

CHRISTIAN EDUCATOR

A MAGAZINE FOR HOME AND SCHOOL

Vol. XII

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No. 3

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Good Words for the "Educator"

[The following are voluntary expressions of appreciation taken from our correspondence, received at various times during the year. The past summer several of our field workers here quoted have changed their field of effort. This, however, does not in any way lessen the value of their encouraging words. S. E. P.]

I BELIEVE that the section of the EDUCATOR, Elementary Education, will prove very beneficial to all our teachers and educational workers. I like the line-up of proposed departments very much.

C. A. RUSSELL,
Lake Union.

Regarding the EDUCATOR, I really feel that the changes suggested may prove to be what we have been wanting. I can assure you of our hearty support in giving it a wide circulation.

L. O. MACHLAN,
Atlantic Union.

I have ordered the EDUCATOR. I am anxious to read it, for I believe the plan on which it is being built is on the road to success. I shall always read it, even though I am not now in the field work.

ALMA L. DUBOIS,
Southwestern Junior College.

We are encouraging every one here to subscribe for the EDUCATOR.

CARRIE SIMS,
Florida Conference.

As I talk to the people in this field, I am finding them responsive, interested in school matters, and listening attentively to the new program for the EDUCATOR. If it has a large place for the large work,—the elementary schools,—then I want to get a widely increased subscription list in South Dakota.

BERT RHOADS,
South Dakota.

I think your plan for the EDUCATOR is the best yet. A NORMAL DIRECTOR.

I am anxious to see the EDUCATOR develop into a real help for the teacher. I am working for it. The EDUCATOR ought to be considered one of our important papers. You have my co-operation to make it so.

EDNA L. KILCHER,
Iowa Conference.

I assure you that I shall do my part to make the EDUCATOR a success.

ANNA A. ANDERSON,
North Dakota.

I want to tell you how much I appreciate the improvement in the EDUCATOR. We are watching it now with both eyes.

MRS. H. C. HARTWELL,
Eastern New York Conference.

Many of our teachers have turned to the *Normal Instructor* to a great extent for practical help. I shall certainly be glad when they realize that the EDUCATOR covers a field that the *Normal Instructor* cannot enter, and that they can get help from it of much more value to them than any they can possibly get from the latter. I shall be glad to cooperate with you in this work in any way I can.

C. D. STONE,
Northern California Conference.

I have just read the September EDUCATOR. It is full of good things. Really, it is fine.

ELOISE WILLIAMS,
Virginia Conference.

A recent mail brought a very substantial expression of appreciation from Mrs. H. E. Osborne of Pacific Union College Normal, in the shape of a list of forty yearly subscriptions to the EDUCATOR, only five of which were renewals. If about one hundred other energetic workers would "go . . . and do likewise," the publishers would doubtless listen to our appeal to enlarge the journal, and the editors could then pass on more good things to our teachers and to others interested in various phases of our educational work.

CHRISTIAN EDUCATOR

W. E. HOWELL, Editor

O. M. JOHN, Assoc. Editor

VOL. XII

TAKOMA PARK, WASHINGTON, D. C., NOVEMBER, 1920

No. 3

EDITORIALS

Let Us Arise and Build

CONSTRUCTIVE work is the most satisfying kind to do. We have entered upon the second year of a constructive program. The blue print was drawn the best we could at the time when we last met in Educational Council in April, 1919. This is our working plan until the time comes when we can take another step in advance.

The curriculum adopted at that session was truly of a constructive character. It may have appeared to some, and possibly may yet, that it was somewhat destructive, but let us look the facts in the face and determine which it is.

As far back as 1910, at our Educational Convention at Berrien Springs, we outlined for the first time a complete academy and college curriculum, including a definite vocational and industrial feature all the way through. It was all more or less tentative in character, especially the vocational part. The most unpromising feature of the vocational work was that it was merely *tacked on* to the full literary program, in the hope that somehow our students could do that much more than the ordinary student. This supposition was against the success of the vocational work from the beginning, but it was worth something to have it on paper and agreed to by the convention. No attempt was made at that time to introduce any definite units of physical education besides that represented by manual labor and the trades.

When we came up to the Educational Council in connection with the General Conference in 1913, the question was definitely discussed on the floor whether

or not the vocational work should be brought within the curriculum proper and placed upon the same credit basis as any other work. The council was not free to take this advance step at that time, and referred the matter to a committee for further study.

At the time of the St. Helena council in 1915, the question again received considerable attention, and though vocational work was not admitted into the curriculum proper, it was more fully standardized than ever before, being placed on a definite hour basis and an action attached to our curriculum requiring the completion of two units of vocational work in addition to the standard sixteen of literary work. Once more we started out to accomplish the impossible, considering the large interests of our school homes as a part of our vocational program. No advance step was taken in the line of physical education or medical missionary training.

When we gathered at our Educational Council in 1919, we had just passed through the stirring experience of our largest General Conference. Appeals for laborers were more touching than ever before. We were not filling the many openings in the mission field, and a considerable number of the men and women we had sent out were returning from time to time because of failing health. At the same time it was estimated that about one half of our Seventh-day Adventist young people of school age were not yet in our own schools.

Our duty seemed very clear. We must make an unprecedented effort to gather every Seventh-day Adventist boy and

girl into our own schools, and we adopted a campaign slogan embodying this idea.

Our duty was just as clear to provide, during the school life of these young people, factors in their instruction and training that would put them on decided vantage ground healthwise to undertake a mission to the uttermost parts of the earth. It was considered imperative that elements of physical and vocational education should be brought within our curriculum proper, even if it cost the elimination of some of the traditional studies of the "mental culture" sort. It was equally clear that there should be more flexibility in our curriculum, so that students could be educated in harmony with their natural bent and the vocations for which they showed aptitude.

When we came up to the Council of 1919, therefore, the circumstances all seemed favorable for the taking of an advance step in the constructive work of building a satisfactory school curriculum. We desired, nevertheless, to move carefully in the matter and be sure of our ground as we went along. Hence a curriculum was worked out for the academy which let three fourths of the old curriculum stand practically as it was before, but for the fourth count provided a half unit each in physical and vocational education for each of the four grades from nine to twelve. To make room for these, and to assure their receiving proper attention, the only logical thing seemed to be to remove the two most theoretical subjects, algebra and geometry, from the ninth and tenth forward to the eleventh and twelfth grades, and constitute them one of the pairs of subjects to serve as electives in the last two years of the academic curriculum.

This has opened the way to introduce the variety needed in the last two years of the academic student's work, namely, in the form of pairs of subjects related to each other, on the elective basis, such as algebra and geometry, biology and physics, first and second year language, first and second year normal, first and second year commercial. The only re-

quired subjects in the eleventh grade were denominational history and spirit of prophecy and one vocational subject; in the twelfth grade, Bible doctrines and American history and history of missions. In these two grades, also, were provided a pair of subjects in physical education with a strong slant toward the medical missionary, namely, hydrotherapy and practical nursing each with physical culture.

To sum up this constructive program: We actually did what we had been working toward since 1910, namely, the placing of physical and vocational education within the curriculum itself on a credit basis equal with other subjects. We also took the advance step of providing a series of electives in the eleventh and twelfth grades — a thing we very much wanted to do at the St. Helena council in 1915, but felt we were not prepared to undertake because of the strenuous campaign of debt-lifting that we had on our hands at that time. When we came up to the 1919 meeting, our school debts had been practically all cleared away, and we were about to face a future of promise pregnant with possibilities in constructive effort. The year and a half that has passed since that meeting has shown a very marked advance in the material construction and expansion of our school plants, and in constructive work on the curriculum itself.

It is gratifying to note in the calendars of the present year the progress that has been made by all our schools, and marked progress by some, in making over their working curriculum in harmony with the advance steps taken at the 1919 council providing for constructive work. We may be pardoned for commending our schools on the excellent beginning made, and for urging them to push forward with all possible vigor in building up both material and teacher equipment, to place instruction and training in physical and vocational education on a footing at least equally efficient with the time-honored subjects in our school courses.

Vocational Education

Now that we have entered upon the second year of the two-year period provided in the work of our Educational Council of April, 1919, for the schools to build their working curriculum over into harmony with the general plan adopted at that council, it is high time to give earnest consideration to the development of the vocational side of that program. It is gratifying indeed to know that a number of our schools are making very earnest and substantial progress in equipment for this work, on as efficient a basis as any other in the school. We have spent thousands of dollars for the equipment of scientific laboratories, and for the building up of our libraries, all of which we trust has been well spent. How much have we expended, and are we planning to expend, to equip with equal efficiency for instruction and practice in the trades? Now that agriculture, carpentry, printing, sewing, and cooking — our five fundamental vocational subjects — have been brought within the curriculum itself, on an equal footing with any other subject, are we preparing to make them function equally with the time-honored literary and scientific subjects?

It is true that the development of our vocational education is confronted with some difficulties that do not make it the line of least resistance for our teachers and school managers. It is much easier to follow the traditional way of teaching from textbooks already to hand, and with teachers already schooled in these same books. But we are not seeking to do that which costs the least effort, but that which will contribute most to the qualifications of the practical missionary. The development of soul-winners is the great objective of our schools. One cannot go out into a mission field without sensing how greatly the practical work represented in our vocational subjects is needed by the missionary as he takes up his work in a new field, under new conditions, in many cases having to build his own house, make his own furniture, build his own dispensary or his own mis-

sion chapel. If we look at this end of the question alone, it calls loudly for serious attention. But when we connect with it the vital educational value in the pursuit of such subjects, it adds much to their importance. It is the kind of knowledge rather than the quantity that efficient missionary service calls for.

Will not our schools rise to the call of the hour and equip themselves as effectively in the development of vocational education as in scientific, historical, or any other? Conditions in the world, and in our denominational work in particular, fling the challenge to our educators to fit their working curriculum to the demands upon our graduates when they pass out into the world for service.

Mayflower Year

DECEMBER 22 is the three hundredth anniversary day of the landing of the Pilgrims. These brave pioneers "looked not to a royal charter for guidance, but to the authority established by the 'Mayflower Compact,' which has been called the first written constitution in the world." This compact was the germ of civil and religious liberty in the United States. During this memorial year many cities are celebrating the laying of this corner-stone of our nation. Should not our schools give fitting exercises on this occasion that will help our children understand the importance of these principles of separation of church and state? The last issue of *Liberty* and the November *Watchman*, contain excellent articles which will help teachers to give the message trend to such exercises. The *Independent* of Oct. 9, 1920, gives an interesting article entitled, "The Discovery of the Mayflower." The author says that an old weather-beaten hay barn in Buckinghamshire, England, is believed to be built of the timbers of the good ship "Mayflower." The interior of the barn shows that it was formerly a ship. The barn is in a little Quaker settlement, not far from an old ivy-clad meeting house where William Penn used to worship and near which his remains rest.

GENERAL ARTICLES

Developing Student Co-operation

P. L. THOMPSON

To avoid the awkwardness arising from our lack of a pronoun of common gender, I shall in this article refer only to the work of the preceptor. Thus I shall have to use only the masculine pronoun. The principles set forth will no doubt apply equally to the work of both the preceptor and the preceptress.

Co-operation is teamwork. It is the theory of unity vitalized. It is primarily action. It is the application of the physical law of parallel forces to life and its problems.

This unity in labor and effort comes from two sources, willingness and compulsion. We are interested in the former, and should use the latter rarely, and then only as a means to hold our work together until we can develop the former. Willingness is the genius of Christian discipline; it means always freedom of choice with enlightenment. We strive to give to the student the viewpoint that begets co-operation. This brings not only unity in outward action, but adds an alacrity and initiation to student activities that is most welcome. When our purpose is to train the will and develop character and leadership, it is essential that there be little force in our discipline.

Frankness Builds Confidence

Frankness builds confidence. Confidence has unity as its fruit. Therefore let us be frank. "Like begets like." If the preceptor can once convince his boys that he will stoop to no subterfuge, he has gained half the battle against division and disloyalty. The average boy will appreciate and rightly use a far franker statement of the reasons and motives for the home and school rules and limitations than he is usually given. In fact he can be made to see the question so fairly that he will readily subscribe to the justice of the regulation. Some of the rules now in

operation in the home with which I am connected are the result of student suggestion, and are even more stringent than I myself would have made. It goes without saying that the task of enforcing them is reduced to a minimum. This is the result of intelligent discussion in which reasons have been talked over with very little "reading of the law." *Discussion loses nothing if rightly inspired.* It is gain. There is almost always a preponderance of good sense in every dormitory. It grows as it is used. This can be made the real government of the home.

Here are two examples of tactics that illustrate a phase of this question. Such words as the following are often heard: "Now don't think you can escape being found out. The boy who has done this would do well to see me before I see him. Such things always come to light. 'Murder will out.'" Perhaps so; probably so. But isn't this better: "Now, boys, I know I can be fooled. I am not a detective, and couldn't think of having to take the part of a policeman in dealing with you. I am not going to try to run down every little thing that happens this year. Let us be friends — frank, open, honest friends." The latter speech pays every time. There may seem to be exceptions, but there are none.

After evening worship, when the time seems propitious, it is good to throw the meeting open to suggestions. Let all feel free to say anything that is said in the right spirit and is designed to forward the best interests of the whole. Correct management of this time will make a salutary impression upon the boy and convince him that he is not *ruled*, but that he is getting what he wants, namely, help.

The work of our schools is just opposite to that of a reformatory. Reformatories are needed because there is such a

lack in the world of constructive discipline. *Constructive* discipline is our work. It brings willing co-operation.

Let us return to the thought that it is necessary to let a boy know that you will not stoop to his level when he has done wrong. It may be well to "fight the devil with fire," but the method is a failure in a fight for character. I shall never forget once seeing a preceptor stoop to peep through a hole in a door to see what a student was doing. I do not say what he should have done, but there were other and better ways. My respect for him was gone. I knew another preceptor whom I venerate to this day. His discipline contained no tricks or subterfuges. Subterfuge can be pitted against subterfuge, and the boy knows that. But there is everywhere, in all hearts, a fear of the eye and hand of the open, honest, man who has been aroused to punish.

Do not evade, equivocate, or make half statements to the student. If the reason can be given, give it. If not, say so and ask to be trusted. The preceptor who uses dark dealings needs light.

Preceptor a Friend to the Boy

All boys should be friends of the preceptor. This is a powerful, close-up, first-hand argument. But *special* friendships call for great carefulness. There is a certain deference which the student must feel toward his preceptor that is often put in jeopardy by too intimate friendships. There is a line beyond which no student-teacher friendship can pass and there not result harm to the whole home life. Charges of partiality will arise, of special dispensations to favor the favorite student, etc. And the favorite will himself lose in his association with both teacher and fellows. To such intimacy, much divulging of faculty proceedings has been due, much division in the student body, with no end of criticism of both teacher and favored student. Nothing but ill can come of such association.

Strength of United Faculty

It is almost superfluous to say that criticism among the teachers is as poison

when once it is known to the students. Such a thing cannot be long concealed. The eye of youth is quick and penetrating. It is a good axiom which says, "The teacher with most to conceal will be quickest found out." A faculty cannot afford to attempt dual living.

Student Initiative

My next thought is best said briefly. See to it that the students are led to take the initiative in the devising and carrying out of plans for the good of the school. Perhaps it may not always be possible to give them the initiative, but as near an approach to it as possible should be made. People work best in carrying out their own ideas.

Those in charge of school homes often have a difficult task in trying to maintain regular attendance at worship and observance of the regular study period, owing to the work of our industries. A good rule to follow is that no student shall be kept out of the home during worship or study hours without previous arrangement with the preceptor. Co-operation between the teachers interested in this feature of school life will remedy directly and indirectly several ills that prevail in the school home.

The Greatest Help to Co-operation

Other expedients and means might be suggested, but I must mention now and last the most important one. Co-operation and fellowship are never perfect until we can write the word "Christian" before them. The love of Christ can do what mere psychological methods and helps cannot do. Where there is this love there will be unity and co-operation throughout the entire school, in spite of inconveniences, poor accommodations, strict regulations, or any of the numerous other causes of dissatisfaction that are peculiar to school life. This is above all the peculiar province of our work as teachers. To the work of teaching the fellowship of Jesus, all else is secondary. This fellowship will bring into the school the spirit of unity, which is one of the most important factors in assuring true success.

Opportunity and the Missionary Volunteer Movement

M. E. KERN

ONCE a young man in college was thinking seriously of his life-work and whether or not he should study law. He asked one of his teachers, whose counsel he valued, whether he thought the law profession was overcrowded. The reply of the teacher was, "Young man, there's room at the top."

Sometimes our young people who are thinking of entering college wonder if there will be a place for them in the denominational work when they have finished. To such I would say: The demand for well-trained, consecrated young men and women is far in excess of the supply. The leaders of our work are in perplexity most of the time for lack of workers.

Years ago the spirit of prophecy indicated that in the future there would be greater need of well-educated men and women; and this word has been very decidedly fulfilled. Our cause has grown and spread until it is a very large work, with many departments. There is a great demand for young men and young women for the mission fields; there is an ever-pressing demand for young ministers and Bible workers in the home field; there is an ever-increasing need for colporteurs and other workers in connection with the preparation and distribution of literature. There is also need of leaders in all other departments of the work, at home and abroad.

I can speak especially of the needs of the Missionary Volunteer Department. One of the greatest problems facing this denomination is to enlist and train all our young people for the Lord's service. This must begin in the home and local churches where the young people are. The spirit of prophecy has said:

"That which is needed now for the upbuilding of our churches is the nice work of wise laborers to discern and develop talent in the church,—talent that can be educated for the

Master's service. . . . Young men and women should be educated to become workers in their own neighborhoods and in other places."—*"Testimonies for the Church," Vol. IX, pp. 117, 118.*

Just as we need specially trained workers to teach in the schools, so we must have workers who have special qualifications and training for vitalizing, mobilizing, and organizing our children and young people throughout the entire field. There is a great demand for strong Missionary Volunteer workers who can do successful work in winning the young people to Christ and in organizing them for service.

There is no more important work than this. In "Testimonies for the Church," we read:

"The work that lies nearest to our church members is to become interested in our youth."—*Vol. VI, p. 196.*

There are good reasons why special attention should be given to childhood and youth. While the call of the Spirit is to every one, in all ages of life, the Bible speaks especially of the period of youth as the time for conversion. "Remember now thy Creator in the days of thy youth." And why? "While the evil days come not, nor the years draw nigh, when thou shalt say, I have no pleasure in them." Eccl. 12:1. The period of youth is the decisive time in life. Ninety per cent of the members of our Protestant churches become such before the age of twenty-three.

There is great need of well-educated workers who will make a special study of childhood and adolescence and give their lives to the work for the young.

Some have had the idea that it is more important to work among persons who do not know the message for this time than to work for our young people. Can this be right? Can there be any more important work than that of saving and training our own young people?

Surely not, if as indicated in the quotation from the Testimonies, Vol. VI, given above, this work is of prime importance. The spirit of prophecy has said:

"Why should not this labor for the youth in our borders be regarded as the highest kind of missionary work?"—"*Christian Education*," p. 222.

The statement is put in the form of a question for emphasis. There is no more important work than this, and this is recognized in the following recommendation passed by the General Conference Council last year:

"Recognizing that great responsibilities for carrying this message rests upon our young people and that there is no higher type of ministry than work for their salvation,

"*We recommend*, That the young people's secretaries be chosen from among those who have evangelistic ability, and that when the secretaries are young men, they be recognized as on the same basis as other evangelistic workers."

We sincerely hope that many of the young people now in school will give earnest consideration to preparing themselves for lifelong service in the Missionary Volunteer work.

The Relation of the Sexes

W. W. PRESCOTT

THE social instinct is inherent in our very nature as beings made in the image of God, who is a Father and the Father of our Lord Jesus Christ. God is love, and love is social, implying one who loves and one who is an object of love. Sin has perverted love into selfishness and self-gratification.

In dealing with the social instinct, the guiding principle must be *expression* rather than *repression*. The family is the concrete illustration, which emphasizes the importance of having in charge of school homes those who are fathers and mothers, or who have the father and mother instinct. A healthy growth of the social instinct should be cultivated and directed.

Contributory to this are: A wholesome school atmosphere in which sentimentalism is banned, and the relation of the sexes is never made the subject of cheap joking; association of students in work under proper supervision; instruction given in a dignified way by those of suitable experience; a fatherly and motherly interest in students, rather than the watchdog air; allowing a natural association which occurs without being planned for, and at the same time checking undue familiarity.

Positively bad influences: A suggestive dress, "short at both ends and thin

in the middle;" fancy hosiery and extreme styles in footwear; striking colors and unusual combinations of color; an unnatural way of dressing the hair; whatever invites comment by attracting unnecessary attention to the person, in either dress or mannerisms.

The benefits of proper association should not be ignored. Young people should learn to be at ease in the company of the opposite sex. Personal calls may be permitted in the public rooms with the permission of the preceptress, ordinarily on a day set apart for such a purpose. Occasional, but not frequent, public receptions conducted in a rather formal manner, when those in charge of the homes and other members of the faculty act as hosts and hostesses, may prove beneficial.

Receptions given by students are decidedly questionable in their influence, as has been proved by some unfortunate experiences. All entertainments should be of an uplifting character, and should be under direct supervision.

An ounce of prevention is worth a pound of cure; and while it is sometimes advisable to close one eye to the spontaneous pranks of boys and girls, yet the springs of trouble should be early noted and not allowed to become the rushing, destructive stream.

ELEMENTARY EDUCATION

"Gather the children;" "for the day of the Lord cometh, for it is nigh at hand." Joel 2:16, 1.

SARAH E. PECK, Editor

THIS section of the EDUCATOR is devoted to the education of our boys and girls from their earliest years until they pass from the elementary school. It not only includes the work of the elementary school with that of the local church school board and the Parent-Teacher Association, but it also includes the normal, which trains the teachers for these children, the field officers who extend and perfect the work in the field, and the home where the real foundation is laid.—Ed.

The Teachers' Help-One-Another Band

"They helped every one his neighbor; and every one said to his brother, Be of good courage." Isa. 41: 6.

JESUS LOVES A CHILD LIKE ME

A. A. P.

ANNA A. PIERCE

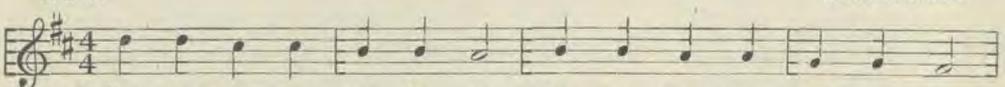


1. Je-sus loves a child like me. This is why I know, Once he blessed the children dear In the long a-go.
2. In his arms he fold-ed them. All who came to him; Je-sus loves the children now Just as he did then.
3. Lov-ing Jesus, be thou near To thy child this day. May I know thy lov-ing arms Shel-ter me al-way.

AUTUMN LEAVES

A. A. P.

ANNA A. PIERCE



1. Pat - ter, pat - ter, one by one, Lit - tle leaves come drop - ping down,
2. Some are such a pret - ty red, Drop - ping down from o - ver - head,
3. Lis - ten! Hear them pat - ter down, See them danc - ing round and round,



- Pret - ty lit - tle au - tumn leaves, Sail - ing by with ev - 'ry breeze.
Mixed with green and blue and gold, All the col - ors they can hold.
Pret - ty lit - tle au - tumn leaves, Whirl - ing by with ev - 'ry breeze.

The Helping Hand of the Children in Harvest Ingathering Work

MRS. J. W. MACE

OF the child Jesus it is recorded:

"The child grew, and . . . increased in wisdom and stature, and in favor with God and man."

A statement from His lips when a lad of twelve reveals the resulting sense of sacred responsibility resting upon Him: "Wist ye not that I must be about My Father's business?" The threefold de-

velopment — mental, physical, and spiritual — is the rightful heritage of every child; and to be about "Father's business" should be the normal aspiration of every child.

The child Samuel must have been very young when he was chosen to perform a definite part in divine service. Of him it is written: "The child Samuel grew on, and was in favor both with the Lord, and also with men." At this early age he heard his name thrice called by the voice of God, and when, as instructed by his beloved teacher, at the fourth call

he responded in his childish simplicity, "Speak; for Thy servant heareth," he was given a message of sad and serious import to deliver to his master, Eli. Many a Spirit-filled message has been sent home to sinful hearts in a convincing manner through the lisping speech of an innocent child.

"God's Purpose for the Children"

"God's purpose for the children growing up beside our hearths is wider, deeper, higher, than our restricted vision has comprehended," says the servant of the Lord to the remnant church. Shall we not submit to the removal of these restrictions of our vision, and seek the anointing with the heavenly eyesalve, that, as teachers and parents, it may be possible to comprehend to the fullest extent what is involved in God's purpose for the children? We are told:

"Many a lad of today, growing up as did Daniel in his Judean home, studying God's word and His works, and *learning the lessons of faithful service*, will yet stand in legislative assemblies, in halls of justice, or in royal courts, as a witness for the King of kings."

God's plan for the education of the children combines *study* and "*faithful service*." In just so far as either of these elements of character building is lacking, there is a failure to meet the divine standard of education. It is a fatal mistake to think that the children have no special part to act in the Lord's work. The "cup of cold water," the thoughtful courtesies to the aged, the sick, or the needy, the handing out of a tract or paper, or the appropriate solicitation for funds for the cause of missions, are, if done in the spirit of Jesus, as truly "Father's business" as are the same acts performed by persons of mature years and experience.

The plan of the Harvest Ingathering work bears the sanction of heaven, and is in fulfilment of Isaiah 60:1-5. It affords one of the most favorable opportunities for children to share with parents and teachers "spiritual as well as physical burdens." But the *sharing* in this work does not by any means imply

that the children are to be sent out to do their part of the work in a careless manner. Never should the children be allowed to engage in Harvest Ingathering work, or in any work of a similar nature, without proper chaperonage and without preparatory instruction as to the mission fields, the needs of the workers, and the great sacredness of the work in which they are permitted to share with fathers, mothers, teachers, and older brothers and sisters. Through disregard of this vital principle in connection with this line of work by the children, many cautious and wise parents may feel that their children run the risk of receiving more harm than they could possibly accomplish for good through engaging in this work, because of a spirit of boldness, forwardness, and childish emulation which is liable to be engendered. Too much importance cannot be attached to the necessity for the closest supervision, and wise planning and direction of the work.

From a Child's Viewpoint

Harvest Ingathering work by the children must be promoted from the child's viewpoint, and the tact of parent and teacher is required to adapt the work to the child's sphere—to see the task through his eyes; to accept and act on the promise of divine help and assurance of success, with the simplicity of a child's faith. And the nearer we come to this childlike attitude in all our plans, the more effective will be our own work. In a spiritual sense, even this side the new earth state, "a little child shall lead them." May it not be, as we accompany the children into the harvest field, that their simple faith and trust in God, and their joy in being permitted to help, shall be an inspiration to those of mature years to do better service for our King? The following instruction is of special significance in the Harvest Ingathering work by the children:

"Parents and teachers should aim so to cultivate the tendencies of the youth that at each stage of life they may represent the beauty appropriate to that period, unfolding natu-

rally, as do the plants in the garden. . . . Childhood answers to the blade in the parable, and the blade has a beauty peculiarly its own. Children should not be forced into a precocious maturity, but as long as possible should retain the freshness and grace of their early years." — *Education*, p. 107.

The Necessary Preparation

Before beginning the Harvest Ingathering work, the children should be made thoroughly familiar with such facts and history of our work in the mission fields as will make the need a reality. We are told:

"It is acquaintance that awakens sympathy, and sympathy is the spring of effective ministry. To awaken in the children and youth sympathy and the spirit of sacrifice for the suffering millions in the 'regions beyond' let them become acquainted with these lands and their people. In this line much might be accomplished in our schools. . . . Let them study all lands in the light of missionary effort, and become acquainted with the people and their need." — *Id.*, p. 269.



One feature of manual training along this line may be the making by the children of suitable boxes to serve as receptacles for the contributions to missions which they solicit. A true story of experiences of our missionaries, or of conditions surrounding children in foreign lands, in connection with the practical work of preparing the boxes, will afford several interesting and profitable occasions. A leaflet entitled, "Our Church Schools and the Harvest Ingathering," gives directions for the making of simple and attractive boxes by the

children. This leaflet can be obtained upon request from your conference educational superintendent or home missionary secretary.

Prayer Before Starting

"The teacher should impress upon the children the importance of the work in which they are engaging. It would be well to gather them together, read a few promises from the Bible, and have prayer, asking God's blessing upon the work of each child. They should be impressed with the importance of being courteous to all persons, regardless of their attitude toward them."

This paragraph from the leaflet above referred to is of the utmost importance. Children should remember that in this effort they are workers for God, and should not in any way manifest a careless, irreverent, or discourteous spirit.

The Responsibility Placed

That the Harvest Ingathering work is an appropriate line of missionary work for the children to engage in is still further emphasized by the following:

"The whole world is opening to the gospel. Ethiopia is stretching out her hands unto God. From Japan and China and India, from the still darkened lands of our own continent, from every quarter of this world of ours, comes the cry of sin-stricken hearts for a knowledge of the God of love. Millions upon millions have never so much as heard of God or of His love revealed in Christ. It is their right to receive this knowledge. They have an equal claim with us in the Saviour's mercy. And it rests with us who have received the knowledge, with our children to whom we may impart it, to answer their cry. To every household and every school, to every parent, teacher, and child upon whom has shone the light of the gospel, comes at this crisis the question put to Esther the queen at that momentous crisis in Israel's history, 'Who knoweth whether *thou* art come to the kingdom for such a time as this?'" — *Id.*, pp. 262, 263.

"It is good for a man that he bear the yoke in his youth," testifies the inspired word; and to this testimony heartily agree the Christian educators of the twentieth century.

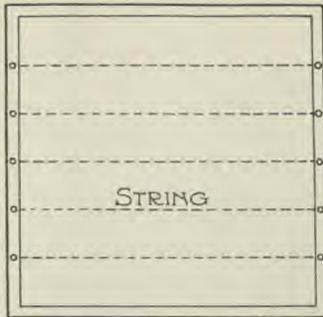
[Write us your experiences, teachers, telling not only the amount raised by your school, but the effect this effort has had on the children themselves.]

Nature Study — No. 3

Insects

FLOYD BRALLIAR

As a preliminary to the lessons on insects, the teacher and pupils should make a survey of the insect population of the vicinity. A census may profitably be taken of several limited areas. This is most easily done by making a light frame exactly one rod, or one yard, square. Place this frame over a spot of ground, and by stretching parallel strings across it, one or two feet from each other, it is comparatively easy to count the insects found in each strip. Care must be taken to make the survey without frightening away the more active insects.



Insect Census Frame

It is important that a time be chosen when the ant mounds are open and the various creatures alive and active. It must not be forgotten that ants and other burrowing insects spend most of their time underground. If there should be weeds, shrubs, or trees on the plot of ground studied, every leaf and cranny must be carefully scrutinized. Record the number of insects found, and then move the frame from place to place, counting and recording until a fair average can be made. From this average, estimate the population of an acre. Every ant hill should be counted for at least 200 or 300 ants, though it is merely a small hole with no mound.

Now form as accurate an estimate as you can of the amount of food it takes to feed this horde for a year. When

this is done, you are ready to draw the lesson of how God cares for and feeds His creatures. Show that He created each, gave each its nature and habits, and in His great plan each has a place.

Next watch for a time when the ants have opened their holes and carried out the soil from their underground excavations. Carefully collect and weigh the soil carried out by several colonies. Then estimate, from the number of colonies, the amount of subsoil carried to the surface on an acre. This is done at least three or four times every summer. Call attention to the fact that ground spiders, angleworms, and a score of other creatures do a similar work, the angleworms actually doing more than the ants, and show that these are God's husbandmen, to till His soil. In old pastures and meadows they are the only plowmen, yet they till the soil so well that it does not "sour," or become so hard as not to be productive. It would not be far from the truth to say that insects do as much of the plowing and tilling of the soil as do men. Without this, much of the wild grass would languish.

In most places this article will appear too late in the fall to get the best results from your census survey. In case this is true, it may be left for spring work.

Fall is the time to study the various ways the insects prepare for winter. Seek out their egg masses and study the wisdom with which they have selected places for hibernating. Notice the unrest and the anxiety manifested by these creatures in finding a safe place to hide from the stormy winter to come. Wasps can be collected in crannies and while trying to get under the roofs. Ladybugs and other beetles can be found trying to get under the bark of trees, and the cockroaches can be found under stones, etc. Several hours can profitably be spent finding and studying these winter homes. Insects know when winter, the "end of all things," is near, and are wise in their day and generation. From this you can give an impressive

lesson on what we should be doing in view of the times in which we live.

Insects are absolutely necessary to the perpetuation of some forms of plant life. Without their agency in placing pollen on the pistils of flowers, many plants would make so little seed that in a few generations they would become extinct. Certain insects are absolutely necessary to the propagation of certain plants. Tell the story of the failure to produce red clover seed in Australia until bumble bees were imported; the impossibility of raising Smyrna figs in California until the small fig beetle was imported; or the way the *Promethea* moth carefully fertilizes the flower of the yucca (soap weed) in return for a portion of the resulting seed to feed her young.

Yet, though insects are so important and necessary, they are commonly despised and execrated by man. Show that popularity or appreciation is no measure of the value or importance of any work. As Christians we, like the insects, must do our work because God has given it to us, no matter what people say of us. Teach also that just as some people go wrong because they are not appreciated, so many of the insects have gone wrong and become pests.

Industrial Arts for Grades Five to Eight — No. 2

Third Period

THE outline for industrial arts as published in the September *EDUCATOR* gave the period schedule for the entire year, and showed the relative amount of time to be given in school to each of the industrial subjects — gardening, cooking, woodwork, and sewing. It also gave more in detail the work to be accomplished in cooking during the first period of school.

The October *EDUCATOR* contained no outline for cooking, as the entire time of the second period was given to sewing by the girls and woodwork by the boys. Complete instructions for both these

subjects are given in the "Elementary Curriculum" and its Supplement. The first two weeks of the third period are also given to sewing and woodwork.

The lessons in cooking for the third period center in two motives — serving dinner to the school board and the superintendent, and learning how to get breakfast. The former occupies the time for three weeks, the latter for one week.

Since the work in cooking continues throughout four years of the course, in grades five, six, seven, and eight, different menus will be worked out each year, thus extending the field of the pupils' experience and knowledge. The present outline offers two menus for dinner and two for breakfast. These may be changed at the discretion of the teacher, but the proper food balance should be preserved.

In serving dinner to the school board, the food should be abundant, well cooked, and attractively served. The girls should wear the serving aprons and caps that they have previously made in the sewing class. Dinner may be served some afternoon at a convenient time between five and six, or even six-thirty would not be too late if the guests cannot arrive earlier; or it may be served at midday or early on Sunday evening. Be sure to have it at a time when every member of the school board can be present, and by all means have it in the schoolroom.

One great object in serving the school board is to enlist their interest in a substantial way in this important phase of education. As soon as they realize its importance, they will gladly see that the school is provided with the necessary equipment for carrying it forward.

The teacher who in faith follows the instruction the Lord has given regarding this work and does her best with even meager facilities, will in due time reap her reward — and the reward will come in more ways than one. Sometimes a short, appropriate program rendered by a few pupils will add value to the occa-

sion. This should be a golden opportunity to demonstrate some of the principles of Christian education. We hope that some of our aggressive teachers will send the *EDUCATOR* an account of their effort put forth in this line, and the results. The *EDUCATOR* desires to be the church school teachers' medium of exchange of helpful ideas.

Outline for Third Period

First two weeks — Sewing and Woodwork (See Supplement to Curriculum, pages 242, 243.)

Last Four Weeks — Cooking

MOTIVE: DINNER FOR SCHOOL BOARD AND SUPERINTENDENT—Three Weeks

PRACTICE

- 1 day — (Review), Soup.
- 1 day — Potatoes and gravy (carbohydrates).
- 1 day — Vegetables (carbohydrates, protein, mineral salts, cellulose).
- 1 day — Entrée (protein and fat).
- 1 day — Macaroni (carbohydrates and protein).
- 1 day — (Review), Salad vitamins, mineral salts).
- 1 day — Dessert (carbohydrates).
- 2 days — Bread (carbohydrates and protein).
- 1 day — Serving the dinner, 5 to 6 P. M. or on Sunday.

THEORY

2 days — One story a year about each of the following:

Story of macaroni	Story of chinaware
Story of bread	Story of glassware
Story of tomatoes	Story of tinware
Story of legumes	Story of aluminum

1 day — Study of menus; food combinations; food elements; experiments showing tests for food elements; balance of food; one subject each year of the course.

1 day — Table service.

1 day — Location, arrangement, and care of dining-room.

Dinner Menus

NO. 1

Vegetable Soup and Croutons	
Escalloped Potatoes	Creamed Cauliflower
Macaroni Baked with Egg	
Cabbage Salad	Bread and Butter
Cup Custard with Crackers	

NO. 2

Creamed Potato Soup and Croutons	
Mashed Potatoes	Brown Gravy
Baked Beans	Buttered Beets
Tomato Salad	Bread and Butter
Creamed Rice Pudding	

MOTIVE: GETTING BREAKFAST — One Week

PRACTICE

3 days — Cooking of grains: wheat, corn, oats, rice.

2 days — Toasts: dry, milk, fruit, vegetable.

THEORY

One story each of four years:

Story of wheat	Story of oats
Story of corn	Story of rice

HOME WORK

Each girl is required to prepare or help to prepare breakfast at home at least twenty times during the fourth period. Reporting: Same as for suppers.

Breakfast Menus

NO. 1

Bananas

Boiled Rice	Potato Cakes
Toast — Graham	Cereal

NO. 2

Baked Apples

Boiled Whole Wheat and Cream	
Soft-cooked Eggs	Cereal
Corn Bread with Sirup	

Industrial Arts for the Fourth Period

During the fourth period, the girls continue their sewing and the boys their woodwork. The work in cooking is kept up by the preparation and serving of school luncheons, and by the assigned home work in the preparation of breakfast.

The Influence of the Teacher in the Community

G. F. RUF

IN the twenty-first chapter of John are given the fundamental prerequisites that a Christian teacher must possess before he can undertake the work of teaching. Jesus asked Peter, "Lovest thou Me more than these?" When He had the desired answer, Jesus said to him, "Feed My lambs." It takes more of the love of Christ, according to this text, to feed the lambs than it does to feed the sheep.

"This wonderful love will transform the life in which it dwells. It makes the heart warm and tender; it makes one patient, thoughtful, kindly, and sympathetic; it softens harshness and rudeness

into gentleness; it gives one mercy and compassion toward the erring; it kindles that higher love which seeks the higher good of life."

When a teacher is possessed of the love of God in such a manner, others besides the pupils will find out about it. It will spread, and can result in a spiritual revival in the whole community. In these latter days the prophecy of Malachi 4:5, 6, is to be fulfilled. I am certain that the Christian teacher will have an important part in the turning of the hearts of the children to their parents, and *vice versa*. It means the holding of families together in the bond of Christian union. The parents feel this to be the aim of Christian education; the worldly influences are so strong from without that a church or company secures a Christian person to help them to influence, to hold, to teach their children in things of eternal value, to give them the same vision of life that the parents have.

As teachers we must therefore be careful to let the parents know that we appreciate their burden for their children. We can never have a greater burden or interest in the child's welfare and eternal salvation than its own parents have. The mother or father may not be able to express or show this as much as the teacher can, but it is there, nevertheless, and they have employed you because they feel their inefficiency in this matter.

Often the teacher is the only Christian young person in the community. He may be the only one that has been in one of our schools to imbibe Christian ideals and principles. The older young people in the community will to some extent imitate the teacher of their school. What

the teacher sanctions is all right with them. Whether the teacher is conscious of this matters little; the fact remains.

A teacher should therefore prove himself sociable so that he can be a Christian social leader in the community. In secular schools, dancing and social games of all kinds are taught the normal students so that these teachers can cope with any social situation in a community in which they may find themselves placed. They are to be leaders in the social life of the community. Our young people also have social instincts. We as teachers must therefore be able to guide them along sure paths in social activities. We must

be leaders among them in this respect. Therefore we must study to be "social to save." How much care has to be exercised in these matters! To be sufficient for these things, one must live very near the Lord.

THE true ideal of teaching, however distant and hard to realize it may seem, is to build a ladder such as Jacob saw, resting on the hard facts of daily life and reaching upward to the reality of ideas as embodied in natural and spiritual law. Up and down this pathway the child must be led if his education is to be made practical and utilitarian in the broadest sense. — *S. E. Slocum, in the Educational Review.*

A writer on the work of teaching says with regard to the influence of the teacher in the community: "The chasm that today yawns between teacher and parent is a wide one and not easy to bridge. . . . She should work unremittingly, however, to the end of reaching the largest number possible, watching every opportunity and taking advantage of every opening."

It would not be best for the teacher to force himself into everything and upon everybody. A tactful teacher will go only far enough so that the people will begin to appreciate his or her value, and after that very little trouble will be had in finding one's way to the homes and the hearts of all in the community. For the teacher to attain this object, example must always go before precept and must enforce it. "Character gives weight to

speech." The life must be an interpretation of the principles he holds up to others. A person of real value, with a clear and consecrated vision, will not long be left in the background in a community.

When the teacher sends the period report cards to the parents, if he just puts down a few personal remarks showing that he is taking a personal interest in that particular child, a long step is made toward closer co-operation with the parents. Mention the poor work done by Mabel in arithmetic, but do not forget the good work in geography and history. A request for the co-operation of the parents in helping the child where he is weak will often bring a warm and appreciative response. True Christian tact with honesty is necessary.

It happened at a place that the high school graduates had done such poor work during the year that it was necessary to give them several months more to finish their work creditably. This meant postponing the graduating exercises. The patrons of the school had to be informed about the matter. This was a delicate proposition. One of the teachers was asked to write the explanatory note that was to be sent to the parents. When she had finished it, and the principal had looked it over, he said to her: "You have said an unpleasant thing so well that I should think the parents would feel honored because these children are going to be allowed to stay longer in school."

When a parent visits your school, make him feel sure that he is welcome. Do not be too busy; stop for a little while and talk to him, explaining different features that might be of interest to him. You will soon have more visitors in your school. This is reaching into the community. The teacher should encourage the parents to visit the school frequently, and then be sure to be honest, frank, and true with them.

Possibly one of the most effective ways in which a teacher can be of greatest help to the community, is by fostering

the Parent-Teacher Association plan. This brings the teacher in direct touch with the work and problems of the parents, and they learn the teacher's methods and plans. In this way there comes to them a feeling of oneness of purpose, a mutual sympathy, an opening of hearts and confidence, which, if guarded sacredly by the teacher, gives him the master key to every difficult problem with which he may be brought face to face.

The parents should be visited as often as possible by the teacher. A very long visit is not always needed. When a pupil is sick is the best occasion for a visit. If you have any knowledge of nursing, your visit will be especially appreciated, if you apply any of that knowledge. Your opportunities for visits will increase also.

Show impartial feeling and affection for all, and do not take issue in any community squabbles. If you do, you are likely to drown in a lake of community troubles.

"To thine own self be true,
And it must follow, as the night the day,
Thou canst not then be false to any man."

Supervised Recreation

ALTA C. THOMPSON

THIS subject presents one of the most important and serious problems teachers have to meet and work out. True, the teacher in the country has little trouble, for at recess periods and the noon hour, unmolested by immediate neighbors and unhampered by "keep off the grass" signs, teacher and pupils can enter heartily into good, rousing exercise that sends the sluggish blood bounding through the veins, and all return to the schoolroom healthy and happy, ready for good, hard work again. If the teacher is wise in the choice of exercise, and mingles freely with the children on the playground as one of them yet still their teacher, her problems will most likely end there.

But it is usually far different with the teacher in the city, where unfavorable conditions must be met and the space for playground is limited. But though some

have unfortunate circumstances to battle against, much enjoyment can be had during the recreation periods.

If the school board will supply them, teeter boards and Maypoles are excellent to amuse the little ones. But unless the play period is supervised, the larger pupils will be found begging or demanding the ropes from the little ones. "Remember the golden rule" is a good motto for the Maypole, but even though this rule is repeated and explained daily, the desire to swing "just *once* more" will cause many a well-meaning child to forget. Hence the teacher must be near to see that every one "plays fair," and

catcher when he gets the right viewpoint.

Another good game for outdoors is "ten steps," which grows very amusing and exciting when the one ambitious child thinks he can take "just one more step" without being caught.

During the winter months when there is snow in abundance, what child does not like a good snowballing game? And how they like to snowball the teacher! and how they admire one who is "game"! Let them all pick on you if they want to. Pull your toboggan cap down over your face, and then throw snow. It doesn't matter if you can't see.



Playing "Cat and Rat"

all get a chance to swing. There are many exercises in which all can engage and enjoy. Running games are especially good, provided they do not become rough and rude. Games that require the choosing of sides the teacher can wisely direct so that those who are likely to quarrel with each other when on opposite sides, may play together and unite their natural leadership.

Hide and seek has been found very interesting, when there are no secluded places for hiding. My children have amused themselves day after day playing this with only the corner of the house and the barn to hide around, the steps to get under, the board fence to hide behind, all places in plain sight of the

You are sure to hit some one if they are all picking on you. Of course, there are always those who make the balls hard and some one is liable to be hurt, but if the offender is denied the privilege of snowballing during such behavior, he will soon learn his lesson, and be temperate in this also. And then there is a chance for the old-fashioned game of fox and geese, when the snow is deep.

But it's easy to be happy

As life goes by while we sing,

But the teacher worth while is the one who
can smile

When rainy days come in the spring.

For the test of the teacher is trouble,

And it always comes with the rain,

But the one that is worth the praises of earth,

Can smile when it rains in the spring.

What teacher does not dread the rainy days? Usually plenty of mud is tracked in, children are more restless, and Miss Teacher must be very careful or she will find herself taking a trip to the "Land of Fuss-and-Fret." Then when recess comes, instead of a chance to relieve the pressure, the "safety valve" must still be kept tight.

But even this can be made an enjoyable occasion, and teacher and pupil alike not meet the rainy day with dread. First of all, when recess comes, the windows should be thrown wide open, and the air in the room thoroughly changed. Children enjoy playing at the board, and amuse themselves in pairs, playing chalk games. The teacher can introduce new ones, and the pupils will always delight to honor her by promptly playing them. Others will draw by themselves, asking for no better amusement, for the use of the board is a privilege denied them on pleasant days. Perfect freedom should be allowed in the room, but no loud talking or running.

Sometimes when a long noon hour is customary, the children are delighted to shorten it on rainy days and thus get out earlier in the evening. When they explain at home how it happened, the parents understand that no work has been slighted. Last year we made it a rule by vote of the school, that on all rainy days this plan would be followed. No complaint was heard from either board or parents.

In supervising recreation, the teacher must be as wise as a serpent, and as harmless as a dove. She must possess much tact and really enjoy playing. If the children think (and they are good judges), she is playing "just to watch," she will not be welcome. Let her be the leading one, always tactfully directing, entering whole-heartedly into whatever game is decided upon, and she will win the love and confidence of the children quicker than in any other way. When they return to the schoolroom they know it is time for work, and they will enter heartily into their studies.

Supervised play brings the right spirit into the school. To illustrate, I will give a personal experience. I had not been playing regularly with my pupils during the cold days. Most of them stayed in the room, running out a few minutes at a time for exercise. One morning was particularly trying. Some of the older students, natural leaders, seemed almost "possessed," and I dreaded the afternoon session. But at the noon hour I put on my coat and cap, and the news soon spread that we were going out to play. It was very cold and windy, but we braved the weather and for some time played hide and seek. After the first bell had rung and we had returned to the room, I saw the pupils gathered in counsel. They later announced that they had a secret. You know how long children's secrets last; and I soon learned. The ones who had been most unruly during the morning had decided to see how "good" they could be that afternoon. This, together with the fresh air and exercise, was a tonic to the teacher's nerves.

It pays to supervise recreation. From a physical, mental, and moral standpoint, it pays. It may mean a sacrifice to the teacher, but when she considers the good it *will* do, and the untold harm it *might prevent*, surely she can afford to make the sacrifice, and measure her reward for faithfully doing this important work.

The Teaching of English in Our Church Schools — No. 3

MRS. WINIFRED P. ROWELL

So many practical suggestions have already been made in our church school manuals and curriculums concerning the teaching of language in the lower grades, that further suggestion may seem superfluous. In fact it is not my purpose to suggest definite plans and devices, but to hold up an ideal. With the right viewpoint and a soul full of love for the work, a teacher can find her own devices. Without it, the most elaborate plans and detailed suggestions must fail. I have worked through some of our True Edu-

education Readers with children who had already supposedly been taken through them in a church school, only to find that their teachers had been content to pass over the language work perfunctorily, making common reading books of what to my mind is the most thorough, systematic, and inspirational course in language study that has ever been published for the elementary grades. Such teaching seems to me a crime. It is akin to the course of the mother who blunts the delicate sensibilities of her child by a careless ignoring of the material God has spread out before her in nature and life for her child's first lesson book.

For several years in my work as English teacher, I tested my college freshmen at the very beginning of their work to find out the kind of material I had to deal with. My device was simple. Orally and in writing on the blackboard, I gave a form of indorsement to be placed on the outside of folded themes. This contained four definite items. I requested that for convenience in correcting the work, these be given exactly, in the required order and place. Year after year I would get about the same results. One fourth gave the indorsement correct in every detail. These I knew by experience would be my best students. One half of the indorsements were fairly correct, but out of order and omitting some point. One fourth were hopelessly incorrect, or lacking altogether. Yet, if I may judge by my experience in dealing with the last group, which always constituted my year's problem, the minds of nearly all had been practically equal at the outset. I have found very few "born dunces."

Language is the expression of ideas. Ideas come through sense perceptions gained by means of the five senses. All normal children have the same manner of communication with the outer world. Barring a few wonder-souls whom we call geniuses, who seem to be able to force their way to the world, and a limited number of subnormals, all children are chiefly at the mercy of their environ-

ment as to the character of their sense perceptions, and therefore as to the manner of their mental development.

To quote from a well-known child specialist:

"Let people simply look about them and they will see on every hand the pitiful results of a process which ultimately resolves itself into this: that there were planted in the virgin soil of the child, weeds instead of sound, useful, productive things; and not only so, but the entire soil itself was left to become sterile and unproductive of anything worth while.

"Clearly this is a practical question. By the time what is called school age arrives, the damage has usually been done."

Again:

"What with perceptions unnaturally dulled by early thwartings, and a coerced attention to books — what with the mental confusion produced by teaching subjects before they can be understood, and in each of them giving generalizations before the facts of which these are the generalizations — what with making the pupil the mere passive recipient of others' ideas, and not leading him to be an active inquirer, and what with teaching the mind to excess — there are few minds as efficient as they ought to be." — *Oppenheim's, "The Development of the Child."*

The problem of both parents and teachers, then, so far as language teaching is concerned, resolves itself into these duties:

1. To develop and train the five senses so that sense impressions may be reasonably complete, accurate, and as varied as experience allows.
2. To assist in the mental processes through which ideas are deduced from these sense impressions.
3. To develop and train the emotional nature in such a way that the child will react rightly to whatever comes within the range of his experience.
4. To help him gain an adequate vocabulary for the expression of his ideas.
5. So to train him in the expression of his thoughts and feelings that self-expression in language will be as natural to him as any other mode of activity.

A large program truly, and worthy the effort of the greatest teacher that has ever lived. But no language teacher should content herself with a lower ideal.

The Church School Board

"Let the church carry a burden for the lambs of the flock. Let the children be educated and trained to do service for God, for they are the Lord's heritage."
—*Testimonies for the Church,* Vol. VI, p. 203.

No people in our churches are more willing to labor and sacrifice for our children than are the devoted men and women who as members of our school boards are chosen to carry the responsibilities of the school in their midst, and to them this section is open for contributions, for questions, for counsel.

EDITOR.

Plans for School Buildings — No. 1

Why Have Our School Buildings Right?

At the 1919 Spring Council, the following action was passed:

"That plans for elementary and intermediate school buildings be included in the 'School Manual' when revised."

The revision of the "School Manual" may not be needed for some time, and as calls for building plans are frequently made by building committees, school boards, and superintendents, it has been thought best to render at once through the EDUCATOR such assistance as our limited space will allow. This is the first of a series of articles that will be given on this subject.

The general outside appearance of any school or church building is rightly regarded as an index of the intelligence, thrift, and morals of the people, and of their appreciation of culture, learning, and refinement. We locate our churches in pleasant places and construct the buildings so as to attract people to the truth for which the church stands. And this is right. But do not our schools also either attract people to the truth or tend to turn them from it? Should not every school building be in keeping with the exalted character of Christian education and thus be a proper representative of the truth of God?

If so, not only should the building be efficient within, but neat, well kept, and attractive without. The school grounds should be well located, attractively laid out, and beautified with lawns, flowers, and shrubbery, as well as provided with space for playgrounds and gardens. The fences and gates also, if any are needed,

should be properly built and kept in good repair, and everything about the place should be thoroughly sanitary. Not only should the instruction given in our schools reach as nearly as possible the high standard of physical, intellectual, and spiritual excellence that the Lord has given us, but the whole environment should be such as to emphasize these principles.

We, as a people, believe in obeying the principles of health. We believe the instruction that "the health should be as sacredly guarded as the character." We regard as of divine importance the scripture which says, "Beloved, I wish above all things that thou mayest prosper and be in health, even as thy soul prospereth." We believe that sound physical health is one of the great pillars of the third angel's message, its strong "right arm."

Have we ever stopped to consider that the foundation of health and strength or of disease and weakness is laid during the tender years of childhood and youth, and that at least one fifth of a child's waking hours from the time he enters school until he is grown to manhood or womanhood are spent in the schoolroom? We live in a world of tendencies to all kinds of physical weakness. It is said that twenty-five per cent of school children suffer from defective eyesight. Next to impaired mental faculties, impaired eyesight is perhaps the greatest of physical misfortunes, and yet it is the exception to find a schoolroom lighted in such a way as to protect the child's eyes.

The State regards the physical development of its children of such paramount

importance that the construction of school buildings is regulated by law, and in most States no building may be erected until the plans are submitted to and approved by the superintendent of public instruction, who is thoroughly conversant with the laws governing this phase of the work. More than this, the superintendent has authority to inspect and condemn schoolhouses that do not conform to the laws of school hygiene. Regarding this matter the Michigan State law reads in part thus:

"After an inspection of a schoolhouse, if in the judgment of the said superintendent of public instruction such building, or any part thereof, is not in a safe and sanitary condition, notice thereof shall be given to the district board or board of education of the district in which such building is located, said notice to be given at least six months preceding the first day of August. On the first day of August following such notice given, if said building has not been placed in a safe and sanitary condition by the district board or board of education, said superintendent of public instruction shall have authority to close such building, or part thereof, and such building, or part thereof, shall not again be opened for public use until such building, or part thereof, shall have been placed in a safe and sanitary condition to the satisfaction of the said superintendent of public instruction."

Should not Seventh-day Adventists, who make such a high profession regarding the principles of health, be foremost in obeying these right and just laws? If we neglect to heed these matters, we defeat in part the very object of our schools, which is to prepare our children to act their part in finishing the work of God in the earth. Robust physical health, which makes for clear minds and calm nerves, is one of the greatest assets to qualify them to stand as Daniels in their lot and place in this time of the end. God himself ranks it of equal importance with spiritual progress.

It is the duty of every educational superintendent among us to be qualified to give wise and accurate information on the shape, size, and arrangement of schoolrooms, the heating, lighting, ventilating, and seating, as well as the requirements necessary to meet our edu-

cational standards, that our schools may do their work without merited criticism from the State. We, therefore, do most earnestly recommend that before erecting or remodeling school buildings, all plans be first submitted to the superintendent and the union educational secretary for helpful criticism. Wherever desired, the Educational Department will gladly give constructive assistance in the matter of building plans to meet local needs, and it will furnish free to any superintendent or school board, blue prints of any of its published plans. The plans are the property of the Department, and should be returned when the building is finished.

Lighting

Figure 1 accompanying this article represents an altogether too common type of one-teacher school building. Here the windows on both sides of the room produce the cross lights so trying to the eyes, while the windows at the back of the room constantly tax the eyes and irritate the nerves of the teacher.

Figure 2 corrects this evil by placing all the windows of the main room on the pupils' left with as little space as possible between any two. The windows are placed on the east side, thus securing the benefit of the sun in the cool and often damp mornings. The sun is nature's disinfectant, and while the north light is the mildest on the eyes, no room can be a safe living place if deprived of the direct rays of the sun. The south sun is not the best because it must be excluded most of the time to avoid its reflection from desk tops. The west sun comes too late in the day and is usually too warm to be desirable. As the east sun is gone by about ten-thirty in the morning, the pupil from that time during the rest of the day has the benefit of the full light admitted from all the windows. Therefore fewer windows are needed.

The windows reach as near the back corner as possible, so that the light need not reach too near the front of the room. They should be placed far enough

from the floor so that when the child is seated, the direct rays of light are above the eye level, 4 feet to 4 feet 6 inches. They should reach as near the ceiling as possible, as the best light comes from above. The amount of glass surface should be equal to one-fifth of the floor space. Where it is difficult to secure a free circulation of air in a single room,

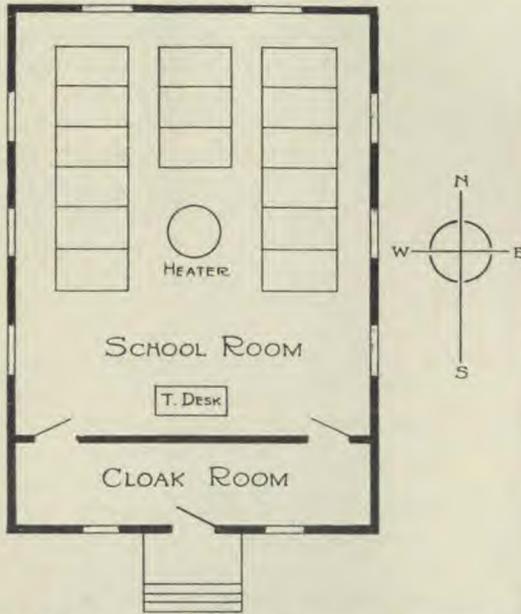


Fig. 1. A common type of one-teacher school building, incorrectly lighted, heated, ventilated, and arranged; injurious to both pupil and teacher, and likely to defeat to some extent the purpose of the school.

Points to be condemned:

1. Windows on opposite sides of room produce cross lights.
2. Windows in front of the teacher.
3. Common stove as heater burns some, while others shiver.
4. Ventilation by open windows, causing drafts.
5. Double seats all one size.
6. Main entrance into cloakroom, cannot be supervised.
7. Only one cloakroom for boys and girls.
8. Doors swinging inward.
9. No indoor toilets.
10. No accessible fuel-room.

two or three transoms above the black-board on the wall opposite the windows are admissible.

Heating and Ventilating

In Figure 1 is illustrated the well-known stove which burns the pupils seated near by, while those in distant parts of the room are suffering with the cold. It also keeps the air in the upper part of the room overheated, while the

floor remains cold. If windows are opened to secure the necessary fresh air, some one is sure to be exposed to harmful drafts.

In Figure 2 the room is heated with the modern ventilating room heater. By means of this there is a constant inflow of fresh air which is heated before reaching the pupils, while the ventilating flue

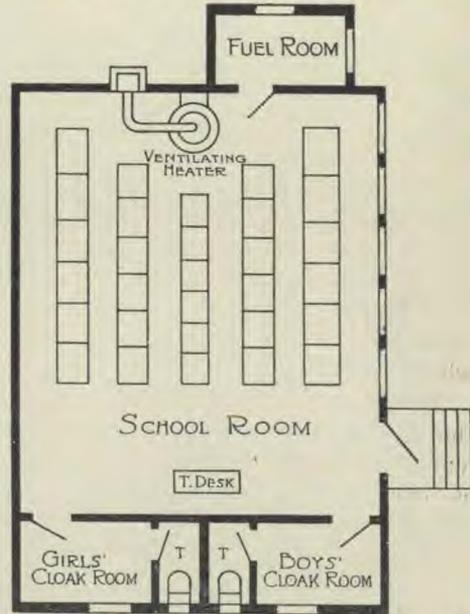


Fig. 2. Figure 1 corrected. A comfortable, healthful place for all, well arranged for efficient work.

Points to be commended:

1. Windows massed at pupils' left — light from east.
2. Teacher does not face light.
3. Modern ventilating heater — distributes heat evenly.
4. Foul air constantly carried out by ventilating flue.
5. Single seats in several sizes.
6. Main entrance directly into schoolroom.
7. Separate cloakrooms for boys and girls.
8. Outside door swinging outward.
9. Indoor chemical closets — protect health and morals.
10. Fuel-room near heater — saves time and protects health.

removes the foul air. The circulation of air is constant and effective. The jacket around the stove protects from overheating those who sit near by. If desired, a board about ten inches wide may also be fastened in a vertical position across the lower part of the window, thus allowing the window to be opened six or eight inches from the bottom without causing drafts.

Seating

Instead of double seats all one size as in Figure 1, Figure 2 shows single seats in three sizes to accommodate the various ages of children who are always found in the school of mixed grades. At the same time the same number of children are provided for in both buildings.

Toilets

The ordinary outhouse, which is a menace to health and frequently to morals, has been replaced by the indoor chemical closet, which requires neither water nor plumbing.

Referring to these outhouses, a bulletin published by one of our State boards of health, says they are "not only a menace to the health and morals of the children using them, but a crime against human decency in the enlightened age in which we are now living."

Where the chemical closet is installed, the air, the soil, and the water will no longer be polluted from the ordinary outhouse, and epidemics of typhoid, dysentery, etc., will certainly be less frequent.

The following is taken from Bulletin No. 54, published by the Michigan State superintendent of public instruction:

"Among the advantages of the sanitary indoor toilet are the following:

"1. *Accessibility.*—As it is installed in a room adjacent to the schoolroom, it preserves the health of the pupils by providing a warm place in winter and by encouraging regularity in attention to nature's demands.

"2. *Privacy.*—Being under the immediate supervision of the teacher, the user is protected from influences and immorality incident to the common outdoor type.

"3. *Comfort and Convenience.*—The room in which it is established is kept warm, well ventilated, light, clean, and neat.

"4. *Abolishes the outside privy and cesspool, with all of their danger and nuisance.* It is gradually coming to the notice of the public that no cesspool or privy in the neighborhood of a well can be regarded as sanitary or even a decent way of disposing of sewage.

"5. *Germ Destruction.*—A properly operated chemical closet deals death to any and all germs of disease contained in the discharge of the bowels and kidneys."

Arrangement

In Figure 1 the cloakroom is sure to be a source of disorder and possible trouble, as the entrance cannot be supervised by the teacher and as both boys and girls must occupy one cloakroom. With the entrance at the side, as in Figure 2, the pupils meet the teacher on first entering the building. This of itself is a prevention of disorder. Separate cloakrooms are also very desirable. One entrance is better than two because more easily supervised. The fuel-room has been brought from the rear of the school lot, where it was almost inaccessible, and attached to the end of the school building. A door has been cut through, thus bringing the fuel close at hand. This means a good deal to the teacher, especially as most teachers in these schools are women. The doors, too, in Fig. 2, swing correctly, while in Figure 1 they swing the wrong way. It costs no more, as a rule, to do a thing right than to do it wrong; but even if it does cost more, is not the Lord's work worthy of the extra expense? In the illustration given with this article the correct building is really the cheaper, as three fewer windows are used than in the incorrect building, and the indoor toilets cost no more than properly built outbuildings. S. E. P.

Education and Religious Liberty

SANFORD B. HORTON

THE subject of public education is just now receiving more than passing notice; especially is this true in connection with rural schools and their development to the plane and efficiency of the city schools. From the attention given it by leading educators, by magazine editors, and by a certain class of international reformers, one would conclude that the subject of public education is to be considered a most important reform feature in the world's reconstruction.

In a recent number of the *Review of Reviews* (August, 1920), several articles appear on the subject of "Remaking Country Schools." Governor Harding, of Iowa, writing on the new policy being

established in his State, makes this observation:

"The American public school system is the foundation stone upon which rests the success of our form of government. We need a campaign to popularize education through the schools with all the people of the country. This school system must be built on a sound economic basis. . . . The system must also be built on a sound educational and psychological basis. There must not be exploitation, nor cheap nor faddish things put into the schools."

No one could take issue with the governor's plea for the most approved system of public education.

The object of this article, however, is to present before the readers of CHRISTIAN EDUCATOR, another phase of the subject of education. It is well known that the Roman Catholics, the Lutherans, and other denominations conduct parochial or church school systems, having in mind the conservation of the youth of the country from the denominational viewpoint. The parochial school system has in recent years been the subject of comment on the part of those who opposed any system but the public schools for the instruction of children of primary age. For instance, in the State of Michigan, the parochial school question was precipitated into the political campaign, the climax of which was reached on election day in November. This campaign came as a consequence of a proposed amendment to the Michigan constitution as follows:

"Section 16. All residents of the State of Michigan, between the ages of five years and sixteen years, shall attend the public school in their respective districts until they have graduated from the eighth grade: *Provided*, that in districts where the grades do not reach the eighth, then all persons herein described in such district shall complete the course taught therein.

Sec. 17. The legislature shall enact all necessary legislation to render Section 16 effective."

The evident purpose of the amendment is to forbid the conducting of any sectarian, church, or parochial school. In the literature advocating its adoption there are repeated expressions of patriotic devotion to Americanism and the flag, urging the claim that Americanism

will be better subserved by prohibiting any and all sectarian school systems. In other words, the amendment proposes, and, as interpreted by its promotors, assumes indirectly, at least, that the religious training of children between the ages of five and sixteen years is inimical to the best interests of Americanism. If such assumption can be verified, certainly the people of this land of freedom should know it at once.

From our viewpoint, the success of the above-mentioned amendment would be a manifest interference with the guaranties of our fundamental charter of government which reserves to our citizenry the right to "life, liberty, and the pursuit of happiness." The spirit of Americanism is to be found in the First Amendment to the National Constitution, which reads: "Congress shall make no law respecting an establishment of religion or *prohibiting the free exercise thereof*; or abridging the freedom of speech or of the press."

Without in the least minimizing the importance of the public school system, we submit, that legislation designed to carry into effect the proposed amendment, is fundamentally wrong from the viewpoint of the American conception of civil government. We submit, that a church school system is not necessarily un-American or inimical to the best interests of the Republic. It is not necessarily a breeder of unpatriotic impulses, anarchism, and the like, as is suggested by some of the proponents of the aforesaid amendment. In a speech delivered in June, 1919, Dr. Philander P. Claxton, United States Commissioner of Education, said:

"I believe in the public school system. It has been the salvation of our democracy, but the private schools and colleges have been the salvation of the public schools. These private institutions have their place in our educational system. They prevent it from becoming autocratic and arbitrary, and encourage its growth along new lines."

But if the proponents of the Michigan amendment know of any sectarian school system which is menacing the welfare of

America, it should disclose the fact to the public and to the authorities at once. No school system should feel itself exempt from the scrutiny of the public authorities nor feel free to educate its patrons away from Americanism.

There are those who would convert our public school system into a quasi sectarian system and teach religion to the children who attend. Would the promoters of the proposed amendment wish for such an un-American condition? Would it be in harmony with Americanism to teach religion in our public schools? Let an up-to-date answer be given these queries by Dr. Claxton:

"The object of our public schools is to make good citizens for the state. . . . In this country we have, and I hope we shall continue to have, separation of church and state. It is not the prerogative of the public schools to impart religious teachings under our system of government. I take it for granted that no one here would want what some other countries of the past ages had. . . . We do not teach religion in our public schools, because it is at variance with the fundamental principles of our Government—the separation of church and state. . . . If religion is not taught in communities, whose fault is it? . . . It is the business of the churches to teach religion. . . . If there is a lack of religious teaching in the communities, somebody ought to begin to hold religious institutes in the churches."

Not only is the proposed amendment un-American from the larger political standpoint, but it is at variance with the Michigan constitution itself. Michigan wishes to encourage all proper means toward obtaining universal education for her children, and says so in her constitution. Article XI, Section 1, reads as follows:

"Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged. In this provision, no qualification as to "means of education" is set forth.

Shall the citizens of Michigan vote upon themselves an unending and unnecessary series of problems? Shall they not keep hands off the lawfully conducted sectarian schools? or shall the door be opened to the sectarianizing of

our secular public schools? Which alternative will the better conserve the true principles of Americanism? In our judgment, and, we believe, in the judgment of all patriotic voters of the State of Michigan, the proposed amendment to the constitution, prohibiting church or religious schools, should be voted down.

"'Tis Liberty alone that gives the flower
Of fleeting life its luster and perfume;
And we are weeds without it. All constraint,
Except what wisdom lays on evil men,
Is evil; hurts the faculties, impedes
Their progress in the road of science; blinds
The eyesight of discovery; and begets,
In those that suffer it, a sordid mind
Bestial, a meager intellect, unfit
To be the tenant of man's noble form."

—*Cowper.*

Michigan Campaign Against Amendment

THIS school amendment is now a thing of the past. The supreme court of Michigan rendered its decision in the writ of mandamus proceedings sued for by the Civic Association of Wayne County, and the amendment was placed upon the ballot for the approval or disapproval of the electors of the State. A vigorous campaign was carried on by its proponents and opponents throughout the entire State. Even the Presidential campaign was eclipsed by it. Much bitter feeling was stirred up over the issue. Nearly all the newspapers of the State were against this un-American measure, which was destructive of the fundamental principles of civil and religious liberty as guaranteed by the Federal Constitution.

It is gratifying to record the results of the election November 2. The amendment was voted down by a majority of two to one. Thus the people of Michigan have again reconfirmed their belief not only in the merits of the private and church school system, but in the guaranties of civil and religious liberty, which the State has no right to infringe.

C. S. LONGACRE.

"LEARN to labor and to wait."

The Home School

"Do not send your little ones away to school too early." "Parents should be the only teachers of their children until they have reached eight or ten years of age."—Mrs. E. G. White.

THIS section of the EDUCATOR is for the purpose of helping parents who wish to heed this instruction. The editor not only welcomes but solicits contributions from any who are endeavoring to follow God's plan for these little ones. We shall also be glad to answer questions from those who are seeking the right way.—Ed.

The Need of Physical Training in Our Homes and Schools

OLIVE P. INGERSOLL, M. D.

FROM the reports of the physical examinations in our schools we have had some of the conspicuous defects—bad teeth, diseased tonsils, and defective vision—noted, and recommendations made for their correction. This is a comparatively easy matter. But another, possibly not so immediately vital but of unquestionable importance, is the need of healthy bone and muscle development, as shown by the flat chest, stooped posture, and poor arches of the feet.

In the schools of South Wisconsin we have about 15 per cent of the children showing these deformities in varying degree. They are not so easily corrected as are bad teeth and tonsils. Consequently they are neglected by many, or only continuously discussed by others, with nothing really accomplished in the end. A constructive policy must be made use of, and here, as in all other school problems, there must be active teamwork done by parents and teachers.

The Parents' Part

1. *Supply good bone and muscle forming food for the children.* Foods that contain iron, calcium, phosphorus, potassium, sodium, etc., are the ones which growing children should have in abundance. Whole-wheat and Graham bread, oatmeal, corn, good milk, and honey will

contain these necessary elements in suitable form and amount and are easily obtained. White bread, pastries, sugar, and meat are sadly deficient in the elements; and yet how often we find pale, anemic children fed on white bread, meat, potatoes (peeled and boiled), cake, candy, ice cream, and chewing gum, and going to the doctor for something to build up the blood and give them an appetite!

2. *Provide healthful, simple clothing.*

Girls from twelve to fourteen years old sent to school in corsets! What else can be expected but that they will have plenty of backache, indigestion, poor nutrition, spinal curvature, and flat chest? Tight skirt bands, or unevenly supported skirts, dragging shoulder straps, stocking supporters poorly adjusted and uncomfortable, shoes with high heels or with low heels badly run over—all these interfere with proper development and injure the health of children.

3. *Give straightening-up exercises.* By example as well as precept, encourage a proper poise while performing the various duties of home life. During work and play these should be noted. Not only during the day, but at night, should the posture of children be given careful attention. Never should they be allowed to sleep with their heads and shoulders propped up by two or three

"THE way to wreck our school is to criticize our school. The way to build up our school is to work for it and pray for it. Which are you, a wrecker or a builder?"

pillows. (Pillows are much more comfortable under the feet than under the head.) They should not be permitted to read or study after going to bed; and above all, they should sleep with the windows wide open and heads and faces to the breeze if there is one. Children should be encouraged not to lie curled up in such a way as to compress the chest while sleeping. One third of our lives are spent in bed, and during this time of nature's repair, the chest and lungs should have the very best opportunity for free development.

4. *Co-operate with the teacher.* Consult frequently with the teacher, both to give and to receive suggestions that will aid in accomplishing the purpose aimed at.

The Teacher's Part

1. Frequently draw lessons from nature illustrating the results of habit formation, both good and bad; also the permanent impressions often made from some unfortunate occurrence, accidental or otherwise. Get the children to realize their own responsibility in choosing the good way.

2. Encourage proper growth and good health by directing the play and also the school activities of the child, using light calisthenics where it is convenient to do so.

a. *Their play.* There should be thought and purpose in choosing games. This should be directed by the teacher, not arbitrarily, but by pointing out the advantages of good games and the disadvantages of others. Some games will teach the children how to co-operate with some one else to accomplish a given purpose, and thus teach real teamwork. Other games will teach good-natured competition — working to get ahead of

an opponent by fair means, not by giving injury or offense. Let the children learn how to take victory and defeat with equal grace.

b. *Their school work.* Much can be accomplished by wise direction during school hours. The children should be taught how to sit and stand correctly in relaxed positions as well as in positions of attention. They may be shown numerous exercises, as, stretching by reaching high for blackboard work, observing



A Happy Family

things on the walls and ceiling, etc., care being taken not to keep up such movements too long. They may be taught correct ways of lifting heavy weights, as books, pails of water, boxes of plants, etc. Such things may be a means of straining their muscles if done awkwardly, or a means of strengthening them if done properly. Light calisthenics furnish a pleasant diversion for the children. The exercises should be largely trunk bending and twisting, deep breathing, and other movements to develop

poise and balance — rising on the toes, standing on one foot while doing various stunts. Such exercises are especially helpful in developing the arches of the feet. Wands are a very valuable asset in straightening-up exercises, and they are very easily obtained.

Would it not be possible to have these subjects discussed at our parent-teacher meetings? Such books as "Starving America," and the various articles which are frequently published in magazines nowadays on the subjects of food and clothing, would be helpful as references to furnish material for discussion at these meetings.

Let us do all in our power to encourage such a growth and poise in our children as will enable them to look the world squarely in the face and command its respect, instead of with sleepy eyes, flat chests, round shoulders, and awkward feet and hands.

We have a message and a work to be proud of. Can we not by thought and diligence train ourselves and our children to represent them with all the Christlike dignity which they deserve?

Music in the Home

MRS. HARRIET AYERS SEYMOUR

Director of The Seymour School of Music

If you should ask the average mother of a family to play for you even a simple song, what would her answer be? This is a conundrum which should interest all parents, and why? Because so much musical education is impractical.

Josef Hofmann says that music is a spiritual influence, and we all admit that

it is a social asset as well. Why have young girls "taken" so many lessons, if they do not make use of them when a need arises?

Music is a language of sound. Every home needs music. Children are happier and healthier when they go to sleep or wake up singing. The ancient Greeks gave music the first place in the education of little children, and modern educators are beginning to do the same. Musical games and good songs add to the

happiness of little children, and every mother should be able to play simple songs.

The reason why so much money has been spent without results is because many musicians teach children noisy, rapid "pieces" with which to impress the listeners. Parents have wanted to "show off"

their children, and teachers have catered to parents. The children were bored, and stopped this artificial process as soon as they could.

A young girl if she is not forced to "perform," can learn to apply the principles of melody, rhythm, and harmony in a few years. The woman who can sing, play, and harmonize simple music, has a means of expression which soothes the irritants of life, both for herself and others. Who cares whether she ever plays difficult music, if she can play some beautiful ballads and songs and perhaps some of the simpler classics? Her father, her husband, and her children will feel the spiritualizing influence of music every day.

The music that fills the minds of children in a more or less unconscious way,

The Family

THE family is a little book:
The children are the leaves;
The parents are the cover that
Protective beauty gives.

At first the pages of the book
Are blank and purely fair;
But time soon writes his memories
And paints his pictures there.

Love is the little golden clasp
That closely binds the trust;
O, break it not! lest all the leaves
Shall scatter, and be lost.

—*"True Education Reader,"*

Book Four, p. 264.

makes for continual joy and harmony. I know a family of five children who were brought up with music as a natural environment. There was no talk of special performances, but music was substituted for the small discussions and irritating household arguments common in most homes. "Let's sing," was the natural exclamation when they were gathered together; or, "Mother is going to play for us that Beethoven minuet. Let's all keep quiet, because Beethoven is so satisfying."

In this whirling civilization of ours, when scarcely any one stops to think, to say nothing of actually listening to the still small voice, music enters as an angel that stands ready to serve us in making life more harmonious.

Concerning Manners

EVA MARCH TAPPAN, PH. D.

My text is the manners of two little children who called on me, each with her mother. When Three-year-old was introduced, she put out her tiny hand and said with a charming smile, "How do you do? My mamma said you liked little girls."

"Mamma" opened her bag and out came Three-year-old's best-beloved doll. In two minutes Three-year-old was playing happily in the bay window, while her mother and I had the long talk that we wanted.

When Four-year-old called and her mother said, "This is my little daughter," she made no response to my greeting, but promptly seized my prettiest sofa pillow, threw it on the floor, and trampled over and over its delicate silk with her dusty sandals. Her mother said nothing, but when she arose to leave, she was quite severe with little Four-year-old because she neglected to make the formal curtsy that she had been taught.

"Evidently her home training in good manners consists in learning to make that curtsy," said a friend who was present; but I fancied there was something more than that back of the

difference between the two children. Of course, calls on grown-ups are dull matters for small folk, but little Three-year-old had, by the thoughtful word of her mother, been put in a mood to please and to be pleased, which is the foundation of pleasure in society. Poor little Four-year-old was at odds with her environment, and her mother had not said the thoughtful word that might have helped her.

Whatever life may bring to a person, there is one thing certain,— he will have to mingle with other people; and good manners, which have their rise in a kindly feeling toward others, will be a great help. Of whatever follies kings and queens have been guilty, they have generally realized that much of their popularity must rest upon the impression their manners make upon people.

Long before Queen Victoria could speak plainly, she was taught to make a little bow and say, "Morning, lady," or "Morning, sir," when any one approached her little carriage. Years later, a sailor lifted her small daughter on board the royal yacht, saying as he set her down, "There you are, my little lady."

"I'm a princess," the child retorted; "I'm not a little lady."

The watchful mother said, "That is true. Tell the kind sailor that you are not a lady yet, but that you hope to be one some day."

How can children be taught courtesy? The foundation, of course, is to teach them by word and example to feel kindly toward the people about them. Show them the little ways of thoughtfulness by which they can express this kindness of feeling. Teach them not to reserve their good manners for strangers, and emphasize this by treating them with the same courtesy that you wish them to manifest.

"I like to have the Blanks come to play with my children," said a mother, "for they are never rude and rough in their games."

I was interested to ask the mother of

the Blanks how she had brought this about.

"I really believe it is due to our after-supper hour," she replied thoughtfully. "For an hour after supper I, as one of the children, do whatever they choose. We read aloud, we go to walk, we make candy, we snowball one another, we play games, and I do not ask for any special privilege on the ground of being a grown-

up. But of course the children would not think of 'tagging mother' too roughly or making hard snowballs when one might happen to be thrown at her; and they won't quarrel about who shall stir the candy when they know that mother is waiting her turn. If they practise self-control and courtesy with me, they will be more likely to practise it with others."

Note and Comment

Morning Watch Calendar for 1921

THE Morning Watch Calendar for 1921 is also ready. It is as beautiful as last year's booklet — it could hardly be more beautiful. The cover design, "Simply to Thy Cross I Cling," is expressive of the heart experience that every Christian must have in these times of shaking. The verses for the first two months of each quarter are choice thoughts taken from the books of Genesis to Job inclusive; those for the third month are precious promises taken from other parts of the Bible. Let us help the children to form the daily Bible habit. We all need the spiritual strength that comes from regularly partaking of the bread of life.

"Supplement to the Elementary Curriculum"

The Supplement, which came from the press early in August, contains an outline of the alternating subjects for the school year 1920-21. The outline for subjects that do not alternate is found in the Curriculum itself. Both are needed by every church school teacher. Price, 40 cents. Order through the regular channels.

Junior Standard of Attainment Examination for December

The Junior Standard of Attainment examination is now ready. Every pupil in grades seven and eight who has not already secured a Standard of Attainment certificate should be encouraged to take the examination. Questions may be secured of your conference Missionary Volunteer secretary.



Our New Drawing Book

We have word from our educational publishers, the Pacific Press, that our long-looked-for book on drawing is now ready. As editor of *The School Arts Magazine*, Mr. Pedro J. Lemos, author of "Applied Art," has for years specialized in the application of drawing, painting, and design, to things useful, and is a recognized leader the country over, in practical, useful art. "Applied Art" covers grades one to twelve, and is for the teacher, not the pupil. It contains 380 pages, and is profusely illustrated in black and white, also in colors. A copy should be in every church school library. Order through the regular channels. Price, \$6.

The Home Missionary Calendar for 1921

THIS calendar is both artistic and inspiring. Every church school teacher will want a genuine Seventh-day Adventist calendar hanging in the school-room, where pupils and friends may see it. It presents twelve doctrinal subjects, by giving on each day of the year a question and a Scripture reference in answer, thus making it a soul-winning instrument, as well as a medium of information on the home missionary movement. Size, 12x18 inches. Cover in three colors; inside views in two colors. Sabbath indicated in large red type. Special missionary activities throughout the year are indicated by proper notation. Sunset table applicable throughout North America. These are a few of the special features. Order through the regular channels. Price, 35 cents.

Harvest Ingathering

THE object of Harvest Ingathering with the children is primarily to enlist their interest to become workers in God's cause. For this reason, if for no other, they should remember, that this occasion is not a holiday. Every part of God's work is sacred, and no worker should ever manifest a careless, irreverent, or discourteous spirit. "Be ye clean, that bear the vessels of the Lord," should be the fundamental principle of this important work. Let us never forget that the Lord holds us, as parents and teachers, responsible first of all for the Christian training of our own children, after that for the raising of money through them to save the children of the heathen. The Harvest Ingathering, rightly conducted, may be made as great a blessing to children as to older church members. But an angel from heaven must accompany each child or the enemy will see to it that he has an evil attendant. No amount of money raised can atone for a wrong effect upon the character of the child. We hope next month to give our readers some interesting experiences that teachers and pupils have had in this work.

Book Reviews**Better Schools**

by B. C. Gregory. The Macmillan Company, New York. 283 pages. Price, \$1.80.

Dr. Gregory has so happy a way of stating truth and expressing right principles, of depicting the mistaken notions of many as to what are the "frills" and what the "essentials" of education, that his book is not only intensely interesting but a real inspiration. His chapters on "Manual Training," "Industrial Training," "Nature Study," "Music, Literature, and Drawing as Elements of Character," "Arithmetic," "Reading," "Spelling," "Language," and "History," though brief, are expressive of fundamental principles that are sure to give a high tone to the teaching of these subjects. His chapter on "Language" covers forty-eight pages, and will meet with a hearty response from every thoughtful, progressive teacher of boys and girls in the elementary school. Of complete grammar, he says, "Let us place this critical study where it belongs, in the high school."

Everyday Problems in Teaching

by M. V. O'Shea. Bobbs-Merrill Company, Indianapolis, Ind. 388 pages. Price, \$1.50.

Eight "everyday problems" are effectively discussed in this valuable book. They are "Problems of Schoolroom Government," "Problems of Discipline," "Fair Play in the Schoolroom," "Teaching Pupils to Think," "Teaching Pupils to Execute," "Teaching the Arts of Communication," "Tendencies of Novices in Teaching," and "The Education of Girls." This last chapter is worthy of a wide reading not only by teachers but by parents. It ought to make an epoch in the education of our girls for the field of usefulness which they will be called upon to occupy in life. Any teacher will be well repaid for time used not only in reading but in rereading this helpful book.

The Child Health Alphabet

published by the Child Health Organization, 156 Fifth Avenue, New York City. Price, ten cents.

This little booklet, it seems to me, may be used to good advantage in teaching health principles and habits in the lower grades. Each letter of the alphabet is illustrated in colors, and many health principles will suggest themselves in addition to those taught in the rhymes. It begins this way:

"A is for apples and also for Air;
Children need both, and we have them to spare.

B is for Butter spread thick on brown bread,
And also for Baths before breakfast or bed."

A few letters may be taken up each day, and finally the whole may be recited as a school exercise.

MARTHA W. HOWE.