can begin to sow "good seed" today. God bless you.

Lesson #14

The Leaves Are Falling

I love the fall. To me it is not a melancholy time but a season full of lessons.

"The Lord is giving object lessons. He is making holy truths familiar to the human mind, through the most simple things of nature" (SD 241). What lessons have you given your family as you have walked through the fallen leaves on Sabbath afternoon? It is fun to hear them crunch under your feet but let's sit down on a log and consider why the leaves fall and what lessons they teach us.

The answer to "why" is sin. A leaf never fell before Adam and Eve fell. How they mourned over the noble trees shedding their leaves (PP 62). But what actually takes place in the leaf to cause it to fall?

As summer draws to a close a tiny row of cells at the base of the leaf stem begin to loosen and dry out. Finally these cells get so brittle that the leaf breaks off and flutters downward.

But before the leaf falls the Lord prepares the place where the break will occur. Just below the brittle cells, the cells become corky and tough. This change interferes with and then stops the flow of sap from the tree into the leaf. So when the leaves fall the tree does not "bleed to death". Tiny scars cover the places where the leaves were attached.

"But why are the leaves such a pretty color?" Mary asks.

"And why do they have to fall?" mother sympathetically wonders. Let's take mother's question first. What would happen to our tulip poplar if the leaves were still on it when the snow comes? Those big leaves would hold so much snow they would weigh the tree down and break the branches. Notice how the evergreens are made -- the snow can sift between the needles. Here we see the merciful provision of God to protect the trees after the entrance of sin with its varied conditions, like cold and snow. And as they fall on the ground, they decompose and nourish the very trees they fell from, "And make a blanket to cover the little plants," Johnny adds. Yes, God didn't forget anything.

Now, what about the colors? When the sap ceases to flow and the chlorophyll dies the other colors that were there all the time (covered by the green) show up.

The yellow of the hickory, the orange of the maple, are due to carotin (the same pigment found in carrots).

Reds and purples are due to a sugar in solution in the leaf. (It is called Anthocyanin, in case you want to know its name.) Like a chameleon it varies in color, red in acid solution, blue or purple in alkaline. (This is like the litmus paper used to test soil.)

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Some of the beautiful browns are the result of the tannin in oak and beech leaves. Who but a loving God would think up all this and make it work every year? I can hear Him say to Satan, after Adam and Eve were driven out of the garden of Eden, "Man has sold himself to your dominion and so the leaves must fall. But before you make them fall, I will turn them into a rainbow of beautiful colors so my sorrowful children will know their heavenly Father loves them and they will catch a gleam of the bow of promise above My throne." And it has been so ever since. Oh, what love!

For your older children you could go further and explain that sometimes things come to us that seem to strip everything from us that we hold dear. But if we just look around we'll see that it is really for our good to have these things taken from us. The dead leaves nourish the tree, you remember. And, too, a time of trouble is coming, like a great snowstorm. Jesus may see that we couldn't go through the storm with all our "leaves on" so He strips us to prepare us to stand.

Has Mary been having a problem in wanting to spend time "before the glass, preparing the hair to please the eye" (1 T 162)? Maybe this lesson will help her see that pride is something that must be stripped away before she can go through the time of trouble.

You will want to follow such an admonition with this beautiful reference from Child Guidance 140, "Girls should be taught that the true charm of womanliness is not alone in beauty of form or feature, nor in the possession of accomplishments; but in a meek and quiet spirit, in patience, generosity, kindness, and a willingness to do and suffer for others."

"Parents have a sacred duty to perform in teaching their children to help bear the burdens of the home, to be content with plain and simple food, and neat and inexpensive dress" (CG 141). Have you done your duty? Does your "Mary" mind if some of her clothes are secondhand? Is she happy with her good last year's dress even if it isn't in the "mode" of this year's dresses?

"Many a father and mother, denying their children to the cross of Christ, have learned too late that they were giving them over to the enemy of God and man" (CG 483). This is such an important subject, permit me to quote the first part of this paragraph. "Can we educate our sons and daughters for a life of respectable conventionality, a life professedly Christian, but lacking His self-sacrifice, a life on which the verdict of Him who is truth must be, 'I know you not'? Thousands are doing this. They think to secure for their children the benefits of the gospel while they deny its spirit."

It is not necessary to sleep on the floor or eat only bread and water. The answer is found in our last lesson. If your children are burdened over the needy children you went to visit last week they will want to spend less for clothes. It will not be hard to have a simpler birthday dinner so they can carry some food to the poor family down the street.

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On page 277 of Child Guidance we have a special warning to parents of adolescents, showing the danger of strict parents weakening at the very time the children need their firmness the most. "Fathers and mothers are giving way to the inclination of godless children, and assisting them with money and facilities to make an appearance in the world.

May God help your girls to see their privilege to reveal the principles of Heaven. "In many families the seeds of vanity and selfishness are sown in the hearts of the children almost during babyhood. Their cunning little sayings and doings are commented upon and praised in their presence, and repeated with exaggerations to others. The little ones take note of this and swell with self-importance; they presume to interrupt conversations and become forward and impudent." This reference continues to describe the life course thus begun and ends by saying, "they have been indulged to their injury in youth, instead of being taught the self-denial necessary to bear the hardships and trials of life" (CG 140).

This spirit of indulgence is often manifested in regard to eating. "Often they are permitted to eat what they choose and when they choose without reference to health" (CG 379). This leads us to think of the importance of teaching our children "when, how, and what they should eat" (CG 388). How long has it been since your family has had a good course in diet and foods? Take the book by that name and see how interesting a home class you can have. Let the children choose a subject and then all see how many references they can find on it. It might be best to have your worship on diet once a week. It will be more interesting if not given every day, instruction should be given in all phases of health. Do your children know why it is harmful to smoke, drink "cokes", etc.? As they learn the facts from God's word and from science, they will be better able to meet the temptations that come from their own desires and the influence of the world. (Read CG 103-105; 361, 362.)

As far as possible we should seek to get the co-operation of our children in these matters, We should try to inspire them to help us "strip off the leaves" of self-indulgence, But even with our best efforts to do this the Lord tells us that our "children may become impatient of restraint and think their parents too strict; hard feelings may even arise in their hearts and discontented, unhappy thoughts may be cherished by them against those who are working for their present and future and eternal good," This looks rather discouraging, but listen to the next sentence, "If life shall be spared a few years, they will bless their parents for that strict care and faithful watchfulness over them in their years of inexperience" (CG 242),

Lesson #15

God Is a Worker

"The God of nature is perpetually at work. The same God who guides the planets works in the fruit orchard and in the vegetable garden. It is through God's immediate agency that every bud bursts into blossom" (6T 186). And God is watching over these buds during the winter. For your Sabbath walk this week collect all the kinds you can find, noting how they are protected to keep out the cold. Your girls will like to look up Proverbs 31:21 margin, where the good mother is described as clothing her household with "double garments". "Perfect health requires a perfect circulation, but this can not be had, while three or four times as much clothing is worn upon the body, where the vital organs, are situated as upon the feet and limbs" (MH 293),

It will not be long till the sap will begin to come up in the trees and swell the buds to bursting. It is a delightful winter game to identify the trees by buds alone. Take some slips of paper and thumbtacks with you on your walk. When you think you know the name of a tree by the buds, bark, and branch formations, tack the name on it. Then in the spring, when the leaves are out come back and see if your guess was right.

"Christ said: 'My Father worketh hitherto, and I work' John 5:17. So when students employ their time and strength in agricultural work, in heaven it is said of them, 'Ye are laborers together with God' I Cor, 3:9 (6T 187). What a blessing to live in the country where our children can have the joys of working in the soil. "Many a child who lives out of the city can have a little plot of land where he can learn to garden. He can be taught to make this a means of securing money to give to the cause of God. Both boys and girls can engage in this work; and it will, if they are rightly instructed, teach them the value of money and how to economize. It is Possible for the children, besides raising money for missionary purposes, to be able to help in buying their own clothes" (AH 388).

Then, you will need to teach them how to pay tithe. This will necessitate following the instruction in AH 374, "All should learn how to keep accounts."

Not only is work to be done in agricultural lines but the "fathers should train their sons to engage with them in their trades and employments" (CG 355). "This is his special work, above every other, . . . If he is engaged in business which almost wholly closes the door of usefulness to his family, he should seek other employment which will not prevent him from devoting some time to his children" (AH 22 1)

"Since both men and women have a part in homemaking, boys as well as girls should gain a knowledge of household duties, To make a bed and put a room in order, to wash dishes, to prepare a meal, to wash and repair his own clothing, is training that need not make any boy less manly, And if girls, in turn, could learn to harness and drive a horse.

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(written in 1903) and to use the saw and the hammer, as well as the rake and the hoe, they would be better fitted to meet the emergencies of life." (CC 351).

"If need be, a young woman can dispense with a knowledge of French and algebra, or even of the piano; but it is indispensable that she learn to make good bread, to fashion neatly fitting garments, and to perform efficiently their many duties that pertain to homemaking" (AH 89).

If this training can begin early the love for work will be more easily developed. Little ones enjoy helping mother wash the dishes, wash the clothes, scrub the floor. Early they can learn to set the table and knead the bread. By the time they are six years old they can "bear their share of life's burdens" (AH 180). "When a little girl is nine to ten years old" she should not only bear a share of the work but "be held responsible for the manner in which she does her work" (AH 92).

The mother's attitude, to a great extent, decides whether the children will love to work as they grow older. "Praise the children when they do well. . . Never be cross-grained in the sanctuary of the home. Be kind and tender-hearted, showing Christian politeness, thanking and commending your children for the help they give you" (CG, 260).

"Let the children know they are helping father and mother by doing little errands. Give them some work to do for you, and tell them that afterward they can have a time to play" (AH 282).

"Work is good for children; they are happier to be usefully employed a large share of the time. . . Mothers may make precious little helpers of their children" (AH 282).

"Each child: in the family should have a part of the home burden to bear and should be taught to perform his task faithfully and cheerfully. If the work is portioned out in this way and the children grow up accustomed to bear suitable responsibilities, no member of the household will be overburdened, and everything will run off pleasantly and smoothly in the home, a proper economy will be maintained, for each one will be acquainted with, and interested in, the details of the home" (CG 350).

While Jesus said, "My Father worketh," He also said that on the Sabbath "God rested from all His work" (Gen. 2:3). In order for us to do this we must be diligent in our preparation for the Sabbath. Children can have a part in this. Notice Child Guidance 528, "Parents, explain your work, and its purpose to your children, and let them share in your preparation to keep the Sabbath. ... In many families (on Sabbath) boots and shoes are blacked and brushed and stitches are taken, all because these little odds and ends were not done on Friday... . The clothing of the children is to be looked after. During the week they should all be laid out by their own hands under the direction of the mother, so that they can dress quietly, without any confusion or rushing about and hasty speeches."

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How anxious the Lord is for us to have a wonderful blessing every Sabbath. He gives us so many little details in how to prepare for it. If children are taught in this way the importance of the Sabbath they will not be among the group who will go out under the pressure of the mark of the beast.

The reverence for the Sabbath will extend to reverence for the church and God's worship. Children will not be found "away from the parents, who should have charge of them." They will "not have so little reverence for the house and worship of God as to communicate with one another during the sermon." They will be "quiet and free from all play" (CG 542, 543),

When Sabbath afternoon is spent in God's great out-of-doors it is hardly necessary to read the next reference but sometimes we get busy with friends or our own reading and "do not know where" our children "are or what they are doing. Parents, above everything take care of your children upon the Sabbath. Do not suffer them to violate God's holy day by playing in the house or out-of-doors" (CG 533)

God's plan of training our children to enjoy the week of work and the day of rest can be carried out even by the city dweller, but happy the family that has the privilege of doing it in the country.

"Here on the land my God hath blessed,
With Him I toil, with Him I rest,
To plow the field, and sow the seed,
To share the yield with those in need,
Ah! This is life and joy indeed."

Lesson #16

Winter Delight

It has been snowing. Have you been out with a black coat on or a piece of black paper to catch some of the flakes? If you haven't, you have missed a winter delight and also missed a chance which will never come again. The kind of flakes that fell yesterday will never fall again. Each is made with a separate design never to be duplicated throughout all time. Can you comprehend such a thing? I can't. It will delight your children to notice the different designs. Some who are artistic may enjoy making snowflakes patterns. I understand that the makers of exquisite lace in Switzerland get their patterns from snowflakes. They never need to worry about duplicating their designs.

Even though no two flakes are alike you will notice that they all have six sides. God wants to teach us two lessons, the individuality of our lives and also the regularity He wants us to follow. "The observance of temperance and regularity in all things has a wonderful power. It will do more than circumstances or natural endowments in

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promoting that sweetness and serenity of disposition which count so much in smoothing life's pathway" (CG 395).

"In no case should the meals be irregular. If dinner is eaten an hour or two before the usual time, the stomach is unprepared, for the new burden.... Neither should the meals be delayed one or two hours, to suit circumstances, or in order that a certain amount of work may be accomplished." (CG 387). Carrying out system and order in this matter will make it easier to help your little ones refrain from eating between meals. If two or at the most three good meals are eaten regularly there is less desire for food in between. "Snacking" is a very "pernicious habit". "After the regular meal is eaten, the stomach should be allowed to rest for five hours. Not a particle of food should be introduced into the stomach till the next meal" (CG 389).

"Sleep, nature's sweet restorer" (AH 289) needs to be regular and of sufficient length. Child Guidance 111, 112 says, "Some youth are much opposed to order and discipline. They do not respect the rules of the home by rising at a regular hour. They lie in bed some hours after daylight, when everyone should be astir." Then the reason for this conduct is given. "They burn the midnight oil."

There are four things which we are told should be regular in our daily program; retiring, rising, prayer, and meals (4T 412), and it is well that they be in that order. The day begins in the evening. Happy the family that retires early after a good evening worship, has a long rest and rises at a regular time for prayer, both private and with the family. Those who have such a program, accompanied by meals at regular times, will have fewer problems of discipline.

This lesson of regularity is also taught as by the stars. What a joy these winter evenings to look out to the east and *know* you will see Orion blazing away in all its beauty. It seems the stars shine brighter on a crisp winter night. Bundle the family up warmly and spend some time learning the constellations. A simple star book like the one in the "Golden Nature Guide" series can be purchased. Study the charts on winter constellations. For your little ones you might like to try this plan. Trace the pattern of a constellation on the bottom of an oatmeal box. With a large pin or small nail make holes in the box for each star in the group. When you go outside let little brother look up into the box while you hold a flashlight above it. After he gets the pattern in his mind he will be delighted to recognize it in the sky.

I had a real thrill when I was in southern Mexico where some of the stars of the Southern Hemisphere can be seen. We found them in the book and then went out to look, for them, and there they were, right where they belonged -- Achernar and Canopus in the evening and Centaurus and the Southern Cross in the morning.

It will be very easy after a few such experiences with your family to draw the lesson of the order God wants us to have not only in our daily program but in our homes. Two

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chapters in the book *His Messenger* by Ruth Wheeler will help you in impressing this lesson. One is "Letters to the Boys" in which Sister White, in writing to her boys, quotes from a book urging boys to have their rooms orderly. She held up to her children the good of such order that a boy could find anything he needed in his room in the dark. The other one is about a message Sister White gave her granddaughters about keeping their room and their clothes in order.

"Let them have a place to lay their things away and be taught to fold every article neatly and put it in its place," she instructs us in *Child Guidance* 111. "If you cannot afford even a cheap bureau, use a dry-goods box, fitting it with shelves and covering it with some bright, pretty-figured cloth. This work of teaching neatness and order will take a little time each day, but it will pay in the future of your children and in the end will save you much time and care."

A household which has order both in its daily program and in its surroundings will find that many problems in discipline never arise. But there will be some, and these must be met in a spirit of loving firmness.

There is a simple principle which I have found makes for greater ease on the part of the parent. "Rules should be few and well considered." How often we are tempted to say, "Don't do this; don't do that," when it really is not important whether or not they do the thing in question. This reference goes on to say, "once made they should be enforced" (CG 323). In *Adventist Home* 309 it is worded this way. "Say what you mean calmly, move with consideration, and carry out what you say without deviation."

It seems that this matter of being consistent is of vital importance. Notice this from *Child Guidance* 284. When it is necessary for parents to give a direct command, the penalty of disobedience should be as unvarying as are the laws of nature." Like the stars being right where they belong every night, our children should be able to count on our word. When we promise punishment we should not allow ourselves to be teased out of it. "It is an important law of the mind -- one which should not be overlooked -- that when a desired object is so firmly denied as to remove all hope, the mind will soon cease to long for it, and will be occupied in other pursuits" (Ibid.)

Speaking of punishment, which is only a small part of discipline, we have some very helpful counsel in the book of Proverbs. Let me briefly mention a few of these texts.

In Proverbs 29:15 we read, "The rod and reproof giveth wisdom" and the rod is spoken of as the "rod of correction" (Proverbs 22:15). Punishment is meant to give wisdom to the child, not to show that the parents have authority or are angry. What kind of wisdom? Chapter 23 and verse 15 says, "Thou shalt beat him with a rod and shalt deliver his soul from hell." Punishment is to give the child a little taste of the lake of fire so he will choose to obey not only his parents but God, so he will never experience the real lake of fire.

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If this is the real purpose of corporal punishment how important that we use the "chastening rod" "not in passion, but with love and prayer" (CG 276). "The father, as priest of the household, should deal gently and patiently with his children.... Let him in love talk with his children, telling them how grieved the Saviour is over their course; and then let him kneel with them before the mercy seat, and present them to Christ." And the promise is "such disciplining will nearly always break the most stubborn heart" (CG 286, 287). Your children may feel as the little boy I heard of who said, "Daddy, you can whip me, but please don't pray with me." The praying was harder to take than the punishment.

God intends that our children should be a delight to us and others. "The idea that we must submit to ways of perverse children is a mistake" (CG 272). Solomon put it this way. "Correct thy son, and he shall give thee rest; yea, he shall give delight unto thy soul" (Proverbs 29:17). "If, instead of unlimited indulgence, the chastening rod were oftener used, we would see happier families" (CG 276).

Every parent should make diligent study of pages 161-290 in Child Guidance. Here is our textbook for proper discipline of our family. More than this, here is the power to do it. You may feel, as I did for many years, that you need to read something from this section every day.

Children who have had such happy discipline will feel close to their parents and will wish to counsel with them in regard to their lifework and their life companion, "Accustom your children to trust your judgment and experience. Teach them that you have clearer perception of character than they, in their inexperience, can have" (AH 469).

"If children would be more familiar with their parents, if they would confide in them and unburden to them their joys and sorrows, they would save themselves many a future heartache. When perplexed to know what course is right; let them lay the matter just as they view it before their parents, and ask advice of them" (AH 73), "Fathers and mothers should feel that a duty devolves upon them to guide the affections of the youth, that they may be placed upon those who will be suitable companions" (AH 74).

"Should parents,' you ask, 'select a companion without regard to the mind or feelings of son or daughter?' I put the question to you as it should be: Should a son or daughter select a companion without first consulting the parents, when such a step must materially affect the happiness of parents, if they have any affection for their children? And should that child, notwithstanding the counsel and entreaties of his parents, persist in following his own course? I answer decidedly: No, not if he never marries. The fifth commandment forbids such a course. 'Honor thy father and thy mother: that thy days may be long upon the land which the Lord thy God giveth thee.' Here is a commandment with a promise which the Lord will surely fulfill to those who obey. Wise

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parents will never select companions for their children without respect to their wishes" (AH 75).

We have come to our last nature lesson in this series. My closing counsel and my greatest wish are found in the words of Moses to Israel in Deuteronomy 11:18-22, "Therefore shall ye lay up these my words in your heart...and ye shall teach them your children, speaking of them when thou sittest in thine house, and when thou walkest by the way, when thou liest down, and when thou riseth..That your days may be multiplied, and the days of thy children... as the days of heaven upon the earth.'

"The Christian family is to be a training school from which children are to graduate to a higher school in the mansions of God.... With Christ we shall walk beside the living waters. He will unfold to us the beauty and glory of nature" (AH547). God grant us heavenly days in our families as we prepare for this graduation.