

CHRISTIAN EDUCATOR

A MAGAZINE FOR HOME AND SCHOOL

Vol. XII

March, 1921

No. 7

CONTENTS

EDITORIALS

The Spring Week of Prayer	195
Faculty Advisers for Students	195

GENERAL ARTICLES

"The Angelus"— <i>C. A. Russell</i>	196
The Chapel Hour— <i>Frederick Griggs</i>	197
Pertinent Questions for the Teacher	199
When the Sweet Girl Graduates	200

ELEMENTARY EDUCATION

THE TEACHERS' HELP-ONE-ANOTHER BAND

The Call to Prayer— <i>C. A. Russell</i>	201
A Teacher's Prayer (Poem)— <i>Isabel Frazee</i>	203
Thoughts for the Week of Prayer	203
Gardening Time Has Come	204
What the Robin Told (Poem)— <i>George Cooper</i>	205
A Much-Neglected Instinct of Childhood— <i>Elizabeth Harrison</i>	206
Making the Schoolroom Attractive— <i>Mrs. G. L. Knox</i>	207
Cataloguing a Church School Library— <i>Sarah E. Peck</i>	209
Manual Training as a Character Builder— <i>C. J. Voris</i>	211
The Streamlet (Music)— <i>Anna A. Pierce</i>	212
Rock-a-Bye, Birdie (Music)— <i>Anna A. Pierce</i>	212

SCHOOL ADMINISTRATION

The Sherwood Idea— <i>George H. Heald</i>	213
Our Question Box	215
Progress in the "Educator" Campaign	216

THE HOME SCHOOL

Discipline— <i>Margaret Steele Hard</i>	217
The Story of Life— <i>Hallie R. Thresher</i>	218
Fathers, Make Companions of Your Boys— <i>Martin G. Brumbaugh</i>	219
One Mother's Experience	220
Myself (Poem)— <i>Edgar A. Guest</i>	220
The Parents' Reading Course	221

BOOK REVIEWS

Published Monthly by the

REVIEW & HERALD PUB. ASSN. - WASHINGTON, D. C.

Terms: One year (10 numbers), \$1.50; half year (5 numbers), 75 cents; single copy, 15 cents.

Entered as second-class matter Sept. 10, 1909, at the Post Office at Washington, D. C., under the Act of Congress of March 3, 1879. Acceptance for mailing at special rate of postage provided for in Sec. 1103, Act of Oct. 3, 1917, authorized on June 22, 1918.



THE ANGELUS

CHRISTIAN EDUCATOR

W. E. HOWELL, Editor

O. M. JOHN, Assoc. Editor

VOL. XII

TAKOMA PARK, WASHINGTON, D. C., MARCH, 1921

NO. 7

EDITORIALS

The Spring Week of Prayer

March 12-19

THE closing weeks of the school year, like those of a campaign, are strategic ones. After months of toil there is a natural tendency for energy and zeal to lag, — the strong-hearted feeling assured that the prize is won and the disheartened ones ready to give up the fight. Obstacles, both real and imaginary, multiply on every hand, and the school administrator is soon made conscious of the presence of influences which, if not checked, will make havoc of the year's efforts.

With the first touches of spring both body and mind, as a result of long-continued effort, crave the free, open contact with nature. During the winter months social problems have arisen, diverting many young men and women from their purpose. Trial and temptation in their various forms have sorely tested the spiritual strength of the student body, bringing defeat to some.

The successful Christian leader well knows that the time is ripe for spiritual outpouring to revive, inspire, and rally all forces for the final advance which is certain to change defeat into overwhelming victory. A week devoted to God by both teachers and students, is productive of such fruitage. Earnest heart searching, supplication, praise, and Christian service have wrought more for man than all learning or skill.

As educators facing problems unknown to any past generation, let this coming season of intercession mark a new era in the progress of Christian education.

J.

Faculty Advisers for Students

ONE of the serious difficulties as a school grows in size is to establish sufficient contact between the individual student and his teachers. At best it is a rather artificial method to instruct students in large groups, that we ordinarily call classes, and anything that can be done to overcome the lack of personal touch with students is worthy of the most careful consideration.

One of our colleges has recently established the plan of dividing up the student body into groups, and assigning a member of the faculty as personal adviser to the students in the group. Opportunity was given for students to express any preference they had for a teacher to serve as adviser, and these wishes were respected as far as expedient. Consideration was also given to the association of the teacher with certain students in classwork, manual labor, or other capacity, so as to make the teacher more readily accessible to the student.

It is the intention of the plan for the student to feel as free to come to his adviser in all his personal matters as he would to his own parent. If he finds that he is attempting to carry too much work, or is having perplexity in financial matters, or is not doing well healthwise, or has unfavorable news from home, or on any occasion feels the special need of a friend and counselor, he may be free to go to his adviser for prayer and counsel. It is especially helpful, also, in matters of personal Christian experience. The plan has proved of great value to both teacher and student, and is worthy of consideration by all our schools.

GENERAL ARTICLES

"The Angelus"

C. A. RUSSELL

YES, you have seen it, many times. And as you have gazed for a moment upon the quiet scene, you have caught the spirit of devotion from those humble, sincere peasants, and unconsciously, perhaps, the spirit of prayer has touched your own heart and a breath from the soul has risen heavenward.

The angelus sounds from Genesis to Revelation. In nearly every book are found direct and definite calls to prayer.

One would naturally think that it would be we, the helpless creatures, who should be begging an audience with the King—the King of the universe. Not so. He extends the invitation. He who holds worlds in the hollow of His hand; He who metes out the heavens with a span; He who speaks and worlds spring into existence; He who commands Arc-turus with his sons as easily as He waters the thirsty earth with refreshing showers—He is the One who says: "Let your requests be made known unto God;" "Ask, and it shall be given you;" "Pray ye therefore the Lord of the harvest;" "Pray to thy Father which is in secret;" "After this manner pray ye;" "Pray without ceasing."

"The relations between God and each soul are as distinct and full as though there were not another soul upon the earth to share His watchcare, not another soul for whom He gave His beloved Son."

Prayer does not change God's mind, but it does change us. "Prayer is the opening of the heart to God as to a friend. Not that it is necessary in order to make known to God what we are, but in order to enable us to receive Him. Prayer does not bring God down to us, but brings us up to Him."

Prayer changes things. Elijah prayed, and the heavens became as the breath of a furnace. Again he prayed; it rained. Moses prayed, and the plague was stayed.

Elisha prayed, and a living child was clasped to the bosom of the Shunammite. Nehemiah prayed, and he was given favor with the king. Daniel prayed, and Michael, the archangel, joined Gabriel in answering that prayer. Paul prayed; Eutyclus lived. Peter prayed; Dorcas lived. The church prayed for Peter's release; he answered in person. Jesus prayed; Lazarus came forth from the tomb. Luther prayed; the light broke in. Müller prayed; the fog cleared. A woman "shut-in" prayed, and Moody came and with him a revival which shook England. Miller prayed, and the sanctuary was opened in heaven. *You* prayed, *I* prayed, and—what may we expect?

Prayer is the greatest power in the world, for it is the unseen wire by which the instrument below makes the connection with the dynamo above. What a pity that the connection is sometimes broken! The instrument may click on down here *saying* prayers, but no message goes through. Sin is the insulation which breaks the connection. Known sin cherished, known duty neglected, insulates the heart from heaven. "If I regard iniquity in my heart, the Lord will not hear me." "He that turneth away his ear from hearing the law, even his prayer shall be abomination."

For years an annual week of prayer has been observed by this people just before the holidays. For some time a second special week of prayer has been observed at our institutional centers. This spring week of prayer in our schools has proved a wonderful spiritual uplift.

During the week, which by action of the General Conference Committee in council with the Educational Department has been fixed this year for March 12-19, time should be taken for spiritual inventory. Let the lesson assignments be shortened. Let the laboratory work be

lightened. Let the themes in the English department be the Theme of themes. Let the class periods be shortened. Let the chapel period be lengthened. Let prayer bands be formed which shall meet at least twice each day. Let the faculty form a special prayer band. Let the band leaders meet each day for prayer and planning. Pray for yourselves. Pray for each other. Pray for the unsaved. In love, work in a personal way for souls. Your goal: Every student for Christ. Form a baptismal class of those who become candidates for baptism. Impress the sacredness and importance of this step, but first be sure that

they are prepared and fully understand its meaning. Outline definite plans of missionary activity which may be carried on during the school term. Strongly urge and encourage Christian activity during the summer months.

At the Fall Council it was decided to make Missionary Volunteer Week — decision week — throughout the field to coincide with the spring week of prayer. Accordingly, the prayers and activities of all our laborers will be largely devoted to soul-winning efforts on behalf of our young people during this week.

Pray for a bounteous ingathering of precious souls during this special week.

The Chapel Hour

FREDERICK GRIGGS

THE daily gathering of the students and teachers for the chapel exercise may be made of inestimable value to the students of the academy or college. The education of a young man or woman embraces far more than that which he receives from his teachers in the classroom. A person is not truly educated until he has learned to use effectively the knowledge which he has received. The prime purpose of the chapel exercise should be to co-ordinate and give a practical meaning to all the student's work, intellectually, physically, and spiritually. A man who has not a great fund of common sense, is worth but very little in the practical affairs of life. He must have a constant fountain of inspiration for his work, and the exercises of the chapel hour should give him these most necessary features of education and power.

A short time ago I was talking with a young business man who has occupied a position of importance in one of the great meat-packing firms of Chicago. This young man is a college graduate. He is now planning to take advanced study to help him to be more efficient in business. I asked him if he proposed to take an advanced scholastic degree. He replied that he was not directly seeking this; he

had observed that what was required of a man was not a degree, but the ability to do the work committed to him; he must have originality, ingenuity, and a vision that enables him to blaze a new path in an untrodden field of investigation. What is most wanted is common sense and the energy to guide it. He said that a degree is valuable only as an introduction. Now this young man has discovered the secret of success in his profession. He is in demand, and is certain to rise into higher fields of usefulness. It is this practical, common-sense view of life that must be given the boys and girls while they are in the academy and the college, and nowhere can it be more effectively given than during the chapel hour through the medium of inspiring talks and readings. A person does not rise above his ideals, and something must be given the youth to lift his ideals onto the highest plane of possible attainment. He comes to these advanced schools because he is a person of some ambition, and he comes with the avenues of his soul wide open. The problem given instructors is to set before him his possibilities and help him to realize them.

So much for the general purposes and aims of the chapel hour. The means of

accomplishing them are not so easily stated. But first of all, the hour must be made one of delight to the students; their interest must be appealed to. Students are inclined to study during this time, but the exercises should be made so interesting and attractive that they cannot study. This matter of studying during the chapel hour is a pretty good thermometer of the interest, and a test of the success of the hour. We measure quite largely, and justly so, the success of a class hour by the interest and enthusiasm of the class. So, likewise, the value to the students of the chapel hour is measured by their interest and delight in it. The exercises should be varied. Variety is not only the spice and stimulus of life, but it is very often the means of impressing vividly and permanently the lesson to be learned. Changes in the program assist in holding the attention. The regular form of singing, Scripture reading, and prayer may be varied. The prayer now and then may come at the close of an inspiring talk drawn from the Scripture reading rather than at the beginning. The music may be made a most attractive feature. Now and then students may recite a beautiful selection of literature. The current events and world conditions should be continually held before the students. Prophecy is fulfilling with most marvelous rapidity, and our students cannot appreciate it unless they know what is taking place in the world. The other day I heard three young ladies talking very earnestly regarding the meaning of the great famine in China, which had been spoken about that morning in chapel. Their talk then drifted to other chapel discussions concerning fulfillment of prophecy as seen in the world happenings and events, and it was a consecration talk, too.

After all that may be said of the many important things presented during the chapel hour, the largest problem given the principal in particular and the faculty in general is that of inspiring students to the greatest endeavor in all their work.

"Lives of great men all remind us
We can make our lives sublime."

The truth of this is perhaps emphasized by the simple, direct, and wonderful biographies of the greatest men in all the world, as given in Holy Writ. God gives the beautiful story of Joseph as an inspiration and a help to young men and women in our degenerate age. The life of Moses teaches them that God's way of accomplishing a great work through them is very different from what they would naturally choose. Abraham, the big man, and Lot, the small one, set before them the results of generosity and selfishness. The whole Book of God is replete with illustrations of every element of character, and these can be drawn upon so interestingly and effectively as to powerfully induce the student into the right path of life. Profane history as well as sacred is filled with inspiring examples to youth. The elements of character that have made men great throughout all time are to be wrought into the lives of young men and women in our schools, and the chapel hour affords a wonderful opportunity for presenting these themes.

The government of an academy or a college can be largely accomplished in the chapel hour, for self-government is the only government of value, and students must be inspired to govern themselves. If a wrong spirit is prevailing in the school, a tactful talk may overcome it. The reasons for the regulations of the school may be so plainly and convincingly set before the students as to win their hearty support. The chapel talk or reading is perhaps of largest value if it is inspired by conditions in the school, or even if it is aimed at a single individual. Ofttimes a student is following a course of action or is failing to appreciate the value of a noble incentive, and a talk, of course impersonal, addressed to the school with him directly in mind, most powerfully affects the whole student body.

It is through the chapel hour that the student most largely obtains his life's purpose and ambitions. The majority

of students who come to the academy, and indeed to the college, do not have clearly defined and settled ideas of the work for which they want to prepare. It is the duty of the school to give them a life purpose, and the answer to their question, "What shall I do in life?" is more often given in chapel than in any other place. The foundation may here be laid for personal talks with the students regarding their life-work, for here may be set before them in detail the avenues which they may enter.

There is a place in God's blessed cause of truth for every individual, I care not what his peculiar traits of character may be; and to make these young men and women see this and pursue all their study with some definite aim in mind, such as preaching or teaching or foreign mission work, is one of the greatest privileges of the chapel hour. I recently asked a college freshman what he proposed to do in life: "Are you going to be a preacher, a teacher, or what is to be your life-work?" Instantly he answered, "I am going to be a missionary." He got that strong purpose in an academy. A lad fourteen years old said to me a few days ago, "I want to be a mission-

ary to South America. The things which I have heard in chapel have given me this desire." Chapel talks, spicily illustrated, do bear fruit.

Once again: It is a great task to hold the attention of a student body — and we cannot inspire them unless we do have their attention — day after day and week after week throughout the school year. But constant study and effort will make almost any person a winning speaker to youth.

The injunction of the new minister to the old sexton, given in the days when those who slept in church were awakened by the feather tickler, to wake the preacher up if he saw any of the congregation sleeping, is in point for the one who speaks often to a company of students. I consider the chapel hour of more value to the student than any class hour. It can be made so only by the combined efforts of every teacher of the faculty, each playing well his part; for while the chief responsibility rests with the principal of the faculty, yet this cannot be attained unless there is helpful suggestion and constant effort on the part of all. The chapel hour thus may become the clearing house of the school.

Pertinent Questions for the Teacher

[We give herewith a few of the questions proposed by an educator for the consideration of his teachers.—ED.]

My Character

Is my life, both public and private, a good example for my pupils?

Do I rise above the drudgery and irritating incidents of my work?

Do I adhere to the right and spurn the wrong without regard to the person involved?

Am I guided by principle or by policy?

My Personality

Have I a personality of my own, or am I a reflection?

Do I feel at home among people of culture and position?

Do I make myself equally at home among people of humble occupation and limited education?

Can I dominate a situation without domineering over the people present?

My Disposition

Am I really interested in other people, or do my thoughts, feelings, and wants revolve about myself?

Am I open and frank with people, enough so that they are really acquainted with me and I with them?

Does my mind dwell more upon my rights or upon my opportunities?

Am I given to moods of depression, or am I blest with an even disposition?

My Personal Appearance

Do I walk with confidence, energy, and dignity?

Do my clothes display the latest styles, or reflect the best taste?

Which would a stranger notice first, me or my clothes?

My Scholarship

Do I keep just ahead of the class in my knowledge of the subject, or have I a broad and deep fund of information to draw from?

Do I know enough about the subjects I am teaching so that I can produce good illustrations on a moment's notice?

Do I know my subject well enough to see the relation between today's lesson and the whole subject, and the relation between this subject and other subjects?

Do I keep broadening my knowledge of the subject by continued study?

Do I keep studying more and more into the physical and mental nature of children?

My Knowledge of Children

Do I constantly and carefully study the nature, disposition, habits, likes, and dislikes of my pupils?

Can I intelligently adjust my teaching to each child?

Do I consider the peculiarities of the child in disciplining him?

Do I know how my pupils live, how they are fed, what they do outside of school, and how these things affect their school work?

Do I take advantage of the child's peculiarities of disposition in correcting his habits and improving his character?

Do I realize the extreme importance to the child of good food, good rest, and fresh air, and the duty of the teacher in these matters?

My Health

Have I a full allowance of human energy and vitality? If not, why not?

Am I so nervous as to be easily irritated by the children?

Have I any contagious or infectious disease, such as tuberculosis or eczema, which makes my presence dangerous to the children?

My Professional Spirit

What is my motive in being a teacher?

Is teaching my profession, or my occupation?

Do I figure out how I can get more salary, or how I can be more valuable to the school?

Do I take one or more professional magazines?

Do I keep informed on current educational problems and methods?

Do I study the needs of my school carefully?

When the Sweet Girl Graduates

If any one should be modestly and simply dressed, it is the schoolgirl. This is especially true upon those occasions which place her before the public. Graduation, of course, is chief among such occasions, and it is also the time when the most thought and care, and usually the most expense, are put upon the dressing of the girl.

Years ago in a large college where elaborate graduation frocks had been the custom, a group of sensible young students whose turn in the spotlight came next, took matters into their own independent hands. The thing that prompted the move was the fact that the girl chosen as class-day valedictorian had to decline the honor, as she could not afford the expensive dress the other participants in the program were planning for. The girl was a favorite, and her straightforward declaration that she could not afford to take the honor that the class wished to pay her, set her friends to thinking. The outcome was that when the class marched up, two hundred strong, to receive their diplomas, the president was astonished to see long lines of pink gingham, white collared and cuffed and plentifully adorned with roses—for it was rose time in the quiet college town, and flowers could be had for the asking. There never was a prettier sight, and the crowd in the big old auditorium paid unanimous tribute in a storm of cheers.—*Progressive Teacher*.

ELEMENTARY EDUCATION

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

FLORA H. WILLIAMS, 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

The Call to Prayer

C. A. RUSSELL

"THERE is no work more important than the education of our youth."

"It is the nicest work ever assumed by men and women to deal with youthful minds."

"The youth placed under your care you must meet again around the great white throne."

"To train the young to become true soldiers of the Lord Jesus Christ, is the most noble work ever given to man."

With these statements ringing in our ears, with the awful weight of this responsibility resting upon our shoulders, what more welcome sound than the call to prayer?

Prayer means power. The victory for the day's trials is gained at its dawning. Is it any wonder that we are shorn of power when we fail to make the connection? "What a wonder it is that we pray so little!" "The darkness of the evil one incloses those who neglect to pray." Little wonder, then, that there comes defeat instead of victory.

Prayer does not change God's mind; it changes ours. Through communion with Him we are placed in such an attitude of mind and heart that He can do for us what He has desired to do all the time. This is the true philosophy of prayer.

Make much of this week of prayer, March 12-19. Prepare your own heart, and seek to prepare the hearts of the children beforehand for this very special season. Lead them to anticipate great things. Pray for the week of prayer.

When it comes, impress the hearts of the children with its importance. Make the morning exercises more than usually impressive. Encourage the children to take part in prayer. Teach them to pray, really to pray. A simple request breathed in the simplicity of childish faith means more than a score of formal prayers.

Form the school into bands, and place as leaders of these bands the most spiritual young people you have. Shorten lesson assignments and recitations in order to get time for unhurried prayer.

The chapter on "Prayer" from "Steps to Christ" would prove a blessing to teacher and pupils alike if read, a few paragraphs each day. From the Bible, and from helpful books, as "Life Sketches," "Quiet Talks on Prayer," "Real Prayer," or other similar ones, draw simple lessons of faith and prayer.

A mother was seeking to impress upon her child the idea of faith. Wondering if the child was really grasping the



THE EVENING PRAYER

"Jesus I thank Thee
for the way
That Thou hast led me
all the day.
O Jesus, keep me
through the night,
That I may see
the morning light;
And from my heart
all evil take.
All this I ask
for Jesus' sake."

thought, she paused and said, "Now, Bessie, just what do you think faith really means?" "Why, mamma, it's just to believe what God says 'thout asking any questions." The child was right. "By faith we understand."

An incident related by one of our workers is very impressive. At one of our schools he had been asked to speak to the children in the training school. It was at the beginning of the week of prayer. He said: "I found them restless, inattentive, almost rude. I tried to interest them, but went away feeling that I had failed. I was to speak to them again the next morning. It was with fear and trembling that I again entered the schoolroom. During prayer a quiet hush settled down upon us. The quiet which followed my Amen was broken by the sobs of one child as he prayed for

forgiveness. Then another and another. Then one by one those children rose and asked the forgiveness of their teacher for things they had done. Soon the teacher arose, and with tears in her eyes, said with choking voice: 'O my children! Forgive you? Of course I do. I love you so. And I want you to forgive me for my impatience and coldness. Last night I couldn't sleep. I got up and prayed for each one, calling you by name. And I prayed that God would help me to be the teacher I should be to you, my dear children. All night I prayed for you, and for myself, and for this meeting.'"

The secret was out. The victory was won by that teacher on her knees during the silent hours of night when some less-burdened heart would have been lost in unconscious slumber.

Dear teacher, get those boys and girls of yours on your heart and keep them there. You are not teaching school, you are teaching boys and girls. Your prayers for them will be answered if your heart is so burdened that *real prayer* escapes your lips. Name them one by one.

"Those who most try our patience, most need our love."

"It is not such hard work to manage children, thank God. We have a Helper, one infinitely stronger than we are. O, I am so thankful that we do not have to depend upon ourselves, but upon strength from above!"

A Teacher's Prayer

I do not ask for brilliant mind,
For clever skill the text to teach,
I ask Thee, God, to make me kind,
That I the heart of youth may reach.

This do I make my earnest plea:
That I may, by Thy tender grace,
Have patience, and the power to see
Past shirking, bluff, and brazen face,

And dullard sloth, and action wild,
And find within his longing heart
Thy plan for him, Thy backward child;
To slumbering seed give quick'ning start.

And may I teach his eyes to see
That all is made by law and plan,
His kinship to the blossoming tree,
Oneness of atom, star, and man.

To find a strength and courage true
In storm-scarred mountains centuries old,
To hope and wait, to will and do,
From noble aims his power unfold.

And may I teach him to be glad,
To laugh because he finds life good;
To take what comes of gay or sad,
As stuff on which to try manhood.

— Isabel Frazee, in the *Sierra Educational News*.

Thoughts for the Week of Prayer

SELECTIONS from the book, "Real Prayer," by Cortland Myers:

"If prayer is anything, it is everything; if it is true, it is the greatest truth."

"One of the world's renowned scientists has recently declared that prayer is the mightiest force in the universe, and that the Christian world is blind to this fact."

"Prayer is the unseen wire stretched from the very heart of God to the very heart of man."

"The prayer message runs through this world just as truly as any telegraph wire ever made its click on both ends of the line."

"If a telescope can find a star in the heavens, then a soul can find its God."

"The humblest heart lifted up, brings the power of the Eternal down."

"Human genius has connected two continents by the mystery of electricity, but God has connected two worlds by the mystery of prayer."

"Prayer takes hold of God's hand and partakes of His power."

"The doorway into the throne room of prayer is purity of heart, and the threshold to that door has carved upon it, 'Abide in Me.'"

"We might shake the world with our prayer, when we mock God with our meaningless mutterings and mumblings because the life does not run parallel with the promise."

"There must be faith to pray at all, and yet prayer is the way to increase our faith."

"If our prayer is a selfish wish trying to persuade the Great Listener, there is not a shadow of hope in its answer."



Off to the School Garden

Gardening Time Has Come

GARDENING? Yes, it is time. In the South the boys and girls are almost ready to put in their seeds, and in the North it is time to get ready. Teachers sometimes put off the planning too long, not realizing that it is going to take time to plan with the children, obtain the seeds, etc.

The children of the Southland have a decided advantage over those of the North because of their longer growing season before the close of school. They may grow and mature quite a large number of vegetables, while the children in the North can mature but two or three varieties before that time. But this is no excuse for doing nothing. Our instruction concerning agriculture is so definite that we cannot fail to understand

in general what we must do, though there are many details which we must work out for ourselves.

That child is blest whose home is outside the city, where he may have a little piece of ground to be all his own during the growing season. And what a precious opportunity for parent and teacher to inculcate lessons in neatness, thoroughness, stick-to-it-iveness and many other graces! There are many things observed in watching the development of plants which may encourage the Christian.

Here is just one instance. There was a night of severe storm. In the morning the sweet alyssum, which was already beginning to bloom, was lying prone, beaten down to the earth. The beautiful little flowers were crushed and soiled. The



Giving Instruction to Classes



Measuring and Staking

sun shone out bright and fair, and soon the prostrate stems began to lift, and the flower faces smiled faintly, and it seemed that on the sweet alyssum border was written, "When I fall, I shall arise." Ah, how many times the enemy has beaten us to earth! A feeling of discouragement has come over us, and we have wondered if we ever would arise; but the promise is written for us, and again told to us by the flowers.

We are given this instruction: "The

children can prepare the soil and sow the seed; and as they work, the parent or teacher can explain to them the garden of the heart, with the good or bad seed sown there; and that as the garden must be prepared for the natural seed, so the heart must be prepared for the seed of truth."—*Counsels*, p. 142.

Parents, teachers, shall we this year help the boys and girls to learn some of the important and beautiful lessons that the garden will teach? F. H. W.

What the Robin Told

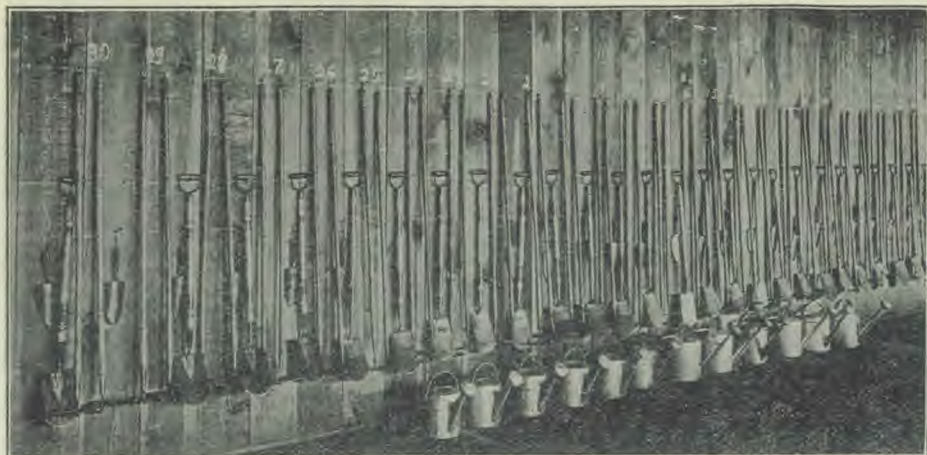
How do the robins build their nests?
Robin Redbreast told me.
First a wisp of amber hay
In a pretty round they lay;
Then some shreds of downy floss,
Feathers, too, and bits of moss,
Woven with a sweet, sweet song,
This way, that way, and across;
That's what Robin told me.

Where do the robins hide their nests?
Robin Redbreast told me.
Up among the leaves so deep,
Where the sunbeams rarely creep,
Long before the winds are cold,
Long before the leaves are gold,
Bright-eyed stars will peep and see
Baby Robins—one, two, three:
That's what Robin told me.

—George Cooper.



The Lesson Finished



The Tools After the Lesson

A Much-Neglected Instinct of Childhood

ELIZABETH HARRISON

I WAS present one day in one of our large city training schools for teachers, when a lecture was being delivered upon the value of agriculture as a national asset. The speaker suddenly asked all those members of the class of six hundred students who had ever been on a farm to hold up their right hands. Not more than fifty were raised. He then asked all those who had never seen a farm to do the same, and about two hundred hands were raised.

Is it any wonder that there has had to be such a persistent drive to awaken the right interest in our agricultural problem of producing enough food for the civilized world? And yet, every unspoiled child loves to dig in the ground, to plant seed; and when there is a wise sharing in his interest, he gladly waters and tends his little garden plot with real pleasure. The recent success in our school gardens proves this.

Those of us who have had much to do with young children know how eager and interested they are in watching the mysterious unfolding of the leaf buds in the early spring, and in talking about and waiting for the appearance of the seeds which they have planted in pots or win-

dow boxes. I have seen children as enthusiastic over the first bursting from the ground of the cotyledon of a bean which they have planted as if it were the first miracle of creation. If they are given an opportunity to continue their observations of peas, beans, or other seeds on to the mature seed-bearing plants, so much the better. Appreciation of the mystery of nature and the control of her resources is as old as recorded time. On the walls of the Egyptian temples are to be found harvest songs, and in the tombs of Egypt are painted agricultural scenes; and yet we starve our children's desires in this direction, and furnish them with flimsy toys which break to pieces in a few days, when the personal possession of a plot of ground, or even of a flowerpot with seeds, would give them more pleasurable and lasting interest.

Why are we so stupid? It would take less time and less nervous force to share a child's interest in nature than it does to scold him for the destruction of toys or the abuse of furniture, both of which are the result of the unnatural curbing of his instinctive desire to express his ideas by changing, transforming, and creating new forms.

I happen to have two little girl friends, aged seven and nine, who are children of a wealthy family and are in consequence overloaded with toys and other gifts. I

was in their playroom one morning a few weeks after Christmas, and noticed a flowerpot in which still stood the remains of a Christmas poinsettia. The flower had disappeared and the stalk had withered, but the pot still stood in the sunshiny window. On my return home I selected six nasturtium seeds and six morning-glory seeds, and carefully folded three of a kind in two bits of tissue paper. These I inclosed in a note, suggesting that they each plant them in one of their flowerpots, and see that the flowerpot was placed in a sunny window and that the earth was kept moistened; and I added, "If you do this, by and by you will see something wonderful happen. I am not going to tell you what it is, but it is a very, very wonderful thing."

Several weeks later I had occasion to visit their home again. The two children ran with open arms to meet me, exclaiming: "We know now! We know now! They've grown up."

The mother told me that of all the gifts they had ever received, she had never known any that had given them so much pleasure, for although there had always been a garden in their grounds, it had never occurred to her that they would be in the least interested in the processes of gardening. The children had carefully followed my directions as to the depth at which the seeds should be planted and the conditions under which they should be kept, and she said that when the plants appeared above the ground they were as delighted as if it were man's first discovery of the laws of nature's propagation. She added: "I realized then how deficient my training had been." When their grandmother, who lives in another suburb, invited them to spend the week-end with her, they only consented to go on the condition that one of the maids in their own home would take care of these plants while they were away.

This may seem like an extreme case of the isolation of children from nature, but I can assure you there are many

children in our cities who know nothing whatever of the marvelous miracle of the phenomena of the springtime. There are many more who are taken every summer to some resort who pay no more attention to Nature and her miracles than the greedy gathering of all the wild flowers they can hold, which they often throw away before they reach their hotel because of the withering of the imprisoned little blossoms.

Making the Schoolroom Attractive

MRS. G. L. KNOX

MORNING after morning little Johnnie and Leslie and Hattie Green had been coming to school very early. Miss Wilson, their teacher, really felt somewhat annoyed at this fact, though she hardly had the heart to speak to them about it. But one particular morning when the three little faces appeared in the door as usual long before school time, she ventured to say to Johnnie, the eldest, "Why is it, Johnnie, that you and your little brother and sister always come so very early in the morning?" The little lad answered, "Please ma'am, 'tain't as pretty at home as 'tis here."

That afternoon after school Miss Wilson sat at her desk and just thought. The center around which her thoughts all gathered was, "Now is my schoolroom pretty and attractive?" She knew that she had done many, many things to help to make it so; but had she done everything that could be done? Somehow she had never before realized so much what the appearance of the schoolroom must mean to each little girl and boy under her care.

She *had* blackened that old stove a few months before, but it was again beginning to look streaked with rust. She and one of the larger girls had washed the six windows too, but there were no curtains to take away that bare look. "Of course," she thought, "we wouldn't want long ones to keep out the light."

Miss Wilson's gaze next took in the floor. Under some of the seats were wads of paper. No, she feared she hadn't been thorough enough about teaching her pupils to be very, very careful not to leave paper on the floor. She took a look inside the desks. Some were in order, others were not.

She looked at the ceiling. There were those identical paper chains that her first and second grade pupils had made nearly five months ago, and they were getting faded and soiled. The electric light bulbs were rather dusty too.

Well, her *own* desk looked pretty fair anyway; at least it was in order. But there flashed through her mind something that she could do to improve even *that*.

On the walls she had some very ingenious little devices to promote punctuality. These had been there ever since the first week of school. The paper fruit baskets, that were to be filled with one more article of fruit every day that there had been no whispering, were old now, too, and had not been replaced by anything new.

Finally, Miss Wilson looked at the blackboards. They were quite clean, and so were the chalk trays and erasers; for the children really seemed to take great interest in caring for the blackboards. During the noon hour they were permitted to play "tit, tat, toe," and other games on these, provided they cleaned the boards and erasers thoroughly when through playing. The children had done their part, but had she done hers? For at the top of each blackboard was that same old border that she had placed there very laboriously with a stencil at the beginning of school. She just must change that, but when could she ever find the time?

"Let me see! This is the middle of February," thought Miss Wilson, "and I still have on the board that old calendar for January. That spelling honor roll needs touching up, too; some of the letters look rather blurry. Still, Johnnie thinks this room pretty; but I doubt

very much whether the other children, who have good homes, do. I must make it so attractive that others besides Johnnie, will tell me about it, too. Now that I've taken such a careful survey of my room I believe that some bright ideas are creeping into the back of my head, and I'm going to write them down in this notebook, so that if I forget anything I can refresh my memory. I like a pretty room as well as the children. It will be so much more pleasure to come to school after I have made a few changes."

It is quite late on this same evening, and the schoolroom is deserted. Let us slip in and see what Miss Wilson's notebook will reveal. Here it is:

Things to Be Done As Early As Possible

1. Call for volunteers to help black the stove during the noon hour.

2. Have the girls in the sewing class make six short curtains out of an old, but not worn, pair of long white scrim ones which I have in my trunk.

3. Have the boys each make a window box at their woodwork period next Friday. That will be exactly one for each window. Then help the children plant some seeds in them. Have the children take turns week about watering and caring for the window boxes. Or I might appoint one of the older children for each box, and see whose grows the best.

4. Appoint a child to be waste-paper watchman and desk inspector for a week at a time, to pass the wastebasket before each recess and noon hour. He is to keep an eye on both the inside and the top of the desks. If some one is repeatedly disorderly along this line he loses his turn at being watchman.

5. Take those old paper chains down right away, and during the next drawing period, at least *start* the children to making some Japanese lanterns to be hung up.

6. Clean the electric light bulbs, and show the children how to make some pretty shades for them during another drawing period. When these get dusty

and soiled we can change them, as there are any number of designs.

7. Next time I go to town I must get some narcissus bulbs to place in a dish on my desk. They'll help to keep me sweet.

8. Change those old devices on the walls. Use a sailboat with flags for those who don't whisper. I can do without a punctuality device for a while at least, the children do so well now on this point.

9. Have the children cut out letters from two-inch squares of white paper folded four times. They can do this in spare moments or for busy work. Then make three or four appropriate mottoes by placing these letters on dark backgrounds. These will look pretty on the walls. Then, too, the children and I will all work together and we can buy one or two beautiful pictures for the wall.

10. I must choose some of the best drawings, sewing cards, and penmanship papers, also neat arithmetic and spelling papers which have earned 100 per cent, and place these on the walls each day, changing them each week. Visitors can thus see our work, and it will encourage the children to put forth greater effort.

11. Instead of *my* placing a new border on each board I will let the children draw, color, and cut out the following to be pasted at the tops of the boards:

For January, Eskimo life; the igloo, Eskimos, dogs, sleds, bears, and seals, all cut from white paper.

For February, flags and shields colored red, white, and blue.

For March, windmills, Dutch children, boys, and kites.

For April, a garden row of April flowers — colored tulips, crocuses, daffodils, narcissi, and hyacinths.

For May, birds and butterflies.

For June, boys and girls at play, swinging, jumping rope, and other outdoor plays.

12. Let the little folks trace and cut out scenes in different Bible stories, such as Daniel in the lions' den, the animals

marching into the ark, and Abraham offering up Isaac. These can be mounted on the walls below the blackboards.

13. Make a pretty weather calendar for February, and *always* hereafter have the calendars up to date. Let the children take turns at representing sunshine with yellow chalk; or rain, or snow, according to the weather, on the different days.

And here we are at the end of the list. If Miss Wilson succeeds in carrying out her ideas, it may be that Johnnie won't want to go home even for the night.

Cataloguing a Church School Library

SARAH E. PECK

Most of our church schools are gradually gathering small libraries to meet the standards set by the General Department, and a number of requests have been made for information on cataloguing these books. Every careful teacher appreciates the fact that if library books are taken care of, each one must be properly labeled, numbered, and accessioned. If the books purchased are not taken care of, the school board will soon become discouraged, and the school may never have a library.

To provide for this need a record book is now in preparation which will take the place of a regular accession book. After accessioning, the books should be properly numbered and arranged in order on the shelves.

The Dewey decimal system of classifying books is now in common use, and is the one on which our library record book is based. This system classifies all books under ten general heads as follows: General, 000 to 099; Philosophy, 100 to 199; Religion, 200 to 299; Sociology, 300 to 399; Philology, 400 to 499; Natural Science, 500 to 599; Useful Arts, 600 to 699; Fine Arts, 700 to 799; Literature, 800 to 899; History, 900 to 999. Each of these large divi-

sions is subdivided into ten smaller main divisions as follows:

- 000 *General Works*
- 010 Bibliography
- 020 Library Economy
- 030 General Cyclopedias
- 040 General Collections
- 050 General Periodicals
- 060 General Societies
- 070 Newspapers
- 080 Special Libraries
- 090 Book Rarities
- 100 *Philosophy*
- 110 Metaphysics
- 120 Special Metaphysical Topics
- 130 Mind and Body
- 140 Philosophical Systems
- 150 Mental Faculties, Psychology
- 160 Logic
- 170 Ethics
- 180 Ancient Philosophers
- 190 Modern Philosophers
- 200 *Religion*
- 210 Nature Theology
- 220 Bible
- 230 Doctrinal Theology Dogmatics
- 240 Devotional and Practical
- 250 Homiletic, Pastoral, Parochial
- 260 Church Institutions, Work
- 270 Religious History
- 280 Christian Churches and Sects
- 290 Non-Christian Religions
- 300 *Sociology*
- 310 Statistics
- 320 Political Science
- 330 Political Economy
- 340 Law
- 350 Administration
- 360 Associations and Institutions
- 370 Education
- 380 Commerce and Communication
- 390 Customs, Costumes, Folklore
- 400 *Philology*
- 410 Comparative
- 420 English
- 430 German
- 440 French
- 450 Italian
- 460 Spanish
- 470 Latin
- 480 Greek
- 490 Minor Languages
- 500 *Natural Science*
- 510 Mathematics
- 520 Astronomy
- 530 Physics
- 540 Chemistry
- 550 Geology
- 560 Paleontology
- 570 Biology
- 580 Botany
- 590 Zoology
- 600 *Useful Arts*
- 610 Medicine
- 620 Engineering
- 630 Agriculture
- 640 Domestic Economy
- 650 Communication and Commerce
- 660 Chemical Technology
- 670 Manufactures
- 680 Mechanic Trades
- 690 Building
- 700 *Fine Arts*
- 710 Landscape Gardening
- 720 Architecture
- 730 Sculpture
- 740 Drawing, Design, Decoration
- 750 Painting
- 760 Engraving
- 770 Photography
- 780 Music
- 790 Amusements

- 800 *Literature*
- 810 American
- 820 English
- 830 German
- 840 French
- 850 Italian
- 860 Spanish
- 870 Latin
- 880 Greek
- 890 Minor Languages
- 900 *History*
- 910 Geography and Description
- 920 Biography
- 930 Ancient History
- 940 Modern Europe
- 950 Modern Asia
- 960 Modern Africa
- 970 Modern North America
- 980 Modern South America
- 990 Modern Oceanica and Polar Regions

Following this plan, textbooks for our church schools would be numbered as follows:

Bible, 220; civics, 353; spellers, 428.1; language books and grammars, 428.2; readers, 428.6; nature books, 502; arithmetics, 511; books on physiology and hygiene, 613; agriculture, 630; domestic science in general, 640; cooking, 641; sewing, 646; woodwork, 694; drawing, 740; vocal music, 784; literature, 807; geography, 910; United States history, 973. These numbers are called "class numbers," as they locate the book in the class to which it belongs.

The "author number" locates each book alphabetically by authors among others of its class. For instance, the class number of Mrs. McKibbin's Bible book would be 220; the author number, M21. Morton's Geography would be numbered 910 M84. Cutter's "Two-Figure Author Table" is followed in finding the author number. This book can be obtained at any library supply house. Price, \$2.

A standard library belonging to a school having more than one teacher is large enough to require a card index for the convenience of those using the library. This consists of a title index, author index, shelf index, and if desired, a publishers' index. The author index card records all the books written by the author unless there are too many for one card, in which case the list is continued on another card. The same is true of the publishers' index. In the title index, each book has a card

of its own. The shelf index is indispensable in checking up the library at the end of the year or at any time when an inventory is taken. In this index, one card answers for all the volumes of a given set. The shelf index cards correspond exactly with the order of the books on the shelves. All the cards are three by five inches.

It is worth while for any child to be able to locate correctly on the shelves the books of a school library, to find without hesitation any book called for, to check up the entire library whenever necessary, and even to accession and catalogue new books, making out the various cards. In such exercises he not only becomes familiar with some of the fundamental principles of library science, but he learns something about how to use a library.

Following is a sample of each card, the number in the lower right-hand corner being the accession number. Notice the author and title indentions.

Title Card

220 Bible Lessons. 4v.
M21 McKibbin, Mrs. A. E.

Author Card

220	McKibbin, Mrs. A. E.
M21	Bible Lessons. 4v.
	v. 1 Old Testament History
	v. 2 Old Testament History
	v. 3 Life of Christ
	v. 4 Acts of the Apostles and Bible Doctrine
220.7	Bible Lessons Manual.
M21	19-22

Shelf (or Inventory) Card

220	Bible Lessons. 4v.
M21	McKibbin, Mrs. A. E.

19-22

Manual Training as a Character Builder

C. J. VORIS

IN addition to learning the use of tools, manual training rightly taught will be a force for the molding of character. It would indeed be a weak course if that were not its great object.

To apprentice a boy to a cabinetmaker or a carpenter during the summer months would be of as much working value as two years of manual training in school. Why then should valuable study time be taken for that in which the pupil cannot become proficient as a craftsman?

The chief value is to develop the confident do-it-ive quality of the child; and the true teacher, the artist of the profession, is quick to note the discouragements, the little crises, which mean so much to the youngster and often turn toward success or failure.

Right here lies the difference between putting the boy with the tradesman or in a school in which manual training is taught. Under the one, it is true, he gets more actual practice with tools, learns more "tricks of the trade;" under the other, a practised eye is guiding the intellect and training the character through the medium of handwork. His successes, mistakes, and problems are turned to guide his outlook on life, both temporal and eternal.

To illustrate, take an incident from one of the Montessori schools. A group of the little ones was gathered around a fountain, sailing boats, when a little fellow came up and tried to push his way through the mass of children to see the sailing. After several attempts he was about to give up, when suddenly a bright thought came to him and off he toddled. Soon he came back dragging a little chair on which to stand. The light of victory was in his eye. He was living, accomplishing, overcoming obstacles. A nurse saw the little fellow, and in sympathy lifted him to her shoulder where he could see more easily. The light left the little

face, and he settled down to enjoy the now sordid pleasure of the boats. The nurse received a severe reprimand for her act. But the fault was not hers; she was a kind-hearted woman, though not an artist in teaching. To the child, the glory of accomplishment would have been vastly greater than any good derived from watching the toy boats.

More mistakes of this kind are made in the manual training class than in any other. Too often we have our own peculiar way of doing certain work, and insist that it be done "just this way." Nothing is more irritating to a child than to be subject to this domineering *ego*. Manual training without a dash of originality is husks. One of its great aims is to develop individuality.

Watch the children. Many a bright, progressive thought is evolved in their active minds. For instance, after a lesson on circles, one of my boys sat staring

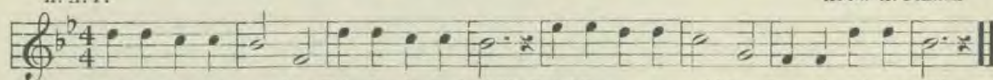
into space for some time. Was it day-dreaming, or concentration? Upon further observation, I decided it was the latter, and awaited results. Out came a pencil and paper. Soon up went his hand. "I believe the rule in the book is too long," he said. "Isn't this a better one? Later we adapted his rule to shop work. Upon finding the rule the boy found himself. From a mediocre student he became a zealous mathematician, and his enthusiasm soon spread to other studies.

The richest field for helping a child find himself is the manual training department. It may be a set on a plane; it may be the child's special way of sharpening a tool that kindles that vital spark. But when the spark is once kindled, we may consider the child's skill in the use of tools as a small interest on the great principle—a strong, symmetrical character.

THE STREAMLET

A. A. P.

ANNA A. PIERCE

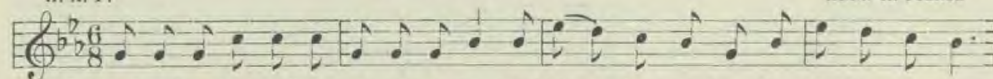


1. Laughing thro' the meadow, Tripping down the hill, Bub-bling o-ver pebbles, Goes the ti-ny rill.
2. Hap-py lit-tle stream-let, Cheering as you flow, Scatt'ring joy and beau-ty Ev'-ry-where you go.
3. Pret-ty lit-tle fish-es, Rocking to and fro In your shin-ing rip-ples As they come and go.

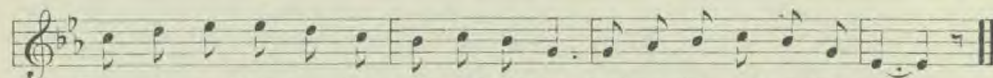
ROCK-A-BYE, BIRDIE

A. A. P.

ANNA A. PIERCE



1. "Rock-a-hye, bird-ie," a moth-er bird sings, As high on the branch-es the lit-tle nest swings;
2. Way up so far to the beau-ti-ful sky, Up near the pret-ty white clouds sail-ing by;
3. Dear lit-tle ba-by birds nev-er need fear While moth-er bird-ie is watch-ing so near;



- Four ti-ny birds are be-neath mother's wings, Rock-a-bye, rock-a-bye-bye.
 Four ba-by birds in their nest high, so high, Rock-a-bye, rock-a-bye-bye.
 For God takes care of the bird-ies so dear, Rock-a-bye, rock-a-bye-bye.

School Administration

Because of limited space, beginning with the New Year the "Secretaries' and Superintendents' Council" and "Our Church School Board" sections, are combined under the more general head "School Administration."

This section is devoted to problems of church school administration, and, to the end of making it a positive factor in building up this work, we earnestly invite contributions or questions from members of our church school boards, our secretaries and superintendents.

The Sherwood Idea

GEORGE H. HEALD

SHERWOOD is a little suburb of Milwaukee—a bungalow village—which in a way is separate, but is continuous with the city. Many of the people go to the city for their daily work and all go there to do their shopping. The village is in fact one of Milwaukee's dormitories. There is a constant interchange of population between the village and the city, and as a consequence, the contagious or infectious diseases of the city find their way frequently into the little village.

Some three years ago a wave of whooping cough swept over the place, and then the people began to do something. First they elected a man as health officer. That's nothing unusual. But they elected the right man,—the man for the place,—which is quite unusual.

For a year after his election, things went on pretty much as they had before. If a case of measles or scarlet fever or chicken-pox, or what not, developed in the school there were other cases, and others, until, perhaps, all the susceptibles had been taken, with a resulting depression of the school attendance, to say nothing of more serious results. That first year there was a total of 219 cases of "preventable" disease in the Sherwood school. Thus far the new health officer had done nothing extraordinary. He kept case records, had suspicious cases examined, and if these were shown to be contagious, they were excluded from school. But notwithstanding all vigilance, contagious diseases spread through the

school almost as freely as if there were no health officer. The difficulty lay in the fact that by the time one case was proved to be contagious, a dozen or more others had been exposed.

Was it a simple sore throat, or tonsillitis, or diphtheria or scarlet fever? The doctors were not able to give a positive diagnosis for a number of days, and meantime the child was at liberty, exposing others. And they in turn had to go through the same period of diagnosis before the doctor dared to say what the trouble was.

It was finally decided by the school board that the ordinary methods of diagnosis, isolation of proved cases, placarding of houses, and the like, which consumed much time, were useless as preventives of the spread of disease. So at the beginning of the second year, a new policy was inaugurated including three novel features. The school authorities, including the health officer, decided:

1. To isolate first, and to make diagnosis afterward.

2. To placard on suspicion.

3. To substitute educational propaganda for the exercise of police power.

No child was to be allowed to remain in school if he had a cough, cold, sore throat, or was otherwise ill, no matter how insignificant the attack appeared to be. And no excluded child was to be readmitted to school without a certificate from a responsible physician to the effect that he was not suffering from some contagious disease. This procedure threw the burden of proof on the family instead of on the health officer, and thus kept all suspicious cases out of the school.

But did not this cause an unwonted loss of school attendance? Were there not many persons excluded on suspicion who afterward proved not to be suffering from any communicable malady? So one would naturally reason. But the surprising fact is that the new policy actually increased school attendance. The prompt exclusion of suspects, limited the trouble to one pupil, instead of involving a large number. And the amount saved in actual illness much more than counterbalanced the time lost by those who were kept out on account of some harmless complaint. As a result of the new policy, there was not one case of whooping cough, diphtheria, measles, scarlet fever, or other common children's infectious disease developed among the children attending public school.

In the parochial school, one child was admitted who should have been excluded, the result being the loss altogether of about eight hundred half-day's attendance, or about one fifth of all the reportable disease for the year.

According to the new plan adopted by the authorities, the children were not only excluded from school on suspicion, but the houses were placarded on suspicion.

In place of waiting for one, two, or three days for a positive diagnosis before placarding a house, the officer, as soon as he was acquainted with a suspicious case, tacked up a placard saying, "Diphtheria Suspected," "Whooping Cough Suspected," etc., according to the nature of the disease. Only occasionally the label proved to be erroneous. In most cases the early placarding served to prevent further spread of the disease. In justification of the policy it may be said that no real injury results to any one from placarding a case where the disease does not exist as compared with the very real injury that might result if the placard were not used until the diagnosis was complete.

This part of the program would have

met with only partial success had it not been accompanied by a very active campaign of education. It was realized that the ordinary violations of the law regarding the reporting of contagious cases, etc., are not wilful, but are the result of ignorance or of want of thought. Through a persistent campaign of education it was planned so to educate the hygienic and civic sense of the populace that physicians, parents, and all others would comply with the very reasonable health regulations.

The effect of the educational campaign is exemplified in what may be called the "Sherwood spirit." Sherwood mothers are so determined that if there is contagious disease in their families, it shall go no farther, that it is the rarest thing to see two placards for the same disease in one neighborhood. We have here a very practical modernizing of the golden rule, all brought about by the well-directed educational health campaign.

The results of the Sherwood plan have been so marked that the State of Wisconsin has decided to introduce the plan throughout the State.

I ONCE heard a bright, interesting girl just finishing the eighth grade say, "I am so sorry I must go into the ninth grade next year. I feel that I am leaving behind everything that is interesting." The ninth grade into which this girl was promoted did not carry manual training of any kind, while all through the eight years of her church school life this line of work had thrown the sunshine of joy along her pathway. What can our teachers in the ninth grade do that the boys and girls leaving the eighth grade may find prospective pleasure?

DARE to be true; nothing can need a lie.— *Herbert*.

FALSEHOOD is cowardice; truth is courage.— *Ballou*.

Our Question Box

25. WHAT would you advise the teacher to do when the board will not go ahead with a Parent-Teacher Association?

Counsel with your superintendent.

26. Would you punish a child for defacing school property; that is, for the first offense?

Yes; I should have him repair or pay for the damage done. If more damage was done, more drastic measures should be used. A child who is old enough to destroy property is old enough to learn better. A first offense handled wisely and firmly will probably prevent a second.

27. When children get into trouble while playing on the street after school hours, and complaint comes to the teacher, what should the teacher do?

The teacher is responsible for the child until he reaches home. After that the child's parents are responsible. If the trouble occurred on the way to the child's home, it might be best to keep the troublesome child until the others have gone and then let him go home alone.

28. If a teacher spends all the recreation periods on the grounds with the children, how can she get her lessons on the blackboard? The blackboard space is usually limited, and we are obliged to erase and put on more work.

Yes, the blackboard space is usually altogether too limited. First of all, work for a proper amount of blackboard. Often the school officers do not know the needs that are so strongly felt in the schoolroom, and so of course are not doing anything to supply these needs. One of the important functions of the Parent-Teacher Association is to help in providing equipment.

During the time consumed in procuring the blackboard, you can economize space by writing the lessons for classes of two or three pupils on paper, using carbon paper between the sheets, thus making three good copies. Reading lessons for the little ones may be written on large sheets of Manila paper fastened to the wall by thumb tacks. A rubber pen, a pencil with large lead, or black

crayola may be used as the writing instrument. These sheets are saved for review work. A hectograph is also valuable for the teachers. A hundred or more copies may be made with it. You can make your own hectograph with the assistance of the tinsmith. A recipe taken from the old "Church School Manual" is appended:

"Good grade of glue or gelatin, $3\frac{1}{2}$ ounces; glycerin, 16 ounces; water 12 ounces. Soak the glue in the 12 ounces of cold water until it is pliable. Pour off all the water that is not absorbed by the glue. Heat the glue in a double boiler. Heat the glycerine until it nearly boils (do not heat it too hot), and pour it into the heated glue. Pour all into a shallow pan about 9 x 11 inches, and set in a cool, level place to harden. While hot, remove all bubbles on the surface by drawing over it the edge of a stiff paper, or by pouring on a little alcohol. After hardening it is ready for use.

"In hot weather a little more glue should be used in the mixture. In a very warm climate, three quarters of an ounce of kaolin or pipe clay may be added.

"*Directions for Use:* Prepare the copy to be duplicated, with hectograph ink, or on the typewriter, with hectograph ribbon, using good-surfaced paper. Violet ink is the most satisfactory color. Slightly moisten the surface of the gelatin plate with a soft cloth or sponge, on which carefully lay the copy face down, leaving it about one minute. Work out all the air puffs from under the paper by rubbing them to one side. When the copy is lifted, an impression is left on the surface of the gelatin. Apply blank sheets of paper in quick succession until the desired number of copies is secured.

"Wash off the surplus ink with a soft cloth dipped in warm water. If some of the ink remains, it will absorb in ten to twelve hours. If the surface becomes rough or broken, melt the gelatin over a slow fire and set away to harden. Keep the hectograph in a cool place, as even the sun will melt the gelatin. If the ink

spreads, the pad has been moistened too much."

29. Where may we obtain health charts on which to keep a record of the weight of the children?

From Child Health Organization, 156 Fifth Ave., New York City; or from National Child Welfare Association, 70 Fifth Ave., New York City.

30. What articles besides globes can be obtained by getting subscriptions to the EDUCATOR?

There were so many complications in the matter of expense that it was found necessary to discontinue the policy of giving globes, maps, etc., to those obtaining clubs of EDUCATOR.

The EDUCATOR and the book "Education," by Mrs. E. G. White, may be obtained for \$2.50; or the EDUCATOR and "Counsels to Teachers, Parents, and Students" for \$2.75. This is your opportunity.

31. Would you advise, when the teacher has eight full grades, allowing a ninth grade pupil to assist with the teaching when no other help is available? What grades would you think that she should have? Would you have her teach one class all the time?

If the plan of alternations is followed, no teacher will have all the classes of eight full grades; but doing her best to follow this plan, she is still sometimes overloaded. Even a seventh or eighth grader might be used as a helper, providing that pupil has some gift for teaching and is an exemplary pupil. It would hardly be wise to place a conscienceless, disorderly pupil in any position that would manifold his bad influence.

In using student help of this kind, it is essential that the teacher take time outside of school hours to instruct her helper as to how to do the work. There should be no haphazard efforts; we cannot afford that. If our teachers were carefully training pupil teachers, we would not long suffer from scarcity of teaching help; for pupils would come out of the church school with an ambition to become teachers, and would plan for normal training.

It is not advisable, as a rule, to place one grade entirely under the instruction of a student teacher. Much drill work might be done by her. In general, it is advisable for her to do work from the middle grades, rather than that of beginners or upper grades, near her own.

Progress in the "Educator" Campaign

WE had hoped to give a tabulated report by conferences of the gains in the EDUCATOR list, but are unable to do so at this time. We will say, however, that encouraging reports are coming in from nearly all parts of the field. Our secretaries, superintendents, and teachers are alive on the EDUCATOR question. The following is a sample of the letters reaching this office:

"I am doing my very best to bring up the subscription list of this paper to where it should be, or even above, here in Missouri. I firmly believe that this paper is doing a great work among our schools. Consequently I feel that we must do all we possibly can to keep it thriving, and thus continue its good work. I will indeed work and pray for a more extended service and circulation of this paper."

One secretary writes of a teacher who went out and got twenty-six subscriptions; he did not say how many more her children obtained. But a teacher so much interested arouses an interest in her pupils also.

Every parent should have the "Home School" section of the magazine, and surely every parent with children in the church school needs to keep in touch with school plans in order to co-operate with the teacher and to assist his own children. We also believe that there are persons outside the Seventh-day Adventist faith who will see value in the EDUCATOR and appreciate the principles set forth in it.

THE greatest of all faults is to be conscious of none.—*Carlyle*.

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.

Discipline

MARGARET STEELE HARD

Nor long ago I was startled to hear a small neighbor remark to my equally small daughter, "I don't think father and mother are very good parents. Father's too severe and mother's too easy."

The whole matter of discipline seems to have been put in a nutshell by this youthful judge; for as one observes parents, he discovers that they are generally of one of these types.

The severe parent is perhaps less prevalent. His severity is born either of fundamental misconceptions regarding children and their needs, or of selfish desire to restrain and curb, so that his own freedom may suffer no annoyance or inconvenience; or most deplorable of all, it is the result of his own ill temper.

Let us illustrate these types of severity. First, the child who is denied some harmless pleasure, for example.

"Mary, don't get water in that teapot! I can't have you dripping water all over the house. What? Well, pretend there's water in it—it's just as good." But it isn't, as any little girl with a teapot can tell you.

Contrast this severity, which is caused by lack of imagination and sympathy on the part of the parent, with the severity of the second variety, that which is selfish in its origin.

"Ellen, stop romping, and behave like a lady!" But Ellen is ten and should not be asked to be a lady. In fact, no one would be more distressed than her mother, should the child suddenly arrive at that stage of maturity. It is simply that her mother is disturbed by her activity.

And lastly, consider the exhibition of

infuriated parenthood, from which we turn our eye as from an unspeakable shame.

"Come here this instant, or I'll give you such a whipping you'll never forget it! Stop that yelling, do you hear? Stop that yelling!" and the admonishing voice of the irritated parent reaches a scream as she slaps and jerks about the frightened child.

The opposite extreme of the deplorably uncontrolled parent is the "easy parent," who is generally the mother. She suffers from shortsightedness. She seems to forget that in a very short time her boy or girl must live in a world that will not so readily excuse and cajole as she; that Sarah's whims and Richard's petulance will not be looked upon by the general public as odd little outshoots of human nature, but as weeds, pure and simple. Nor does she seem to realize that faults in a little child, steadily nurtured, instead of being outgrown become enlarged in growing!

"Sarah, what can mother get for you—don't you like your dinner, dear?" and mother, weary after preparing the family meal, snatches a bite here and there between trips to and from the pantry as she brings such food as Sarah's whims demand; while Sarah watches with sly eye, fully aware of her power.

What conclusion does one gain from observing parents with their children? That the indispensable qualities for parenthood are understanding and sympathy coupled with firmness. Not uncontrolled demands for obedience, not sudden spasms of discipline, but steadfast reasonableness, which creates confidence and love when it goes hand in hand with an eager desire to live understandingly in the child's world.

For after all, discipline is very much like a salad. Its perfection depends upon the proper combination of ingredients, used in right proportion. There must be sufficient oil to assist in soothing too severe a tang of vinegar, but not enough to neutralize—just a dash of pepper and mustard; and finally the deft hand which mixes it with the tender green—that is the touch of personality which perfects it!

The Story of Life

(For little children—to be told prayerfully and tenderly)

How many of us have made pretty houses and churches and towers out of blocks or clothespins or sticks? Why, all of us, haven't we? But we could not make them if we did not have the blocks or the clothespins or sticks, could we? No, only God can create, that is, make things out of something we cannot see. Shall I tell you a story of how God made things "in the beginning," a true story?

Well, once upon a time there was no world at all. Doesn't it seem strange to think about? And everything was dark. But away back "in the beginning," God was there just the same. "And God said, Let there be light: and there was light. And God . . . divided the light from the darkness. And God called the light Day, and the darkness He called Night."

Then God made this wonderful world in which we live, with the hills and the high mountains, the little brooks and rivers, the lakes and the great ocean. And God made plants, the grass, and the flowers, and the trees.

Now, how do you suppose God planned to have plants always on the earth? God said, "Let them have seeds, each after its kind." So on the grass he made grass seeds to grow, and on the flowers, flower seeds, and on the trees, tree seeds, "each after its kind." He knew that by and by when they were ripe, they would drop down into the ground; there they would keep soft and warm for a while, then they

would grow into more plants, with seeds, so there would *always* be plants on the earth. "And God saw that it was good." He was glad that He had made the plants with their seeds.

Then God wanted to have fish in the waters, so He made a mother fish to lay eggs in the water, and a father fish to swim about over the eggs to take care of them. God's plan was for these eggs to hatch into little fish, which would grow up into big fish; they would lay eggs; these eggs would hatch into other fish, and there would *always* be fish in the waters. "And God saw that it was good."

Then God made birds to fly in the air, like the bluebirds and the robins and the sparrows. Some He made to walk about on the earth, like the chickens and turkeys; others to swim, like the ducks and the geese. He made mother birds to lay eggs in their nests and father birds to help take care of them. These eggs were to hatch into little birds; they were to grow up and lay eggs, too. These eggs were to hatch into other birds, so there would *always* be birds and chickens and ducks on the earth. "And God saw that it was good." He was glad he had made the birds and their eggs.

Next God made the animals of the forest,—lions, tigers, bears, and oh, so many others! He made cows and horses and sheep, and animals for our pets, like the bunny and the dog and the cat. Now, how do you suppose God planned *always* to have animals on the earth? Every living thing was to come from a seed or an egg. We saw how it was with the plants and their seeds and the birds and their eggs; but the animals God had made could not make nests and lay eggs, because they were so much larger. Such large nests and so many of them would be in the way on the earth. The eggs would get broken if the mother animal tried to keep them warm, as the mother bird does, because she is so heavy.

So God did not make the mother animal to lay eggs. Instead, the eggs stayed safe inside the mother animal's body, un-

til they grew into little animals right there. Then when they were large enough, God brought them out, and the mother took care of them until they grew big enough to take care of themselves. "And God saw that it was good."

But I must tell you of God's plan for the people. "In the beginning" there were no people on the earth, and God said, "Let us make man in our image," that is, like ourselves. So He made a man, tall and strong like father, to take care of the plants and the animals. And when God saw that the man was lonely He made a beautiful woman, like mother, to be his wife and to help him. "And God saw that it was very good." The people were the best of all that God had made, so God planned *always* to have people on the earth.

Shall I tell you about the very first little baby? Just think, there had never been a little baby on the earth. God knew it would be the most precious of all. He wanted it kept very safe from all harm. So He made a tiny egg, so small it could not even be seen, and a little room on purpose for it to grow in, right inside the mother's body. It stayed there and grew for a long time, until it was a real little baby. Then when it had grown enough, God brought the baby out and the mother took him in her arms. There he was, the very first baby boy. Nobody had ever seen a baby before, and when the mother saw his little body and his little feet and hands and his cunning little face, she thought, "Why, he looks just like a little man!" She was very thankful and happy and she said, "I have gotten a man from the Lord."

This is a part of God's wonderful plan *always* to have people on the earth. Once you were a tiny egg inside of mother's body. And when father came and took mother for his wife, to live with her and take care of her, the little egg began to grow and grow, into a real little baby. Mother knew you were there and she loved you. She carried you near her heart a long, long time, while you were growing. The food she ate made you

grow, too, so she was very careful to eat only good food and to take nothing that might harm her little baby. You were really a part of her. The fresh air she breathed made pure blood for you, and often during the day she wondered what you would be like, whether your eyes would be blue or brown; and she prayed God to make you a good child. Then when you had grown enough and mother had carried you there nearly a year, God opened a door for you and brought you out into this world.

Mother knew that it would hurt her more than we can possibly think, when this happened, but she was even glad to suffer pain for you. Then, by and by, when she was better, the nurse brought you to her, dressed in little clothes mother had made for you. When she heard you cry, she knew your lungs would be strong; and when she looked into your face the first time, she loved you more than ever, and thanked the heavenly Father for her own darling baby.

Don't you think God's plans are beautiful? Now we know why we love mother the very best of all. And do you know? I think God wants this beautiful story to be a secret, just for you and mother to talk about together.—*Hallie R. Thresher, in The Light.*

Fathers, Make Companions of Your Boys

MARTIN G. BRUMBAUGH

Ex-Governor of Pennsylvania

ONE of the best men I ever knew gave to this country three splendid sons, loyal, capable, and conscientious. I once asked him how he managed to do it. He said: "I have always made my boys my companions." In the intimate comradeship of father and sons there arose the occasion to teach the boys what it is to be a really fine American and a Christian gentleman. The father's wise procedure made three eminent citizens of his sons.

The strength of a nation lies in its spiritual forces, not in its material gains;

and the great agencies that conserve spiritual ideals are the home, the church, and the school. Unfortunately the home, where most of this should be done, really does the least. All parents holding love for children and country will endeavor to perform their most important duty of maintaining and imparting high ideals, for in the coming days as never before we must give intelligent guidance to our children.

My own father, after church, on Sunday afternoons, often accompanied his three boys to the mountains or forests. There in the cool and silence he gave us many suggestions that have ripened into inestimable good in the years that have come and gone since he can no longer walk with us. We do not see him, but we do feel his influence, and gratefully follow his fine teachings.

I urge all fathers to have personal and intimate converse with their sons, and this can be done from the time they are tiny fellows. Impress lofty ideals of duty to God and country. Teach the value of the great cardinal virtues of courtesy, reliability, and humility, without which life is a mockery.

One Mother's Experience

[The following paragraphs are a part of a letter received from Mrs. Lester Todd. We believe the thoughts will be helpful to some other mother. And will you, the other mother, reciprocate? Shall we not have a few fresh "experiences" in this column each month? Do not wait to be asked individually to do this, for we, perhaps, do not know your name and address.—Ed.]

POSSIBLY some other mothers have had the same experience that I have had. Sometimes I find it difficult to keep the little mind on its work, and hard to keep up an interest on the part of the child after study becomes an old story. Then it is time to make play out of work. I try to have something new for Lerlene each day. For instance, she studies her reading lesson ten times, then we review some, talking over things she has studied before. After having the other lessons

belonging to a first grader, she colors pictures, sews cards, or sings some songs. She works hard at her studies, so as to hasten the time of her "surprise." Sometimes instead of pictures, cards, or songs, she crochets or sews on doll clothes. I teach her to do her work neatly, and she does well for a child of her age. She is anxious to learn to knit, so some day there will be yarn and needles and we shall have a knitting lesson for a surprise. Later on she will learn to embroider.

Owing to the fact that she has been afflicted with infantile paralysis, her nerves are not so strong as we might wish. Therefore I find it necessary to watch her closely, and when I see her getting nervous, we lay the books aside, and have some play work or a game. This quiets and rests her. An observing mother can tell by a child's voice or by his eyes when the little nervous system needs a rest. I find that the main thing is to keep the child's work a pleasure, and not allow it to degenerate into drudgery. This is my "tried-out experiment," and it works.

Myself

I HAVE to live with myself, and so
I want to be fit for myself to know;
I want to be able, as days go by,
Always to look myself straight in the eye;
I don't want to stand with the setting sun,
And hate myself for the things I've done.

I don't want to keep on a closet shelf
A lot of secrets about myself,
And fool myself, as I come and go,
Into thinking that nobody else will know
The kind of man I really am;
I don't want to dress up myself in sham.

I want to go out with my head erect,
I want to deserve all men's respect;
But here in the struggle for fame and pelf
I want to be able to like myself;
I don't want to look at myself and know
That I'm bluster and bluff and empty show.

I can never hide myself from me;
I see what others may never see;
I know what others may never know;
I never can fool myself, and so,
Whatever happens, I want to be
Self-respecting and conscience free.

—Edgar A. Guest.

The Parents' Reading Course

Lessons 9 to 12

From "Home Making," pages 9-30.

WHILE studying each lesson, underline and memorize at least one sentence or thought that has specially impressed you.

Also write in your notebook one or two chief points made by the author.

Pages 9-11. A part of whose great plan is the family? What comes as a result of departing from divine models? How is the joy of the marriage day celebrated?

Pages 12, 13. How is marriage God's ideal of completeness? Where is the fault if marriage fails? What of the closeness of this relationship? Compare with filial relationship. What are the *first* duties of both husband and wife after marriage? How can the relationship be made indissoluble? What can be said of the two lives?

Pages 14, 15. What is sometimes discovered after marriage? Is marriage a contract that can be annulled by man at will? This being true, what is necessary? What law has God laid down with reference to marriage and divorce?

Pages 15-17. What does Mr. Miller consider the proper method of celebrating a marriage? What are his reasons? What is on this occasion especially desirable? Who should be present on the wedding day? Who else is near? Where should marriage lead? When does it not?

Pages 17-19. What is the first great lesson to be learned and practised? Tell something of China's marriage customs. What two things are discovered after marriage? With many what comes as the result of this discovery? What, then, is the proper course to pursue? What beautiful illustration is used to portray the blending of two lives?

Page 20. When does perfect harmony prevail? How does a sharp word at this time often result? What must be forgotten, and who must be blamed when blame must rest on some one?

Pages 20-22. What is the second great secret of happiness? For how long should this grace characterize both lives? Which is more important, politeness in the home or in the outside world, and why? Compare costly presents and little attentions.

Pages 23, 24. What is the third important element in marital happiness? What are the conditions and dangers here mentioned? How is lack of unity of interest prevented? What is noticeable in the biographies of really great men? What should be true in general of the wife's friends? Of the husband's? How else may the two lives be made more fully to blend? What is the greatest factor of all in unity of interest? How may each greatly help the other?

Pages 25, 26. Who should never be admitted to the home's inner sanctuary? What did one young wife prepare, and why is this incident suggestive?

Pages 26-28. What is the fourth matter to be taken into consideration? What causes two to grow apart? What is to be done in case of misunderstanding? Would this be a good rule to apply outside the home? What element has no place in wedded life? What is always to be sought if conscious of having caused pain? Who is not ready for wedded life?

Pages 29, 30. What crowns all? Why? What is the prayer of the Breton mariner?

Emersonian Creed

I BELIEVE in a spade and an acre of good ground. Whoso cuts a straight path to his own living by the help of God, in the sun and rain and sprouting grain, seems to me a universal working-man. He solves the problem of life not for one, but for all men of sound body.
— Emerson.

"GREAT men do not drop out of the sky in evening dress."

"MONEY talks, but it often fails to tell the truth."

Book Reviews

Education in Ancient Israel to 70 A. D.

by Fletcher Harper Swift. The Open Court Publishing Company, Chicago. 134 pages. Price, \$1.25.

The object of this book is to set forth the fundamental characteristics of Hebrew religion and morals, emphasizing the part that education has played in developing the religious and moral consciousness of this race "whose conceptions were destined to dominate the spiritual life of a thousand alien peoples and whose literary monuments have for centuries served as primer and final test of Christendom."

The following topics are discussed: "The Native, or Pre-exilic, Period," "Education During the Native Period," "General Survey of the Period of Reaction to Foreign Influences" (586 B. C. to 70 A. D.), "Education in

the Family After the Exile," "Education in School and Society After the Exile," "Woman and the Education of Girls." A selected bibliography is also included.

While dealing with the Hebrews from purely a historical standpoint, the author presents in a striking manner the part education performed in enabling this noble race to counteract the demoralizing influence of the heathen nations about them and become the depository of truth, up to the time of the destruction of Jerusalem in 70 A. D.

Every one interested in Christian education will greatly enjoy reading this well-written little volume.

THIS above all,— to thine own self be true;
And it shall follow as the night the day,
Thou canst not then be false to any man.

— *Shakespeare.*

THE HOME-STUDY HABIT

That is the habit to form if you cannot go to school. And the Fireside Correspondence School was organized to help you form this habit. The president of the General Conference says: "I believe this school is conferring an unspeakable benefit upon our people."

For full particulars write today to

C. C. LEWIS, Principal

::

::

Takoma Park, D. C.



"Beautiful for Situation"

QUALITY

Mount Vernon Academy

FIRST

MOUNT VERNON, OHIO

OUR DESIRE: To see the work finished.

OUR OBJECT: To train workers to accomplish it.

For Catalogue, address

::

::

C. L. STONE, Principal

EMMANUEL MISSIONARY COLLEGE



"The School of Opportunity"

Frederick Griggs, President :: Berrien Springs, Mich.

Lancaster Junior College

Founded in 1882

The Oldest Educational Institution in the Denomination Now in Operation

¶ Situated in the beautiful village of South Lancaster, twelve miles from Worcester, with its fine Antiquarian Library, thirty-five miles from Boston, called "The Athens of America," thus combining the advantages of a quiet, homelike village with nearness to a great educational center.

COURSES OFFERED:

BIBLICAL, SCIENTIFIC, LITERARY, NORMAL, MUSICAL,
COMMERCIAL, PREPARATORY MEDICAL,
and PREPARATORY NURSES'

*Our Grades Are Accepted by the
New York State Board of Regents.*

ALL MODERN CONVENIENCES, REASONABLE RATES

For Further Information Address

LANCASTER JUNIOR COLLEGE - South Lancaster, Mass.

UNION COLLEGE

"The Student's Desire"
Recognized Everywhere



HARVEY A. MORRISON, President

College View, Nebraska

WASHINGTON MISSIONARY COLLEGE



"The Gateway to Service"

B. F. MACHLAN, President

Takoma Park, Washington, D. C.