

**OPPORTUNITY OF PARENTS IS SHOWN**

**AID STUDENTS AT HOME**

**Writer In Christian Science Monitor Urges Harmonious Conditions Should Be Provided**

(By request the Highland Park Press reprints the following from "The Parent" department of the Christian Science Monitor.)

This time of the year in countless homes there is for the first time a child newly a member of some high school or the upper classes in some private school. And when he returns these first days there is on his face a new expression, half of rightful pride and half of resolute responsibility. Under his arms are new books—Latin, French, a fatter history than of yore, and perhaps an algebra or general science. After dinner he announces, with a businesslike air, "I've got a lot of studying to do. We have much more home work now." As a matter of fact he probably has very little, for the beginning lessons of his new stage of schooling are light enough, but something he has, and it is new and precious, a something that if harmonious conditions, understanding, and inspiration are provided now, while these experiences are fresh to him, will unfold into a constructive sense of responsibility for trying to get their lessons while sitting in the living room where talking of adults was going on, where visitors were arriving, even in some cases where a radio was holding forth, the result being a most casual attitude toward studying and certainly little growth in actual thinking powers. True it is that a child who survives such an inharmonious environment may have developed tremendous capacities for concentration; but more often the child's budding desire to study is caught by these adverse currents and is blighted. How much surer is a co-operative depth of quiet, where in a little pool of lamplight the child can get at his work and bring it to completion, then join the family in the living room with a sense of having, not a raggle-taggle, but a clear-cut job accomplished.

**Separate and Individual**

Quiet of course carries with it a certain separateness from the general activities of the family. A boy or girl has to overcome an unnecessary draw away from study if forced to dig into a thought-provoking section of history or mathematics where daily family and town interests, momentarily more attractive because more familiar and demanding less effort, are holding sway. Where the house is too small to provide a separate bedroom or study for the child, it is usually possible, with open thought on the part of the grown-ups to see opportunities for fixing up a corner in some room not used by the family during the evening. The dining room may, if the furniture is adjusted a bit, prove just the right place. Of course, the child's bedroom, if he has it alone or with a brother or sister also studying, is often the natural place, for it can be

more properly adjusted to the child's new needs and can remain more individual than a room which must be shared with adults.

Quiet, and a separate place which can be shut off—and then, of course, a desk or table well supplied with the tools of study, paper, pencil, ink, blotter, ruler, etc., and a good mellow reading light, preferably a floor or table lamp, as it cuts the child off from the distractions of the rest of the room. A chair the right height for the table, some book shelves or book-ends where he can place his schoolbooks on arrival and know they will be there when he is ready to leap off in the morning (where also he can have a dictionary and a good book of synonyms and such reference works as his study calls for are far easier to provide than they seem to be at first blush. Incidentally this individual place for study, reading, and for books, has been known to be a definite factor toward influencing boys and girls to want to read, for it has made visual in their thought a small personal library and has brought about a more constructive and loving attitude toward books.

So much for the physical environment. More might be said, but loving desire on the part of parents to consider the needs of the child will supply a harmonious place for each individual.

Something might be said about beauty of such surroundings. A little touch here and another there will make the place one in which even the most unobservant boy or girl will unconsciously find more enjoyment in studying. Perhaps, indeed, the very arrangement and finishing touches of this place will offer a chance for parent and child to do together a little interior planning that will not only let the child feel it is "his place" but also will be an inspiration to the child toward caring more for home attractiveness.

**Background and Inspiration**

Much more than all of this might be said concerning the new opportunity this "home work" offers for understanding co-operation on the part of parents. The right place and conditions for study are one proof of the parents' desire to meet new needs; but it goes without saying that a mere perfunctory arrangement of the physical environment cannot bring about an inspirational atmosphere with which to surround the child. And here, says the experienced teacher, is where the skill and discernment of the parent come in. It is one thing to show "interest" in a child's home work by nagging him to go and study, threatening him with the poor marks he will get if he doesn't, or on the other hand by doing his problems for him and telling him how they are done wherever he gets struck or answering little questions at intervals throughout the evening, thus making it easy for him to get results without working for them. And it is another thing entirely, to bring into his life a wealth of background interest bearing on the new material being studied, thus opening up new realms of thought and lighting up the homely Latin declensions and early facts of Egyptian history and the mechanics of algebraic theorems with, say, concepts of great architectural "wonders of the past," of ways of living, of nations and peoples of other times and other places, of Newton and Galileo and the Greeks and their work in mathe-

tics, and of the great contributions of ancient civilization to our own.

How important it is too that there be no delay. The moment that the child comes home from school with that new resoluteness in his thought, with perhaps the words on his lips, "I've got real home work now. They make us dig there!" (for he will pretend to complain while secretly feeling that he has grown up a bit, joined the elect), then is the moment to meet his need with the active understanding interest and inspiration that takes such form as will preserve and cause to flower into good habits of concentration, delight in learning, that tiny, budding, wondering desire to develop new depths of intelligent unfoldment. M.J.T.

**WARNING AGAINST FAKE OIL EXPERTS**

**BY GEOLOGICAL SURVEY**

**Reports Unscrupulous and Unauthorized Persons Preying on Gullible Citizens of State**

Illinois is threatened with an invasion of crooks who falsely call themselves oil experts, petroleum engineers, or government geologists, claiming to be able to locate new wells and to increase the production of old wells—for a fee.

This is the warning issued by M. M. Leighton, chief of the state geological survey, to farmers and other landowners who may be approached by the swindlers.

Unscrupulous and unauthorized persons who have been preying upon gullible citizens of neighboring states, may be expected soon in Illinois, Mr. Leighton says, because of the new work which is being done by honest geologists to increase the yields of wells in this state.

One in Michigan  
One of these birds of prey is reported to have been operating in

Michigan. His method is to charge the landowner a fee of \$25 for which he promises to test the soil by chemical or photographic means so as to tell whether there is oil under the ground.

In order to combat such swindlers, the geological survey has made the following announcement: "We know of no method by which the presence or absence of oil beneath the surface can be determined by a test of the soil, chemically, photographically, or otherwise."

Three ways to distinguish an authorized state or federal geologist from impostors are pointed out, as follows:

"The legitimate government expert always establishes his identity beyond question, has nothing to sell, and never takes pay for advice."

**APPOINT MEMBERS OF STORM RELIEF BODY**

**Commission Authorized by Last Legislature Is Now Fully Organized**

Organization of the storm relief commission authorized under Senate Bill No. 205, for aid to persons in the area struck by the cyclone of April 19, 1927, is perfected with the selection of Representative Henry C. Allen, Lyndon, as chairman, and Senator Earl B. Searcy as secretary.

An emergency appropriation of \$50,000 was voted by the legislature following the storm which swept parts of Greene, Macoupin, Sangamon, Logan and Calhoun counties, resulting in the loss of several lives and a large property damage.

Members of the commission named are: Senator Earl B. Searcy, Springfield; A. S. Cuthbertson, Bunker Hill, and Ben L. Smith, Pekin, and Representatives Henry C. Allen, Lyndon; A. B. Lager, Carlyle, and Ed. Ryan, Lawrenceville.

If it were only as easy to borrow money as it is to borrow trouble a lot of us would borrow a great deal more trouble.—Los Angeles Times.

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**Dividend Notice**  
THE BOARD OF DIRECTORS of Public Service Company of Northern Illinois has declared the regular quarterly dividend of \$1.50 per share on the Company's 6% Preferred Stock, \$1.75 per share on the 7% Preferred Stock, and \$2.00 per share on the Common Stock, payable November 1, 1927, to stockholders of record, at the close of business, October 15, 1927.  
GEORGE R. JONES, Treasurer

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