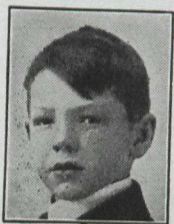


# GIVEN FREE!

TO BRIGHT  
BOYS AND  
GIRLS

## Dandy Cleveland Bicycle



He Won \$100.00

This is LYLE BENSON, Hamilton, our bright little pony contest winner. Lyle had no idea of winning a big prize and profits when he first wrote us. If this 12-year-old boy can win \$100.00 what can you do?



MISS FLORENCE NESBITT, Arnprior, Ont., won a \$25.00 Prize. She won her prize easily.



MR. K. ROYCE  
Quebec  
One of the successful winners in our great pony contest.



EWEN PARTELO  
Toronto  
Did great work in the contest, and won one of our big prizes.



CYRIL DANIELS  
Another winner in the pony contest. Many boys and girls win good prizes regularly.

**BOYS! GIRLS!** Wouldn't you just love to have a dandy sparkling new bicycle to ride around in this lovely weather? Wouldn't you enjoy yourself spinning along the bright, sunlit road. And think of all the time you could save going to school, running errands, or going to visit your friends!

The Bicycles we give to our boys and girls are the famous Clevelands. They have coaster brakes, mud guards, roller chains, deep springy saddles and high-grade nickel trimmings throughout. The Bicycle Dealer in your town would have to charge you \$50.00 for such a fine wheel.

## SEND IN YOUR NAME TODAY

EVERYWOMAN'S WORLD is going to give one of these grand bicycles to a boy, and one to a girl. It will be a boy and girl who answer this advertisement who will win them. You can have one of them if you really want it and will write to us today.

If you have never won a grand prize from EVERYWOMAN'S WORLD, you have been missing your opportunities. Just look at these boys and girls and the wonderful prizes they've won!

They had no better opportunity than you. You can do as well. But we can't tell you how to win one of these bicycles unless you send us your name, so



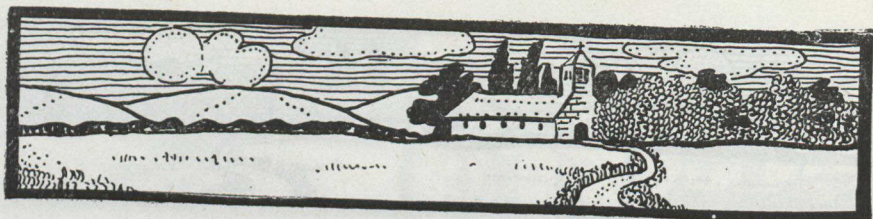
MAIL THE COUPON TODAY

The Boys' and Girls' Dept.,  
EVERYWOMAN'S WORLD, Toronto

I want to win one of your CLEVELAND BICYCLES. Please write, and tell me how I can get it.

Name.....

Address.....



## The Proper Training of Your Children

By Inspector W. A. GUNTON

Of the Department of Neglected and Dependent  
Children, Ontario Government

THE child's future happiness, success and usefulness is far too important and sacred for his parents to hand him over to some one set of educationalists and, without question, follow their advice. All children are not fitted by nature to reach their best in life by following the ordinary public and high school courses. In fact, I question very much whether the great majority are so constituted. How can a boy become a strong, enthusiastic and happy man, who is compelled to follow an educational course which he hates "with a pure heart, fervently"? Yet all who do not assert their wills and play truant, run away from home or gain consent from their parents to quit school are forced into the same molds, in an endeavor to turn out so-called educated men and women.

I am firmly of the conviction that those who dislike ordinary collegiate work should be encouraged to enter a technical course and there discover themselves; and, learning in a few months what their chosen life work is to be, they will probably form a great life purpose. Their whole being will enter heartily and gladly into the work of preparation for that service to society. Why not? The only real reason I know is because many teachers of the old-style school are so narrow and truly uneducated that prejudice against the new causes them to use their influence against pupils going into technical courses. Thousands of parents are more than satisfied with the results obtained in the technical schools, and the remarkable numbers in attendance in spite of the interference I have mentioned prove conclusively the great need that exists and the value of such a system.

Indeed I am more and more convinced that primary schools should use more practical work in the education of our public school classes. If this were done, we should have few truants and scarcely any "dropping out" of dissatisfied children through the consent of discouraged parents. Pedagogy tells us that "the science of education is the science of interesting." How few pedagogues realize this!

I must raise my voice, also, with hosts of others, against the punishment of parents and children alike by the evil practice of assigning "home work." I claim that the minute a child leaves the schoolroom he should leave his school studies until he again enters the room. Children's health is injured. They have little time for play and the parent has scarcely any opportunity for family life, such as story telling, music, games, and religious and other teaching. Then, if a musical education is desired, when will the child get time for lessons and daily practice? There is no such time unless the desirable outside exercise between 4.30 and 6.00 is given up for the purpose. And apart from all other objections, the subjects of the schoolroom are so constantly before the mind that the child learns to hate their very existence and will even in mature life have dreams of the past unhappy experiences.

MANY parents have asked me what kinds of punishments I approve. My answer is that it depends entirely upon the child and the parent. If a parent cannot give a punishment unless he is "good and mad" then he may as well not give any at all. For it will do more harm than good.

If, in a particular case, the use of any of the following punishments results in a decided improvement, I would favor their use.

1. The old fashioned spanking or better still, the flipping of the hand or other part with the end of your index finger

after contact with your thumb as is done in flipping a disc on a crokinole board. The advantage is that others do not easily see what you are doing.

2. Strapping upon the palm of the hands.

3. Dashing a teaspoonful of cold water into the face, or in older children, dipping the whole face into a basin of cold water. Some children will think this great fun, others will dread it more than spanking.

4. Leaving the child alone in a room for a reasonable period, provided the room is lighted and warm (but never in the dark).

5. Causing the child to sit or stand for a short period.

6. Depriving child of some part of a meal, especially when he takes more than his share of that particular thing between meals.

7. With older children reason the matter out until they understand they are wrong, then require an expression of regret if they feel it.

8. Deprive of some privilege.

9. Read to child, or better still, cause him to read scripture passages bearing upon his misconduct.

10. Give other people's feeling towards such acts and show the evil results to himself and to others.

11. Mention many good qualities in the child, then show what a shame it is for one so good to do this one evil thing. Praise before blame is good policy.

12. Always try and make the child suffer the natural result of his wrong doing, unless such will be positively injurious.

Always avoid the following:

1. Striking on head.

2. Pulling of ears or hair.

3. Pricking with pins.

4. Burning.

5. Imitation of child. By giving bite for bite, or slap for slap.

6. Locking in dark room. A nervous child might thus become mentally deranged.

7. Calling names, which is a sign of weakness and hardens the child.

8. Exaggeration of a fault. This discourages.

9. Do not dwell upon faults unless you also dwell upon good qualities.

10. Never punish while angry. It does no good—absolutely none—and does much harm. The punishment may be too severe; it may be out of proportion to the act. When angry, one puts forth more strength than one realizes. Some have actually killed their children thus. If angry, wait or ask the other parent to do the punishing. If you cannot punish unless angry your love for your child is a mighty weak affair; your selfishness and little sense of responsibility are thus manifest. The punishment may hurt you more than it does the child, but that is just when it will do most good.

11. Do not impose a task, such as writing words or sentences, thus making the child hate writing.

12. Do not scold. You may reason, argue, explain, promise punishment if you will, but do not scold.

13. Never suggest that the child is stupid or foolish. If he is not, this will discourage him. If he is, it will do him no good. It may be the stupidity is with you instead of the child, even though you are a certified school-teacher.

14. Do not make public the child's punishment, even in the family or school. Preserve his self-respect.

15. Never talk or act as if you do not love a child because he has done wrong.

16. Never do anything which tends to injure the body, to weaken the nervous system or affect the mind. And do no violence to the child's sense of justice or consciousness of right or wrong.

## ELSIE FERGUSON

(Continued from page 12)

lips are easily detected; the imitation blush never deceived anyone but the wearer. To have red lips and rosy cheeks we must have health, real health, do healthy things and go to healthful places."

Behind all the camouflage with which publicity men disguise the real facts about stars, these facts will sometimes stick out. The one of greatest importance, concerning Miss Ferguson is that she actually does

love her art, because she doesn't need to work if she doesn't want to. Her marriage a year ago to Thos. B. Clark, Jr., Vice-President of the Harriman National Bank, was one of the social events of the New York season.

Miss Ferguson is always superb, always the aristocrat, almost—may I say it in the complimentary sense?—always on display.