CHRISTIAN EDUCATOR

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CHRISTIAN EDUCATOR

W. E. HOWELL, Editor — O. M. JOHN, Mrs. FLORA H. WILLIAMS, Assoc. Editors

VOL. XIII TAKOMA PARK, WASHINGTON, D. C., SEPTEMBER, 1921 No. 1

EDITORIALS

Our Colleges and the Finishing of the Work

THE mission of our Lord, when He was upon the earth in person, was declared by Himself to be "to do the will of Him that sent Me, and to finish His work." When He had accomplished the part He came personally to do, He commissioned His disciples to continue the work of carrying the gospel to the "uttermost part of the earth." From that day to this, the most exalted calling of the true follower of Christ is to have a share in finishing the work of preaching the gospel to every creature before the end comes.

No world campaign of this kind can be conducted successfully without training centers for the double purpose of establishing and perpetuating the triumphs of the gospel and of recruiting laborers to supply the world-wide need.

For thirty years the Advent Movement was developed without a college, but for the last forty-seven years this movement has been blessed with an educational center or centers for college work.

In the growth of our work these centers have been developed as union conference institutions. Their work is directed and their financing provided for largely through union conference agencies. But these institutions have grown to such size and strength, and their work has come to influence our world-wide endeavor to such an extent, that we can no longer think of them as union conference institutions, nor indeed as American institutions. They are, as a matter of solemn fact, *world* institutions. We can no longer plan their work, nor think of their importance or their product, in any other than world terms.

Our growing academies have become steady and fruitful feeders to the colleges, of the choicest of our young men and women as they are carried in the academies through the adolescent age. Our elementary schools, in turn, gather our children directly out of the homes of our local churches and prepare them for the academies.

The scope of this vital work in education is best and most briefly expressed in the educational goal which we have adopted for our permanent guidance:

Every Seventh-day Adventist Boy and Girl in Our Own Schools

Every Student in Our Schools a Worker

We have so far succeeded in the direction of this goal that, thanks be to God, we have already enrolled in our own schools more than half of our precious boys and girls. In some sections of the country the proportion has reached as high as sixty and seventy per cent. We are working hard for the remnant.

It is fitting to express here our unshaken confidence in the finishing of the work of giving the gospel to all the world in this generation. Surely our colleges have begun to bulk large in the accomplishment of this greatest task ever committed to any body of men. They could not do it without the hearty co-operation and support received from our academies, and these in turn from our elementary schools, and all from our faithful lay members and courageous leaders. May God hasten the day when the part allotted to them shall be fully accomplished.

GENERAL ARTICLES

Recruits

W. C. FLAIZ

I HAVE been asked to tell, through the EDUCATOR, something of the plan we are working in the North Pacific to recruit workers.

We found ourselves faced with this problem: There was a chronic shortage, especially of teachers, as well as workers in all lines. With this there was a tendency for our students to rush through college and come out altogether too young and too inexperienced and with the oversureness of themselves which comes from inexperience. In putting this type of student to work we found them inclined to be rash and impatient of advice and hard to satisfy, with a tendency always to magnify their own attainments and belittle any work offered them. "Why should I, a college graduate, waste my talents on such as this?" expresses their attitude. Older men, especially if educated outside of school, dreaded to work with them, and usually, without meaning to, antagonized them by "putting them through a course of sprouts" or "taking the big head out of them." This, of course, filtered back into the college and created a misunderstanding between the field and the school.

The field had been led to think of the college as a *training school for workers*, and expected it to turn out preachers and teachers and office help, etc., all crated and labeled and ready for shipment to any point, like a tractor or a mowing machine, ready for work. Then when our young people made the blunders that always come with inexperience, regardless of training, the field said the school was a failure. This created mutual antagonism.

In studying this condition it became apparent that workers — ministers, teachers, office help, etc. — cannot be made or trained in the classroom. The only way to learn to be a preacher is to get out and preach; the only way to learn to be a teacher is to get out and teach. The classroom can only lay a foundation. The building is built in the field. We also discovered this: The student who has *not completed* college can make almost any kind of blunder or failure and it is not held against the school, and if the student comes back to school for a year he can start out again with an absolutely clear record; while if a graduate had done the same thing it might take years for him to live it down, and the college would get the blame.

Putting some of these observations together we have gradually worked out the plan of holding our younger students back and encouraging them to make as many of their blunders as possible before they finish college. All our young men are encouraged to sell books. Then it is suggested to them that in the thirteenth or fourteenth grade they elect a normal subject and stay out a year to act as pastor to a dozen or two children in a church school. From the fourteenth or fifteenth grade they are encouraged to stay out a year and preach, then come back and finish. This gives us a college graduate who has had one or more vacations selling books, a year's experience teaching, and fifteen months in the ministry, or office work, or whatever other line he may have elected. He is an experienced man. He has made his blunders and they have been forgotten. He is between twenty-five and thirty years of age and is a full-fledged man, ready to hide his diploma in the bottom of his trunk and go to work. The demand for such men always exceeds the supply.

One other thing — we expect our young people to be able to work with their hands as well as with their heads. We are stressing vocational training as

much perhaps as any of our schools. The college is well equipped and our academies are working strongly in this direction, but we recognize that while working two hours a day in a kind of dainty way may give a certain skill that is worth while, it is not *work* from the viewpoint of the man or woman who works all day, every day, doing a full share in producing the world's necessities. Nor does it give the outlook on life of the one who works. And so we foster an emulation among all our students in the doing of actual work. We tell them they are not fitted to stand as leaders among real men and women, the ones who are doing the world's work, until they have got their hands to blister and their bones to ache at actual work. And so our boys go out and work during vacation in the harvest fields, riding the cattle range, in the logging camps and mines, at carpenter work, laying brick, and every other possible line. Our girls go and " work out " in homes where they have to cook and scrub and wash and take care of children, " just for the experience." A number of our girls, some of them " carefully raised " city girls have gone out into the great wheat fields and cooked for harvest crews. Both boys and girls are often more proud of their achievements in the realm of work than they are of good classroom grades.

This program is giving us a group of wholesome, practical, hard-headed, dependable young people who are not afraid to stand alone and who are ready cheerfully to attempt anything — and succeed. It has solved the problem of teachers for our schools. There are always plenty of students who will either go on to school or take their turn in the field almost on a moment's notice, if they are needed, and the matter of wages does not bother much, because they are working for the experience. It brings an atmosphere of service into the college, and also into the academies and church schools. By marking out a succession of perfectly understandable steps, from the boy behind the plow to a place in the work, it gives all our young people something to build into their plans for their future. Selling books, teaching school, preaching, etc., are all a part of the educational program. So is harvesting wheat, or building houses, or taking care of babies.

We have found that placing responsibility upon young people matures them into men and women. There is something about advertising a young man as preparing for the ministry or medical missionary work that puts him on his good behavior. We have yet to have our first failure of a young man who has gone out to teach school on this basis. Over and over boards have written in, " If you cannot let us have our present teacher back again, send us another like him. He has been a help not only to the children, but to the church."

This plan not only necessitates but promotes the closest possible co-operation between our entire school system and our evangelical work, and also among all the parts of each of these lines. The presidents of our conferences keep in touch with the students of their conferences at the college and plan their budgets to include the young men who are ready for work. Young men who, after completing fourteen grades, spend a year in the ministry and are successful, receive from their conference the payment of their tuition for the remainder of their college work. Young women who teach successfully for two years receive the same. When these young people come back to college they are expected to take a special interest in the spiritual welfare of students from their home conferences. This gives the college administration a backing of mature students who do not need to be treated as children and who can be counted on to create a right atmosphere. In the school this goes a good way toward solving disciplinary problems.

The plan, although only a few years old, and like all plans only partly worked out, is already unifying our entire work into a great plant into which our chil-

dren enter as raw material and come out at the other end a finished product, ready not only to fit into the work at home, but also — and this is held always before them from the kindergarten up — to answer the call of the world field.

About Themes

RACHEL SALISBURY

JUST for an experiment I recently gave my college rhetoric class the hour to write a composition entitled, "On Themes." These expositions of opinion were left unsigned in order that each student might feel free to express himself sincerely. I believe that each student did.

Twenty-nine out of the thirty-five wrote scathing denunciations of the "everlasting bugbear." Three reluctantly admitted that there might be some good in them (which only the remote future could reveal, for the present was indeed shrouded in blank despair). Two were in favor of them, realizing that they do good like a bitter medicine. One girl admitted that she really liked to write them.

I must confess that I thought for some time over that revealing set of themes. They did not flatter me. I wondered why — after all the care I used for proper orientation, and after my careful search for a variety of subjects based on my definite personal knowledge of my students — the class so unanimously hated themes.

Now, I take no delight in forcing my students to deliver goods that are distasteful to them. I find that my delight in my work is directly proportional to theirs. And so I wondered what might be the trouble.

One young man in the class, who had for years been a hater of themes but who had gotten a view from the teacher's side, wrote this suggestive paragraph:

"Themes are without doubt a necessity in the development of any person's ability to express himself. I attempted the teaching of tenth-grade rhetoric for a few weeks, and I found that most themes lacked, in my estimation, nearly all the requisites of a theme except that they were composed to meet an assignment of rhetoric. Some of those themes were so unreadable that I could hardly hold my patience. If I were in a position to suggest, I would certainly say that in the lower grades, pupils should be taught grammar, penmanship, spelling, and theme writing even more thoroughly than these subjects are now taught in the public schools. I think regretfully of the old adage, 'You can't teach an old dog new tricks,' and wonder why more stress is not laid upon these necessary things in the grammar grades.

"I still look upon themes as I look upon a dose of medicine that will cure me of my ailment. And so I have written themes, am writing a theme, and expect to write more themes; and I am confident that they will bring me to perfect health in the manner of expressing my thoughts correctly and clearly."

I pondered over the principle of accuracy that he seems to sense so clearly as he looks back over his experience. He, at the mature age when he finds it difficult to change an attitude of mind which he has cherished for years, laments the fact that somewhere back in his grammar and academic training his teachers did not give him the drill in accuracy that would make him the capable, intelligent writer of English that he now wishes he could be. I believe that he wants to abate his antipathy for themes, but he is afraid; even yet he feels awkward with his tools. Perhaps in this inability to cope with the mechanics of a theme lies the aversion of the average student to the entire subject of theme writing.

I have thought that a composition is something like an automobile. There is nothing so pleasurable or delightful as a fine car — if one knows how to run it. But such a marvel of science is a white elephant on the hands of one who knows not spark plug from carburetor. Further, the man who enjoys driving his car is not the novice who must think constantly of his mechanics, but rather the man who shifts gears and works his clutch without giving a thought to the operation, because he is confident that his habits are controlling the technique for him.

So the writer of themes *may* enjoy himself. He cannot help but revel in the expression of original thought *if* he must not continually think of his technique. But rarely does the average academic student arrive at that familiarity with form that breeds ease of expression or fosters the enjoyment which spells success. Hence theme writing is never anticipated with any sense of eagerness, but always with dread of the baffling rules of grammar and rhetoric.

But why should these be baffling? Why cannot the student, like the chauffeur, by a definite amount of concentrated practice, acquire ease, skill, and confidence in the handling of his tools? Just as the lawyer gains judgment and proficiency, just as the hunter comes to hit the bird on the wing, just as the artist grows to perfection in the touch of his brush, just as the musician acquires skill in the use of an instrument, just so our young people *can* learn to master words and sentences in oral and written discourse.

Only by unceasing carefulness in the early grades can boys and girls acquire habits of accuracy in writing and speaking. The early teacher has a great opportunity to lead the young people to look upon correct writing and speaking as an accomplishment to be proud of. He can train them to enjoy the ability to speak correctly as keenly as a boy enjoys a well-placed ball that brings a home run, or a strong, sweeping stroke that speeds one across the ice, or the satisfaction of seeing 100 per cent on an examination paper. If such habits are not formed in early life, it is a sorry task that confronts the college teacher; for it is often impossible to change the attitude of years in a few semester hours of college work.

It is indeed deplorable to hear a college freshman cry out eagerly but unblushingly, "I seen him go round the corner," and to read in his early daily themes, "I cannot go, it is to cold." How can these errors of carelessness (or ignorance) be corrected? How can the average student be trained to take pride in such correctness, and perhaps, some day, to strive for fluency of expression? All the way along — in church school, in the academy, in college — it is only a maximum of careful, well-supervised *practice* that will develop the ease, skill, and confidence that the teacher so much desires, that the student so much appreciates, and that the denominational work so much needs.

Health Insurance at Adelphian Academy

A. P. HEFLIN

A DEFINITE need has long been recognized in our schools for safeguarding the health of the students. Not only have the facilities been lacking in many instances, but the proper isolation of contagious cases has been impossible. Growing out of these conditions, a sentiment manifested itself among the board members of Adelphian Academy for the construction of a sanitarium for the use of the students. This building has been constructed, and is now in operation. It is felt to be a success in every way.

The main floor, 28 x 36 ft. in size (see accompanying cut), lies some three feet above the surface of the ground. Beneath it is a well-lighted basement, with cement floor, which contains the steam-heating plant, the kitchen, and the workrooms. The main floor, it will be noticed, is divided into two sections, one

Adelphian Academy Medical Cottage

for the use of the boys, and the other for the girls, the treatment-room, however, being common to both. The central hall is to permit communication between the treatment-room and the wards without entering the enema-rooms.

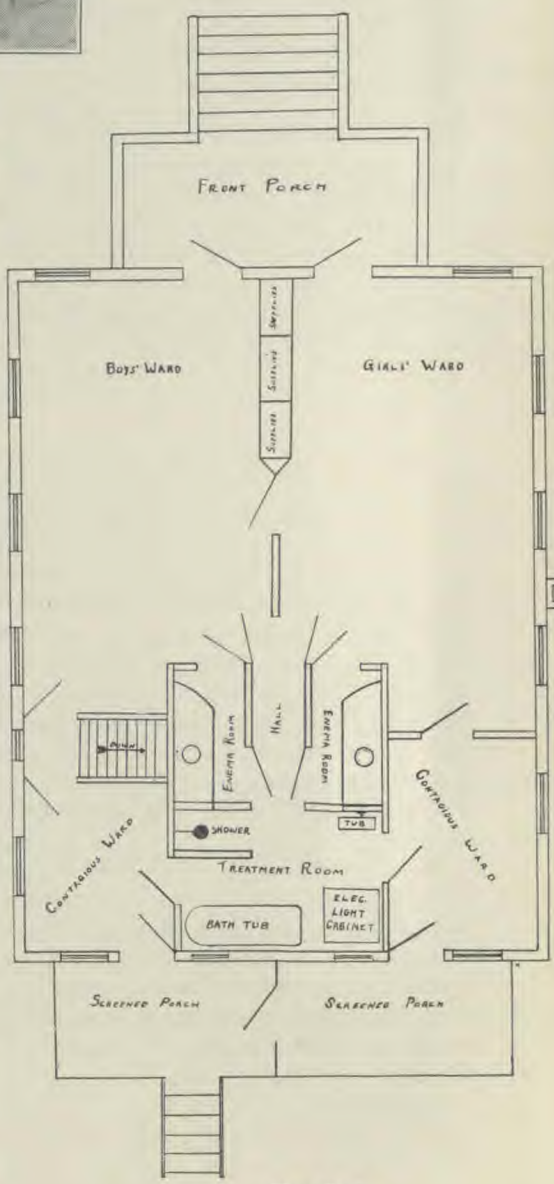
A feature of the plan is found in the contagious wards, which have already done good service. A student having a contagious disease was isolated in one of these rooms for several weeks, and no other case developed in the school. These rooms, as well as the wards, are light, airy, and comfortable, and open onto a screened porch which commands a view of the lakes and hills which give Adelphian Academy its slogan, "Beautiful for situation."

The wards were designed for a normal capacity of four beds apiece, but there is ample room for more in case of necessity. The treatment-room is up to date and very convenient. The upper floor is fitted up for the use of the nurse, being modern in every respect, including a kitchenette, in approved apartment-house style.

The building, like the other academy structures, is painted white, and with its dormers and green roof, makes a very pleasing appearance. It was erected at a cost of about five thousand dollars, and we feel that the money is well invested.

FORTUNE has rarely condescended to be the companion of genius.— *Disraeli.*

THE efficient school of today not only teaches the rules that make for healthful living, but also endeavor to inculcate the correlative habits. Widespread bad health means industrial unrest, unemployment, national inefficiency. — *George MacAdam.*



Floor Plan

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

Story-Telling

Why Tell Stories?

RUBIE E. BOYD

"I WOULD rather be the children's story-teller than the queen's favorite or the king's counselor." These are the words of Kate Douglas Wiggin, distinguished among story-tellers. If you have ever had a group of enraptured little faces raised to yours, eyes bright and breathing marked, hanging on your every word and regarding you with wonder and admiration, then you understand the meaning of her words. The teacher or mother who is not a teller of stories has lost a joy which is her due, and has cheated herself out of a very special regard which every child reserves for the story-teller.

Julia Darrow Cowles, in her first chapter of "The Art of Story-Telling," after emphasizing the ethical training afforded by stories, adds:

"Nor is the directly ethical training the greatest good achieved by story-telling in the home. Nothing else so closely links mother and child in a sweet fellowship and communion of thought. Nothing else so intimately binds them together, nor so fully secures the confidence of the child. When they enter together the enchanted realm of storyland, mother and child are in a region apart, a region from which others are excluded. The companionship of storyland belongs only to congenial souls. And so the mother by means of stories becomes the intimate companion, the loving and wise guide, the dearest confidant, of her child."

The mother ready with a story, though she be washing dishes or kneading bread, need not relinquish the company of her small child to the less desirable neighborhood children. Neither need she be at a loss because her supply of stories is limited, if they be well chosen, for the reiterated plea of childhood is, "Tell it again." However, the developing mind of the child will make new demands. And we would advise her to present the best, for the mind of her little listener is "wax to receive, but marble to retain." He is storing up for the future.

Edward Porter St. John, in his "Stories and Story-Telling," makes the statement that the very origin of story-telling lay in the teaching impulse. Hence it is not strange that story-telling now has a place in the school curriculum. And since the work of the teacher is not merely to instruct, but to aid in the development of men and women, she finds character-building stories a great asset in her endeavors. These are the most worthy type; but cultural, nature, and illustrative stories, yes, and those whose express purpose is to entertain, all have their place.

Julia Darrow Cowles warns the teacher to have a definite object in her story-telling. She says: "Let her use this new-old art as a means of arousing her pupils to achievement. A story told in school should not be offered as a sugary educational confection which will destroy the taste for solid food, but as a spicy condiment to whet the appetite for a substantial feast."

Walter L. Hervey said, "The child's thirst for stories, has it no significance, and does it not lay a responsibility upon us?" It does; and we will try to sense that responsibility, and seek to accomplish for our children what we can, with the measure of story-telling talent intrusted to us. And as surely as we do not bury that talent, but seek to improve it, the miracle of multiplication of talents will be accomplished in us.

The First Day of School

VINA SHERWOOD-ADAMS

USUALLY it is quite easy for the teacher to smile and be pleasant the first day of school. She does not wish in any way to give the impression that she is one of those very strict teachers; she may be inclined to be quite lenient that day; and, too, if a teacher really enjoys her work she feels quite happy to resume it; and the children, after their long vacation, are also glad to begin study again; so quite a feeling of comradeship exists between the teacher and pupils. But there are always a few youngsters who are ready to take advantage of this genial first-day atmosphere, and to start mischief which may affect the deportment throughout the school year. Now there is a way to avoid this mischief. The secret is definite preparation on the part of the teacher. Quite often the teacher, especially the inexperienced teacher, begins her school with little or no preparation regarding the employment of the pupils' time the first day. In fact, no day needs a more thorough preparation than this first day.

If possible the teacher should visit the schoolroom a week before the beginning of school. She can then carefully examine the record books to ascertain about how many pupils she will have in each grade. She will gain other advantageous information also. Perhaps the school board can give her a few pointers. This does not, however, mean gossip about the pupils or patrons of the school. Peculiarities exist in some localities. The teacher may need to know this before school begins. For example, I know of a certain school that was nearly wrecked, and certainly did not accomplish what it should, because at the first the teacher did not know the particular attitude of the neighborhood in regard to the colored race. She, having a love for all little children, white or black, innocently answered some questions asked by her pupils in a manner which started a flame of prejudice against her which later extended out even to the homes represented by the children.

A program should at least be sketched for the first day. It may or may not be placed on the blackboard, but if it is, the pupils will gain the idea that the first day is not to be a play day.

It is well to have previously selected a short psalm and some song familiar to all church school children; also to have some busy work at hand for the young pupils, as pictures to study and to color, some language exercise to be written and some problems to be worked out. Lessons in reading and spelling may be placed on the board for the lower grades. All board lessons should be put on the day before school begins. Slips of paper on which number work has been written may be handed to the different grades.

This preparedness will give a hum of activity to the schoolroom from the first moment, besides keeping the younger pupils occupied and quiet while the teacher gives attention to her older grades. Of course, there is always a shortage of textbooks the first day, even though the school board has done its duty and has on hand as far as *possible* the books needed. But should there be

a shortage, even the advanced grades may have lessons assigned them. It will take only a few moments for the teacher to prepare a list of lessons on the subjects of history, physiology, and geography if the topical method is used. The teacher usually has some textbooks of her own on these subjects which may be placed on her desk for general use, together with the copies brought by the pupils. Or, an oral history or geography lesson in the form of a chalk talk may be given; this is always of interest to all grades of pupils. This may be reproduced at their desks later as a language lesson. Busy, interested children are not the ones to fall into mischief. While the children are thus occupied, the teacher can ascertain the grade of some pupil without the feeling that the children are occupied with fun behind her back, or sitting idly listening to all her remarks to the new pupil.

His First Day

Frequently, a member of the school board or some parent remains to visit; and I know the nervous strain it is for a teacher to have this company for the *first* day; I have experienced it; but all this was removed when I learned to start my school with a hum of industry from the first hour. My patrons went away much better satisfied than if they had sat watching the children whisper, or had seen them occupied only in swinging their feet. The visiting member of the school board will be more likely to go away impressed that the right instructor has been sent them if the teacher has her natural composure as the result of this preparedness.

The children are sure to carry home a report in detail of this first day as to the conduct in the schoolroom and what they have learned. It calls out at once a cooperative response from the parents to know their children have already learned something in the school, the conducting of which is costing them a great sacrifice.

I have known of teachers omitting certain clas es entirely, and accomplishing very little for a week or two while waiting for the books to come, when with a little extra effort on their part, regular class work in all subjects might have been conducted.

I have written this article thinking it might be suggestive to some teacher who is new in the work; for I suppose that all experienced teachers have learned that the *first* day is one of the *important* days of the year; and that our attitude, while it should be gracious and very pleasant, should have a certain dignity that will give the children to understand that their teacher means business from the first day. Also, these teachers have learned that if the teacher plays some games with the children the first day, it does more to win their respect and affection than allowing them to do as they please.

"SIN hath many tools, but a lie is a handle that fits them all."

"EVERY man stamps his value upon himself."

A Missionary Sale

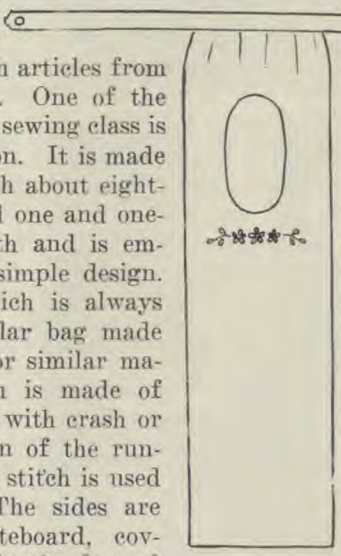
FEDALMA RAGON

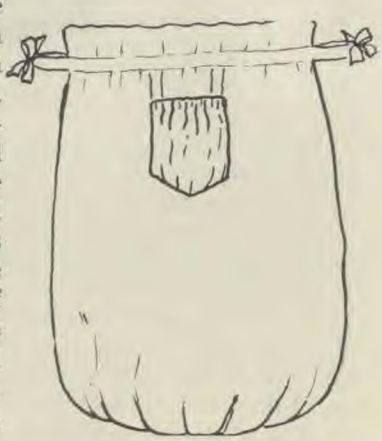
EVERY church school true to the name, has its Junior Missionary Volunteer Society. With the society come the problems. One which always arises, and must be solved, is the reaching of the financial goal. At Pacific Union College, because of the rather unusual surroundings, the problem seemed an especially difficult one until some one devised the plan of a missionary sale. It is held each year just before the holidays, and has proved a real success, not only in the amount of money cleared, but in the skill acquired by the boys and girls as they make the articles to be sold.

The girls spend their time sewing and the boys furnish articles from the carpenter shop. One of the articles made in the sewing class is a simple fudge apron. It is made from a piece of cloth about eighteen inches wide and one and one-half yards in length and is embroidered in some simple design. Another article which is always in demand is a collar bag made from brown crash or similar material. The bottom is made of pasteboard, covered with crash or linen; a combination of the running and lazy daisy stitch is used as a decoration. The sides are stiffened with pasteboard, covered with muslin. At the first of each year, embroidery hoops are purchased, and after they have been used they are covered with ribbon and sell readily as necktie holders. Stocking bags are made from cretonne. A round piece of pasteboard is covered for the bottom and the material for the sides is gathered into this round piece. Ribbon is used for draw strings. A separate pocket, made on a foundation of cardboard, with an elastic at the top, holds thimble and thread, and swings from the side of the bag. There are numerous other things; as whisk-broom holders, pin cushions, clothes-pin bags, baby bibs, and towels, all of which sell readily.

Some of the articles made by the boys are footstools, wall pockets, bread boards, and letter cases. The art period, for several days before the sale, is also spent in making calendars and blotters. In addition to the sewing, woodwork, and art, many of the mothers bring food, which helps very materially, this being clear gain.

The sale is an event much planned for, and long looked forward to, by the boys and girls; and the joy and satisfaction of it is complete when the tables and counters are spread in the various rooms and each one takes his place as clerk or usher and does his bit in the disposal of the treasured articles.





"GOVERNING power is the divine commission for leadership, and is the proof that the teacher is called and sent."

"NOTHING in our national life is more important than the fullest and best facilities for the education of our children."

Physical Training in the Elementary School

ALBERT E. GREEN

PHYSICAL training should have a definite place in the curriculum of the grade school. It is no small part of the well-balanced program. This is especially true of the elementary grades. The children of these grades are the most susceptible to development and correction. It is far easier to correct the little child's wrong habits of sitting, walking, and standing than to make a change after the posture of the child has become a fixed habit. The forming of correct health habits at this age accomplishes far more for the health of a community than the breaking of wrong health habits at a later period in the child's life.

Physical training should include, with the physical drills, a thorough health inspection of the child every month. This inspection will reveal the defects that physical training aims to overcome or to eradicate. It will also bring to the attention of the teacher and the parent such physiological defects as deafness, poor vision, or adenoids, any one of which may be a cause of poor scholarship.

The health inspection should include the examination of the hair and scalp for dandruff and lice; or of the ears for excess of wax and deafness; of the eyes for weakness and faulty vision; of the nose and throat for adenoids, enlarged tonsils, and restricted breathing; of the mouth for decayed and malformed teeth, and signs of malnutrition; of the spine for curvature; of the limbs and feet for abnormal development; of the heart and lungs for organic trouble. Included in this health inspection should be a monthly record of the weight of each pupil, for the weight of a growing child bears a direct relation to his health.

To correct and overcome some of the defects revealed by such an examination require the services of an optician, a physician, a dentist, or a nose and throat specialist. This is only possible with the co-operation of the parent. It is evident that a health inspection would be only partly efficient unless the parents were shown the full results of such an examination. This can best be accomplished by a monthly health card graded by the examiner, giving detailed advice on health habits, the normal and actual weight of the child being given from month to month.

From the information thus obtained the physical drills can be made more effective. For instance, a special class in corrective calisthenics may be formed for those who have a low grade in posture.

The physical drill should be given a fifteen or twenty minute period every day. It should not be placed at the beginning nor at the end of the daily program, but should be placed where it will come as a relief to the tired minds of the children. It should be conducted with snap and vigor, yet care must be taken to ease off with exercise that will not leave the pupils in a state of excitement, but under perfect control by the regular teacher.

"In growing children all the forces of nature need every advantage to enable them to perfect the physical frame."—*"The Ministry of Healing," p. 382.*

THE first graders had learned the language story about light:

"Little Red Rose, I know why you are red. The light shone on you. You took in all the colors but red and gave that back to my eye.

"Little Red Rose, Light is the artist that painted you."

On arriving home Melva found her little sister very dirty after her morning's play out of doors, and her mother heard her say:

"Dear little sister, I know why you're so dirty. You've been playing in the dirt and you took in all the colors. You give black back to my eye.

"Dear little sister, Dirt is the artist that painted you."

A Plan for the Gradation of Practice Teaching

MILTON ROBISON

F. V. MASON writes in the May, 1919, number of the journal *Educational Administration and Supervision*, under the heading, "A Plan for the Gradation of Practice Teaching," criticizing the old plan of having the practice teacher observe for a few days, "week or so," and then plunge into teaching with all the burdens thrust upon her at once. He reminds us how the critic teacher soon has to take the class, and "bring it up," while the student teacher again observes; when this has been accomplished, the student teacher plunges in again. The difficulties are not removed by the critic teacher or supervisor, and the only help that the student teacher receives is to be told that it is her "problem" and she must solve it herself; she is then referred to a lot of library assignments, which even the experienced teacher would find well-nigh impossible.

Instead of this old plan, Mason suggests a gradation of practice teaching. According to this new plan, the student teacher is given instruction in certain phases of classroom procedure, and is allowed to participate in the actual classroom work with the critic, assisting and getting acquainted with the situation, learning the pupils' names and dispositions. This differs from mere observation, in that the student teacher is actually taking part in the schoolroom activities, though only in a very small way. Realizing that it is the little things that make for success or failure, Mason suggests that some of the following details be included in the participation plan: favorable seating, keeping records, marking papers, preparing and caring for materials, distributing material, grading papers, grading pupil's recitations, practising blackboard writing, care of room and bulletin board, assisting in preparing examination questions, giving out report cards, etc.

According to this plan the student begins making lesson plans early, and when a suitable plan has been worked out, she is allowed to teach it to a small group. This would probably be a drill type of lesson to begin with. She is given charge of a small group of children of varying abilities in order to bring about the technique without any thought of discipline; during all this breaking-in period the teacher develops freedom and confidence in herself, and she gradually builds up the respect and confidence of the children. Then, as a climax, if she has shown by her participation in schoolroom activities and by her success in this careful teaching, that she is capable of carrying greater responsibilities, she is given charge of an entire classroom for a definite period of time. This large responsibility need not at first be for an extended period, but may best be worked out by the project, or unit, plan, having her work out a unit of a a week or so and teach that, and then develop other units, and finally assume full responsibility for a longer time.

The claim is made that this plan adds very materially in maintaining a high standard in the training school and tends to make the work run much more smoothly, that it helps greatly in overcoming the criticism of having children "practised on." This method of administering practice teaching is also advocated by others. Professor Bagley, in his "Suggested Curriculi for Normal Schools," provides for this gradual introduction to the classroom by one full term of "observation and participation," which commences just before the term of "practice teaching." Mabel Carney, in the March, 1919, number of *Educational Administration and Supervision*, also suggests a similar plan for the training of rural teachers.

In our Union College training school we have arranged our practice work along these lines this last year, and we are very much pleased with the results of the experiment. We feel that we have taken a great step forward, and that with further study and perfection

of the details, we shall be able to give a prospective teacher a much better preparation and insight into the teaching work. We find the student teachers very enthusiastic over this plan, since it is a much more agreeable and more natural way of breaking into the problem of teaching. The work of the critic teacher is greatly simplified, and the relationship with the student teacher is much more satisfactory. We have never had so little criticism of practice teaching from the parents, although we have had more student teachers than before.

Pronunciation

HAVE you ever noticed the large number of words mispronounced by people, educated and uneducated? And did you stop to think why so many words are miscalled? Please reflect for a moment now. Perhaps after doing so, you will feel a new responsibility.

As a matter of fact, a very large number of proper names are mispronounced as well as the ordinary words in common use. Where did these people get their pronunciation? From the people who have in one way or another acted as their teachers, to be sure; and their pupils will follow their pronunciations, and those who fall under their influence will follow theirs (subject of course to some corrections), and so it will go on till the end of time. How important, then, that the teacher in the school, and the Sabbath school teacher in his class, be careful of pronunciation! Much pains should be taken by the school-teacher, the one whose influence goes farthest in this matter. The Bible and geography classes seem to be favorite places for mispronunciations. Foreign names should be looked up by the teacher, that she may be sure of the right sounds and accents, and then the children should be drilled on the name until there is little danger of mistake. At the same time the proper spelling may be taught; for instance, the teacher asks, "What is B-o-g-o-t-a?" and the pupil answers, "Bō-go-ta′ is the capital of Colombia." "A-s-u-n-c-i-o-n?" He answers, "A-sōōn′-se-on′ is the capital of Paraguay." Or the teacher says, "Quito" (ke-to) and the pupils say, "Ke′-to, Q-u-i-t-o; it is the capital of Ecuador." Or, the list of names in the day's lesson may be pronounced by the teacher, written on the board by the pupils, and then correctly pronounced by one or more pupils. But the teacher *must know* what is correct, else she will let mistakes pass uncorrected, or use the valuable time of the class in looking up pronunciations.

Bible names are spoken much in church school, and much used in afterlife by the Christian worker. The teacher should take great pains that the word be pronounced clearly and correctly in order that the right pronunciation may become deeply marked in the brain matter of the child. Remember, "First impressions are most lasting."

Again, it is important to be sure of all words in the reading and spelling lessons. We sometimes hear the words of the spelling lesson grossly mispronounced. How often is the word "garage" called ga-radge instead of ga-razh, or appendicitis called ap-pen-di-se-tus. And so we might go on indefinitely, but a "word to the wise is sufficient," and we have all reached the conclusion that looking up doubtful words is part of the teacher's preparation for each day's work. Correct pronunciations learned in youth stay with us in later years. F. H. W.

School Mottoes

"IT is better to do well than say well."

"Be kind and be gentle to those who are old."

"The veil which covers the face of futurity is woven by the hand of mercy."

"A stitch in time saves nine."

"Work while you work, play while you play."

"Speak clearly if you speak at all."

"Never pretend to be what you are not"

A United States History Device

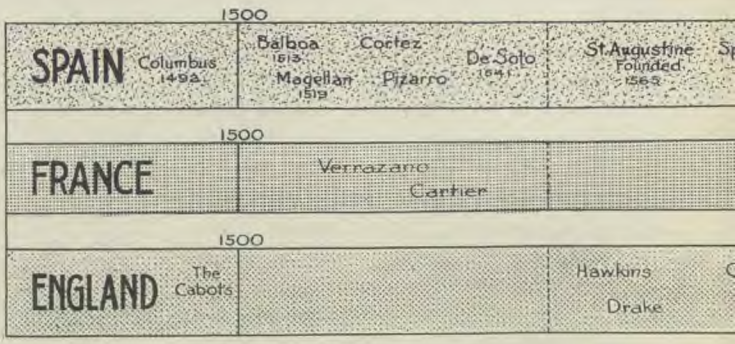
FEDALMA RAGON

Not long ago, a certain text in history was being discussed. One teacher said, "The book is too large. We can't possibly cover it in the required time." Another of longer experience, commented that it is not the size of a book which determines how difficult it is. A large book that has room for details and interesting stories is often more simple than one which contains only a mere statement of facts. No one can deny the truthfulness of her statement, for we all know that it is the facts that are interwoven with interesting incidents, which cling in the memories of boys and girls.

The ideal in the study of history is to gain a personal acquaintance with its events and characters, to feel that you were there, to see the people and hear them speak. Some of the means through which this can be accomplished are map study, stories told by the teacher, and outside reading assigned to the members of the class.

When the work has been covered in this way for a certain length of time, it is well to stop and look at things from another angle. An excellent review may be given and a few of the more important dates fixed in mind by means of a chart similar to one given below. In any text on history, the usual plan is to study the discoveries and explorations of, first, the Spanish, then the French and the English. This seems the natural order. The chapter on the French begins, perhaps, with Verrazano and closes with La Salle. Almost immediately, we study the Jamestown settlement, and unless very special care is taken by the teacher, the child will receive the impression that La Salle explored the Mississippi before the London Company settled Jamestown, when, as a matter of fact, it was more than seventy-five years after the Jamestown settlement before La Salle carried on his work of exploration. The chart places these events before the eye in their proper relation to one another. How interesting to discover that, although they were pages apart when we studied them in the book, yet the settlement of Jamestown by the English, of Quebec by the French, and the discovery of the Hudson River by the Dutch took place in consecutive years. And what a revelation to find that the Frenchmen, Marquette, Joliet, and La Salle, lived in the time when the English were settling New Jersey, South Carolina, and Pennsylvania. These facts can be made simple and easy to remember by means of the chart. If, in the first going over of the subject matter, a personal acquaintance has been formed with these characters of history, the idea that a chart is something dry and uninteresting will not be thought of. It will only make these "history people" more interesting if we know definitely when they lived and see who their contemporaries were.

There are various drills which may be used in connection with a chart of this kind. A skeleton may be placed on the

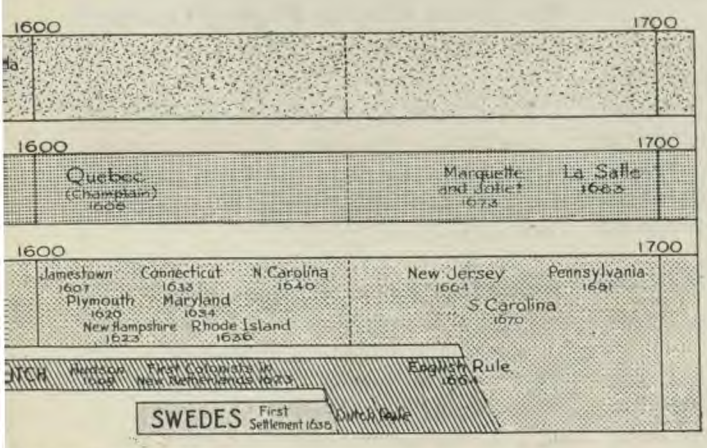


Use Water Colors to

board by the teacher, with perhaps only the dates given, and at class time she may ask some one to fill in the blanks between 1500 and 1550. Another adds the events of the next half century. When the chart is completed, the class corrects any mistakes which may have been made. If there is time, call for topic recitations, asking one child to name anything mentioned on the chart and another to recite on the thing named. On another day the class may be divided into two groups. The first group pass to the board and write a list of prominent men and events between 1500 and 1600. The second group do the same for the period of time between 1600 and 1700. Two, who were first to finish, are then selected from each group and given a requirement, such as writing in order the thirteen colonies, or making a statement concerning each of a given number of early explorers.

No two groups of children are the same, and it is always necessary for a teacher to adapt drills and devices to meet the needs of her class. But if her own interest is in the work, the study of history can hardly fail to become a delight to the boys and girls.

"IT is such a piece of good luck to be natural!"



Different Divisions

Preparation of the Daily Lesson

STANLEY CLARK

THE very word "preparation" implies an introduction of something to come. An object is sought. Societies and corporations almost beyond number are under the highest tension, each preparing to further its special work. We live in an age of specialists when only the most intensive preparation fits an individual for his chosen work, and today as never before, the man with a mission must prepare for its accomplishment. Perhaps in no other field is this truth more evident than in the educational work.

Mental preparation must go hand in hand with consecration of the heart in the preparation of the daily assignments and exercises. "Every teacher, before he stands at the head of his class, should have his plans distinctly laid out in his mind as to what he wants to do for that day and on that occasion."

It is a common opinion among those outside the teaching profession that a teacher does not need to prepare, since he himself has once been a student. In fact, that much has more than once been intimated to many of us. I am sure a teacher of years' experience may not really understand square root any better than the student who has just finished it. Why, then, can he teach it so much better? Certainly all will readily agree that the teacher has gained his ability through studying the same subject many times from a teacher's viewpoint. This principle holds true in every class.

One writer has said that when a man ceases to study he ceases to be educated. This is just as true as it is that water ceases to be fresh and becomes stagnant when it stops flowing. The inactive mind becomes in

time a veritable dead sea. As spiritually we must either progress or retrograde, so intellectually we either advance or lose ground. How unfair it is to place young people in the hands of a teacher who is not only failing to advance, but who is really going backward.

The work for our schools is carefully outlined. A definite standard is set for each class, to be reached in a certain number of weeks each year. This requires the faithful performance of each day's task. Often through lack of preparation on the teacher's part a day's work is practically lost. Many times a teacher's carelessness discourages the class and results in poor work for days to come, with resultant crowding of unfinished work at the close of the year.

In daily preparation I feel that no other one factor is more potent for good than is the careful assignment of lessons. Too often the teacher will say, "You may take the next two pages in arithmetic," when perhaps he should say, "Tomorrow your lesson will be in square measure," following this remark with a careful introduction to the new lesson by showing its relation to the lesson just finished. At the same time new difficulties may be anticipated and the way smoothed for a thoroughly prepared lesson on the part of the student.

It will readily be seen from this that the lesson assigned must be planned more than one day ahead.

Life is made up of the common things — they require most of our time. Yet the most common will, under constant study year by year, continue to present to the mind new wonders. New thought gems frequently flash forth. This is true of every lesson ever assigned through all grades from primary to college. Of all people, none is blessed with more opportunity to grow intellectually than is the teacher.

For a person to pose as a teacher and stand before developing minds day by day without faithfully preparing every lesson and exercise for them, is little short of criminal.

Fallen at Her Post

WE were pained to learn of the sudden death of Miss Ada Somerset, at Los Angeles, Calif., June 24, 1921.

She is gratefully remembered by pupils whom she taught at Grand Rapids, Mich., Berrien Springs, and Chicago. In 1909 she went to California, teaching first at Los Angeles, and afterward holding the position of normal director of the San Fernando Academy for several years. Later she acted as principal of the schools at Glendale and San Diego. Last year she was called to the superintendency of the schools of the Southeastern California Conference.

She fulfilled her duties faithfully, and was permitted to *serve* till the last. She had left Pacific Union College only the day before her death. There her teaching in the summer school was enthusiastic and helpful.

We have lost a valuable worker, as may be judged by the words of one of her former pupils:

"I received a great deal from Miss Somerset's teaching. I do not know what would have become of me if it had not been for her. She helped me at the time when I needed help most."

Her work is done, and she rests in the cemetery near her childhood home, Spring Lake, Mich.

The Fruit of One Parent-Teacher Association Meeting

ELOISE WILLIAMS

I AM finding our Baltimore P. T. A. a real help to the work. Parents and patrons are showing a working interest, and of course that is the only interest that counts.

Last month I wished to present some work which I thought would be suitable for our own people only. Not knowing our members, I asked a church officer if others were present. When he answered in the negative, I felt free to present my subject, and did my best to help my audience believe that I had a real burden for the youth and children.

At the close of the meeting, we invited those who were not members to join us in the good work. Among those who responded, signing the card and paying the due, was a gentleman who happened to be an entire stranger. I felt troubled at the thought of what I had said.

It seemed that in the forenoon, one of our workers gave him a copy of *Present Truth*. That evening he started out to find this sister. Knowing there was a service in the church that night, she invited this gentleman to attend, though she did not know the nature of the meeting.

After the meeting he introduced himself to me, and said that, if I believed in the principles I had outlined, and stood ready to carry them out, he wanted to come and be one with us. I understand that at one time he was connected with educational work.

Of course, he has since been given literature and made welcome among us. But of all meetings, I could not have invited him to our P. T. A., but God's ways are not our ways, and I am now convinced that he was where the Lord wanted him to be.

Do I Understand My Children?

ANNE GOODWIN WILLIAMS

"I JUST love Miss Brown," said Betty Jane, "she's the *understandingest* person I ever knew!"

What a wonderful tribute! Is there any one of us grown-ups who does not long to deserve just this sort of approval from the little children whom we love?

As we recall our own childhood experiences, do not the times when we were misunderstood stand out very distinctly and very bitterly in our minds?

A mother told me of a little child who was angered almost into hysterics by having his lisp mimicked and mocked.

"Do you want me to thing for you?" little John asked a guest in the friendliest fashion.

"Yes, indeed, you darling, I want you to thing for me," the visitor said, laughingly imitating his lisp.

The child's ears were keen. He recognized the correct pronunciation although his lips could not yet form it, and his face reddened as he said in a grieved voice, "I didn't thay thing. I thaid thing."

"O you precious lamb, thing for me or thing for me — I don't care! I just adore that lisp of yours."

Did she get the song — the child's offered gift to a guest? No, emphatically no. She had killed the joy of self-expression. She had grieved the boy and made him sulky, and she had truly been guilty of an act of rudeness to a trusting little child. And yet she thought that she loved children! But she lacked the understanding of the sensitive nature of a little child. Ridicule is even harder to endure when one is four years old than when he is fourteen or forty.

But rude and cruel as it is to laugh at the mistakes of children, it is far worse to laugh at their fears! Just because *we* know that there are no goblins lurking in the dark, we find it difficult to understand the agony, the actual suffering of a sensitive, timid child who is forced to fight with his fears all alone.

All lovers of children condemn the ignorant nurse who threatens, "The bogy man will get you in the dark tonight if you don't mind me."

I know one mother who came home after making some afternoon calls and found her little son in bed with a high fever, and in his delirium he cried out over and over again, "Don't let the policeman get me! Don't let him take me away from my mother! Don't let him — don't let him!" The thoroughly frightened nurse confessed that she had put him to bed as a punishment and had left him there, saying, "Now I'm going out to get the policeman to take you away so you won't see your mother again." She had left him there alone, thinking that his screams of terror, when a door opened or closed, would "teach him a good lesson."

Life's Philosophy

JUST a happy, cheerful word
When everything's awry;
Just a merry, ringing laugh
To hide the wish to cry;

Just a look of sweet content,
To meet a thoughtless frown;
Just the hand of friendship
To any one that's down;

Just to roll away the stone
That blocks another's way;
Just to find some sunshine
Upon the darkest day;

Just to scatter lots of love
When its needs are rife,—
This makes up the simple
Philosophy of life.

— *Selected.*

Happy School Children

NELLIE M. BUTLER

HAPPY little children, now to school away,
Blithe as birds in springtime, joyous as the day,
Singing, "Jesus loves me," as they onward go,
Hear the many voices, "Bible tells me so."

Ringing, sweetly ringing, is the dear old bell,
Hear the echoes pealing over hill and dell.
"Teacher" stands to greet them as they hasten in,
Quietly and calmly now the tasks begin.

First a scripture lesson from the Book is read,
Then all kneel together and a prayer is said:
"Dear Father, guide us through this busy day,
Help us to please Thee in all our work and play."

Happy little children, hearts so full of joy;
Happy is the teacher, training girl and boy
For the many duties out in life's hard school,
How to love the neighbors, — keep the golden rule,

How to win the heathen far in other lands.
Soon they will be doing with their willing hands
What their teacher's taught them in this little school,
As they've been submissive to her every rule.

Soon the Saviour's coming, He will have a school
In the bright hereafter; love will be the rule
That will guide the children through the endless years
In that land forever free from any tears.

Nature will be studied, flowers sweet and rare,
Trees that bloom forever in those gardens fair,
Crystal stream reflecting many mansions bright,
And the dome of Heaven — canopy of light.
Angels with the children in that school above
Study more of Jesus and His wondrous love.
May not one be missing from this little band,
When the school shall gather in that heav'nly land.

At the End of the Day

EDA ADELE LOVESTEDT

I SAT alone in the schoolroom at the end of a busy day,
After the children had said goodnight and merrily trooped away,
And I looked at the desks before me and thought of the children dear
Who an hour ago had sat there, and wiped a falling tear.

For I thought the day was a failure. "What good have I done?" I cried,
"Is it for naught that I have labored, is it nothing that I have tried?
Do I understand the children? Do they know that I love each one,
As well the quiet and studious as the boisterous and full of fun?"

For some the work was a pleasure and lessons were only a song;
For others the lessons were trials, the problems were knotty and long.
And I thought, "Have I been as patient and kind as I might have been?
Have I given the help they needed, encouraging them to win?

"Have I shown a true Christian spirit in all of my work today?
Have I learned of the Master Teacher, and struggled to teach His way?
Have I taught them to be courageous in fighting against the wrong?
That the pure in the heart are winners — that they are the really strong?"

"O Lord," I cried in sorrow, "I have truly tried today,
Must all my effort be wasted? Must it all be thrown away?"
And the dear Lord answered, smiling, "Grieve not for the day that is past,
For the seed that is sown in weeping will surely bear fruit at last.

"Then do with prayer and rejoicing the work that is given to you,
For lo! I am with you alway, to help you each task to do.
Your best each day for the Master till His work on earth is done,
Then Heaven's reward that is waiting for you and the children won."

First Semester Outline of Subjects in Newly Adopted Textbooks

(All other outlines for this year are found in the "Curriculum.")

Arithmetic — Grade Three

TEXTBOOK: "School Arithmetic," Book One, Wentworth and Smith.

Assignment: Chapter I is largely oral and affords a rapid review of previous work. Spend one or two weeks on this review as may be needed.

Advance Work

First Period: Chapter II, pages 55 to 68. Reading and writing numbers; Roman numerals; addition.

Second Period: Pages 69 to 89. Subtraction; multiplication and division by 2, 3, 4, 5, and 6.

Third Period: Pages 90 to 112. Multiplication and division by 7, 8, 9, 10, 11, 12; Measurements — pint, quart, peck, bushel, gallon; Fractions—one half, one third, one fourth, one fifth, one sixth.

Arithmetic — Grade Four

Textbook: "School Arithmetic," Book One, Wentworth and Smith.

Assignment: Chapter IV, pages 157 to 210.

First Period: Pages 157 to 170. Reading and writing numbers; addition; subtraction.

Second Period: Pages 171 to 190. Multiplying by three figures, dividing by two figures.

Third Period: Pages 191 to 210. Review; Measures of length to yard, liquid measures, and measures of time; fractions, numerator or denominator one figure only; reviews.

Arithmetic — Grade Five

Textbook: "School Arithmetic," Book Two, Wentworth and Smith.

Assignment: Chapter I, pages 1 to 72.

First Period: Pages 1 to 26. Reading and writing numbers; Roman numerals; addition, subtraction, multiplication.

Second Period; Pages 27 to 50. Multiplication; short and long division; reading and writing fractions, reduction of fractions.

Third Period: Pages 51 to 72. Reduction of fractions, addition and subtraction of fractions.

Arithmetic — Grade Six

Textbook: "School Arithmetic," Book Two, Wentworth and Smith.

Assignment: Chapter III, pages 133 to 200.

First Period: Pages 133 to 149. Addition, subtraction, and multiplication of decimal fractions.

Second Period: Pages 150 to 176. Division of decimal fractions, cancellation, bills, per cent, profit and loss.

Third Period: Pages 177 to 200. Discounts, interest.

Arithmetic — Grade Seven

Textbook: "School Arithmetic," Book Three, Wentworth and Smith.

Assignment: Chapter I, pages 1 to 84.

First Period: Pages 1 to 24. Review and efficiency tests.

Second Period: Pages 25 to 56. Percentage, discount.

Third Period: Pages 57 to 84. Several discounts, profit and loss; interest; 6 per cent method; reviews.

Arithmetic — Grade Eight

Textbook: "School Arithmetic," Book Three, Wentworth and Smith.

Assignment: Chapter III, pages 149 to 218.

First Period: Pages 149 to 172. Banks and banking.

Second Period: Pages 173 to 196. Bank discount, foreign money, taxes.

Third Period: Pages 197 to 218. Taxes, government money; reviews and drills.

Spelling — Grade Six

Textbook: "Common-Word Speller," Book Two, Lewis.

Assignment: Pages 46 to 68.

First Period: Lessons 1 to 28.

Second Period: Lessons 29 to 55.

Third Period: Lessons 56 to 81 and "Mid-year Spelldown."

Spelling — Grade Seven

Textbook: "Common-Word Speller," Book Two, Lewis.

Assignment: Pages 90 to 112.

First Period: Lessons 1 to 27.

Second Period: Lessons 28 to 56.

Third Period: Lessons 57 to 79 and "Mid-year Spelldown."

Spelling — Grade Eight

Textbook: "Common-Word Speller," Book Two, Lewis.

Assignment: Pages 135 to 154.

First Period: Lessons 1 to 20.

Second Period: Lessons 21 to 42.

Third Period: Lessons 43 to 64 and "Mid-year Spelldown."

Civics — Grades Seven and Eight

Textbook: "My Country," Turkington.

Assignment: Complete the book.

First Period: Chapters 1 to 8, pages 1 to 122.

Second Period: Chapters 9 to 16, pages 123 to 247.

Third Period: Chapters 17 to 23, pages 248 to 372.

English — Grade Seven

Textbook: "Oral and Written English," Book Two, Potter, Jeschke, Gillet.

Assignment: Pages 3 to 76.

First Period: Chapter 1, pages 3 to 23.

Second Period: Chapter 2, pages 24 to 47.

Third Period: Chapter 3, pages 48 to 76.

English — Grade Eight

Textbook: "Oral and Written English," Book Two, Potter, Jeschke, Gillet.

Assignment: Pages 154 to 254.

First Period: Chapter 7, pages 154 to 182.

Second Period: Chapter 8, pages 183 to 221.

Third Period: Chapter 9, pages 222 to 254.

"TALK not to me of the stock whence you grew;
But show me your stock by what you can do."

Our Question Box

7. WHAT would you do with the slender, nervous fifth-grade boy of nine who learns his lesson in half the time required by other members of his class, though the others are eleven or twelve years of age? He wants to join the history class, but his parents object.

The teacher and superintendent should object also. The school hours of such a child should be as short as consistent with law, and a larger proportion of his time given to manual training. Such children often are superficial in their mental work, and care should be exercised to see they do the work of their grade thoroughly.

The teacher should observe the "nervous" child closely and try to find the cause of nervousness, and if possible, apply the remedy. At any time that he shows special nervousness, his work should be changed for a few moments. It is necessary to keep in close touch with the parents so that parent may help teacher and teacher help parent.

2. When may a teacher attend a board meeting?

When she is invited, she may do so, and certainly always should attend if she is *requested* to be present. Many times the board would find the teacher a help in formulating plans for the betterment of the school; but it lies entirely with the board whether or not she shall be invited.

The Bird's Nest

(Tom sits by a table, with an open book. Mary knits a glove. Enter John, with a bird's nest in his hand.)

TOM: Have you been to walk, John?

JOHN: Yes, I have been out with James.

TOM: What is that in your hand?

JOHN: A bird's nest.

TOM: Oh, let me see it! (John puts the nest on the table.)

MARY: Oh, John, what a dear, wee nest!

TOM: Where did you find it?

JOHN: It was in the peach tree near the gate.

MARY: Oh, John, that was the bluebird's nest; we saw the birds build it!

TOM: And there are eggs in it.

MARY: Four tiny eggs. You must put it back, or they will get cold!

JOHN: Not I! I mean to keep it!

MARY: But the old bird will be so sorry, John. Do put it back.

JOHN: But I want it.

TOM: It is cruel to take a nest of eggs.

JOHN: But I want the eggs, too.

TOM: But if you put it back, the eggs will be young bluebirds.

MARY: Do John, dear John, take it back. The old bird will cry for her nest.

JOHN: Yes, she made a fine fuss when I took it.

MARY: Oh, you cruel boy! Did you scare her away?

JOHN: To be sure I did. I want the nest, and I mean to keep it, now I have got it.

TOM: If I were you, I would put it back. It is of no use to you.

JOHN: But I like to look at it.

MARY: You can have it when the old birds have left. Come, you will take this one back!

TOM: Mary and I will go with you.

JOHN: How you tease me! I tell you I want it.

MARY: You would not like it if some big man were to take you off some day, away from home and mamma.

JOHN: No, I would not like that.

MARY: And how mamma would cry!

TOM: Just as the old bluebird cries now.

JOHN: I have half a mind to put it back.

MARY: I knew you would.

TOM: Do not stop to alter your mind. Come now.

MARY: Yes, dear John, we will all go.

JOHN: Well, I will! It is a shame to steal the nest when the poor bird took such pains to make it nice and warm for her eggs.

MARY: Come! Will you let me carry it, John? I will not drop it.

JOHN: Yes, you may carry it.

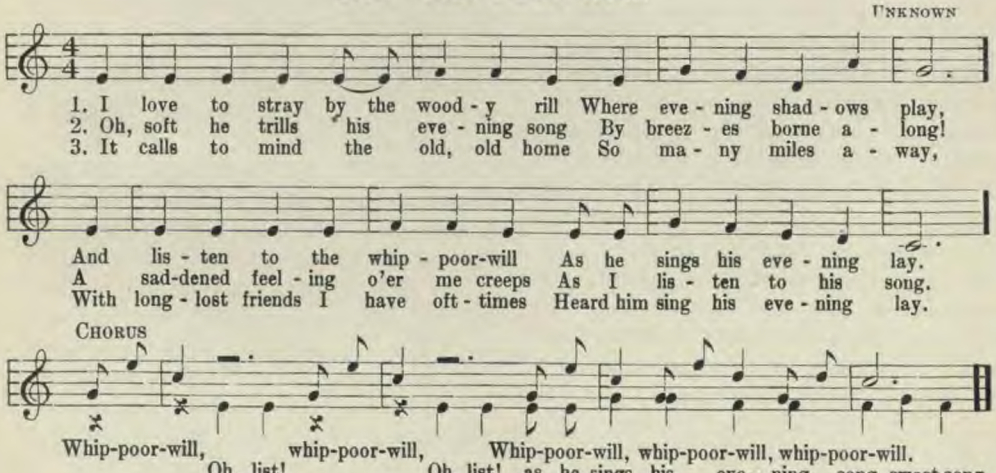
TOM: And I will put it back in the peach tree.

JOHN: So you may.

— *Selected.*

THE WHIP-POOR-WILL

UNKNOWN



Repeat chorus softly.

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.

Habit Formation

OLIVE ROBERTS
University of Montana

MOTHERS are often heard to say, "My children have such untidy habits, and I don't seem to be able to break them. I talk all day long, but it doesn't do any good."

No mother needs to endure her children's untidy habits, or any other undesirable habits, if she goes about training in the right way, and is willing to take a little trouble to carry it out. Four simple rules based on psychology, may serve to give such mothers an insight into the means of forming right habits. If carried out faithfully, these rules cannot fail to produce results.

First, decide for yourself what habit you wish to form. Then start enthusiastically and determinedly to break the old and launch the new one. Say to your children, "Beginning today, we are all going to hang up our wraps, and put our books and rubbers in the proper places, when we come home from school. Let's see who remembers every time, and doesn't have to have mother tell her once about it." Arouse as much enthusiasm as you can about the matter. Be careful that you do not start to break and form anew too many habits at one time. Select one or two habits to work on, and keep at them until you are reasonably sure that they are well fixed. Then start on another.

Second, permit no exceptions to occur after you have once started. No matter how good the intentions of the children are, they will lapse into the old ways after a few days. That is when you will have to work. You will find that eternal vigilance on your part will be the price of your children's good habits. When Mary comes home in a hurry to go out to play, she will throw her books on the nearest chair. Don't say, "Oh, well, she is little, and it is hard to remember all the time. I'll let it go this time." That is where you will fail. Even though Mary has already gone away to play, she should be called back immediately and told in a kind manner, "You forgot your books today. Put them away, and then you may go to play." One or two experiences of that kind will soon make Mary more careful.

Third, repeat the desirable action as often as possible. We all know that the habit is most firmly fixed which we have been practising longest. Seize every occasion to perform the act which you wish to become a habit, and its acquisition will come all the sooner.

Last of all, act, don't talk. As Professor James says, in his "Talks to Teachers," "Don't preach too much or abound in good talk in the abstract." When Mary throws her coat on the floor and her rubbers in the middle of the hall, don't tell her that nice little girls don't do those things, or that she is a careless girl and should know better, and a great deal more to that effect. Simply call her as soon as you discover what she has done, and tell her quietly and good-naturedly to put her things away immediately, and then see that she does it. Such treatment as this is far more effective than mere talking.

The Children's Birthright

HENRY TURNER BAILEY

Director Cleveland School of Art

ALL children ought to be familiar with the open country. They should know the joy of playing in healthful mud, of paddling in clean water, of hearing roosters call up the sun, and birds sing praises to God for the new day.

They should have the vision of pure skies enriched at dawn and sunset with unspeakable glory; of dew-drenched mornings flashing with priceless gems; of grain fields and woodlands yielding to the feet of the wind; of the vast night sky "all throbbing and panting with stars."

They should feel the joy of seedtime and harvest, of dazzling summer noons, and of creaking, glittering winter nights. They should live with flowers and butterflies, with the wild things of the forest and glen.

They should experience the thrill of going barefoot; of being out in the rain, without umbrellas and rubber coats and buckled overshoes; of riding a white birch; of sliding down pine boughs; of climbing ledges and tall trees; of diving head first into a transparent pool.

They ought to know the smell of wet earth, of new-mown hay, of the blossoming wild grape and eglantine; of an apple orchard in May and of a pine forest in July; of the crushed leaves of wax myrtle, sweet fern, mint, and fir; of the breath of cattle, and of fog blown inland from the sea.

They should hear the answer the trees make to the rain, and to the wind; the sound of rippling and falling water; the muffled roar of the sea in storm, and its lisping and laughing and clapping of hands in a stiff breeze. They should know the sound of the bees in a plum tree in May, of frogs in a bog in April, of grasshoppers along the roadsides in June, of crickets out in the dark in September. They should hear a leafless ash hum, a pine tree sigh, old trees groan in the forest, and the floating ice in a brook making its incomparable music beneath the frozen crystal roof of some flooded glade.

They should have a chance to chase butterflies, to ride on a load of hay, to camp out, to cook over an open fire, to tramp through new country, to sleep under the open sky. They should have the fun of driving a horse, paddling a canoe, and sailing a boat, and of discovering that nature will honor the humblest seed they plant.

Things that children can do in cities are not to be compared with such country activities. Out of the country and its experiences has come and always will come the most stimulating and healthful art of the world. One cannot appreciate and enjoy to the full, nature books, histories, poems, pictures, or even musical compositions, who has not in his youth had the blessed contact with the world of nature.

I do not forget what cities have done for us, and always must do; but one can get all the best a city has to yield by visiting it, whereas one cannot reap all the harvests of the country except by living there in childhood. And I feel somehow that such a life in the country is the birthright of every child. There is truth in Cowper's statement that God made the country and man made the town.

I believe that every child of God has a right to see the country — the house his heavenly Father made for him — unobstructed by brick walls, unspoiled by filth and undimmed by smoke. And I wish that somehow, all children born into the world would be given a chance to enjoy to the full their inspiring patrimony.

Living in the country in childhood, "the voice of the Lord God walking in the garden in the cool of the day" is more likely to be heard; and, being heard by all, that Voice will be answered more universally, and with warmer love.

ALL our work for the children must center in the home.

The Influence of Example

HELENA WILSON

PARENTHOOD imposes both privilege and opportunity. Only to the extent that parents realize this can they fulfil their obligations to their children. The personal character of the parent is a moral force; his example a silent teacher.

Because a child is trustful and impressionable, too great care cannot be taken to surround him with the right environment. The influence of his home and associates is readily discovered by watching any child. Having few experiences of his own, he naturally imitates whatever he hears or sees. A certain little girl of ten had learned to curtsy when introduced to her elders. This form of salutation so impressed her little cousin of six that she immediately adopted it, and within a week a younger sister and brother of two were attempting that accomplishment with more or less success.

It is generally through the indolence, negligence, and sometimes ignorance of the parent that the child is not given the right start in life. Honesty and exhaustless patience, keen insight and trustworthiness, are necessary in the person who is responsible for his training.

The older child finds his ideals in the great characters of history and literature; to the young child, father, mother, teacher, and other intimates are the ideal, the very embodiment of what is best, and he follows the pattern set before him.

If on one occasion a mother makes a promise and fulfils it, and at another time and without any explanation to the child fails to do so, how can he be expected to trust her? If one day she punishes her child for carelessness or some other childish misdemeanor, and the next day overlooks the same offense because she is busy with some important household task or is visiting with a neighbor, how can the child "believe in a truth and justice that are eternal"? Surely the same results should follow the same acts. Small wonder that some children are capricious or rebellious!

A certain mother who was much surprised that her small daughter lied very frequently and seemingly without cause, would have been filled with shame had she recalled how often she had said to her maid in the child's hearing, "Tell Mrs. Blank that I am not at home today."

The right home training is the greatest force for morality. The character of the individual is determined by the way in which it is begun.

Were the right influence, example, and environment given to all children there would be no need for reformatories; a verbal pledge would be as binding as a written one, and the name of the profiteer would not be upon every tongue.

> "Sow a thought, reap an act;
> Sow an act, reap a habit;
> Sow a habit, reap a character,"

is an old adage which contains a wholesome truth.

Provide Children with Something to Do

DOROTHY CANFIELD FISHER

A WELL-KNOWN doctor has suggested that every person, once in his life, should be prevented by force from drinking a drop of water for twenty-four hours, in order that thereafter he might appreciate what free access to water means for health and comfort. On the same principle it might be a good thing if every country mother should be obliged to spend a month with her young children in the city, so that she might thereafter appreciate what splendid opportunities lie all about her country home. For the poorest, busiest country mother can easily have conditions and materials for which many a highly trained kindergarten teacher sighs in vain.

Perhaps the greatest of her privileges is the wonderful resource of having all outdoors; but this is a privilege which the mother of young children is likely to neglect. She herself must be in the kitchen or near it during much of the day, and she must have her babies where they are within sight. It often follows

that country little folk spend almost as much time hanging drearily around a kitchen, where they are in the way and where the air is bad, as do the city cousins. What else can the busy mother do?

She can apply to her children the lore she has learned about little chicks. Her men folk, hardened to fencing long stretches of field and meadow, would laugh at the ease with which a little square of yard outside the kitchen door can be inclosed.

Fencing which is not good enough for chickens, will keep little children safe from automobile-haunted roads, from wandering cows, from running out of sight of their mother's eyes. And there is no farm in the country where there is not enough discarded fence material of one kind or another lying about to inclose a spot, say twenty-feet square, though it might be larger to advantage. It is better if there is a tree to furnish some shade for hot days, but if there is none near enough to the house, a piece of old paper roofing, or a section of old corrugated iron roofing, or some old boards with odds and ends of shingles put over them, will furnish shade in a corner of the baby yard for hot days.

Now with her little ones foot free and yet in security, out from under her feet in the kitchen, and yet close at hand within sight and hearing as she steps about her daily work, the country mother can take counsel what to do next. The very next thing to do is to learn by heart a short and simple maxim, and to repeat it to herself until she has absorbed the essence of it into her very bones. The maxim is: "Little children wish and need to be doing something with their bodies and hands every minute they are awake." The problem faced by every mother is to provide them every minute with something to do which cannot hurt them, which will help them to grow and which will not be too upsetting to the regularity of the family life.

Now the country mother has at hand a dozen easy and satisfactory answers to this problem for every one which is available to the city mother. To begin with, if a load of sand is dumped in one corner of the baby yard and some old spoons and worn-out pails contributed from the kitchen, there will be many hours of every day during which the fortune of a millionaire could give the little folks no more happiness. Such a child yard with sand pile in it, costs almost nothing in time, money, or effort, and no words can express the degree to which it lightens the labors and anxieties of the mother. And yet one can drive a hundred miles in rural and village America without seeing an example of it.

Now this plain, bare provision for perfectly untrammeled running about is in itself a better fate than befalls the average child under five, and this much can be attained by any country mother with less effort and expense than a yard for poultry. But this can be varied and improved in innumerable inexpensive ways until conditions are almost ideal for little children. A piece of planed board can be nailed upon four stout sticks driven into the ground, and another on higher sticks put before it, and the little folk will have a bench and table which cost, perhaps, twenty cents, and are as serviceable as the pretty kindergarten painted ones which cost ten times as much. Potter's clay can be bought for a few cents a pound, and for a variation from sand-pile plays, young children turn gladly to clay modeling. If the mother has time and ability to supervise this carefully, so much the better; but if she is so busy that she can only call out from the kitchen stove or washtub a cheerful suggestion to make some little cups and saucers, or a bird's nest and eggs, this will serve very well as a beginning. If the clay is kept where it can be obtained easily, it is possible that one or more of the children may show some stirrings of native ability, and begin to try to reproduce the animal life of the country.

If the country mother has followed these suggestions, she has now, with small trouble to herself, put at the disposal of

her children the two great elements of air and earth. There is another one, almost as eternally fascinating as sand, and that is water. If four strips of wood are nailed in the form of a square at one end of the little table, and a pan half full of water is set securely down into this square so that it will not tip over, another great resource is added to the child yard. With an apron of oilcloth, a spoon, and an assortment of old tin cups, odd jelly glasses, and bottles, it is an abnormal child who is not happy and harmlessly busy for a long time every day. Any ordinary child over fourteen months of age loves to play with water in this way, and learns steadiness of hand and sureness of eye, which go a long way toward insuring agreeable table manners at an early age. As he grows older, a fleet of boats made of bits of wood or walnut shells vary the fun. A little apron can be manufactured in a few minutes out of ten cents' worth of table oilcloth. If the mother is very busy she can fasten it together at the shoulder and back with safety pins. A single apron should last through the entire babyhood of a child.

Children under four, often those under five, are too small to "play house" as yet, but they delight in climbing, and, if possible, provision should be made for that. A wooden box can be set a little down in the ground, so that it will not tip over, and the edges padded with a bit of old comforter so that the inevitable bumps are not too severe. The smallest of the little playmates, even the baby who cannot walk, will rejoice endlessly to pull himself up over the edge and clamber down into the box, thereby exercising every muscle in his body.

Little children cannot co-ordinate their muscles quickly enough to play ball with much pleasure, but if a large soft ball is suspended by a long cord, they can swing it back and forth to each other with ever-increasing skill, and they should have a rubber ball to roll to and fro on the ground.

A small wooden box with one side knocked out makes the best seat for a swing for small children. The three remaining sides make a high back and keep the child from falling. If this is swung on long poles instead of ropes there will be no side-to-side movement, and little children will be safeguarded from falling out sideways. If the support for the seesaw is made very low, even children under five can enjoy and benefit by it in acquiring poise.

If a 2 x 4 board is laid on the ground, the little folks will find much fun in trying to walk along it, and thus acquire a considerable addition to their capacity for walking straight and managing their bodies. A bit of hanging rope with the loose end within easy reach, will mean a great many self-invented exercises in balancing, and will give a certainty of muscular action which will save the child from many a tumble later. A short length of board, perhaps four feet long, propped up on a stone or bit of wood, with one end fastened to the ground, furnishes a baby spring board which will delight the child from three to five. A pile of hay or straw to jump into will save the little gymnasts from bumps and bruises. This simple set of apparatus may be completed by a short, roughly built ladder, with the rungs a short distance apart, set up against the house, with a soft pile of hay under it. This furnishes the little folk the chance to indulge their passion for climbing, which is so dangerous when directed toward the kitchen table or bedroom bureau.

Nothing in this baby yard need cost a farmer's family more than a few cents, nor take more than a very little time and carpentering skill. And yet the suggestions made cover a very complete outfit for the outdoor exercises of children under five or six. Any mother who secures the simple apparatus here described may be sure, not only that her own little children will pass numberless happy hours, but that they will never lack for playmates, because their play yard will be sought out by all the little folk in the neighborhood.

The Parents' Reading Course

"Home Making," Pages 33-166

(NOTE. — As no lessons could be published during the summer months, the questions dealing with pages 33-92 are offered by way of review of the June reading.)

IN God's great plan of life, what belongs to each member of the family? In what command is the husband's part summed up? What is embraced in the husband's love? Make a list of the qualities mentioned which should mark a husband's bearing toward a wife. Give the illustration of the frightened bird and make the application. Of what use is it to bring flowers to a grave, when you have strewn none in the pathway during life? Pages 33-58.

Give a careful synopsis of Chapter III, "The Wife's Part." Pages 61-92.

What is one of the richest and best ways the better things in the natures of men and women can be drawn out? How does this affect our understanding of God's relation to us? What is the most important business of fathers and mothers? What is the cause of many children's being morally and spiritually lost? Commit to memory the words quoted from Dr. Geikie, as found on page 101. Upon whom does the responsibility of rearing and training the family rest? Why? Does religious work in the world at large excuse a man from responsibility in training his own children? What is a home? What do you say of the house itself? Its furnishings? Its pictures? Pages 95-112.

Name the essential elements of true home life. Can we expect from children courtesies which we do not exercise toward them? What, then, is the cause of much of the rudeness found among children? What value is there in a father's taking time to play with his children? Compare the work of a poet or sculptor with that of a mother. Can a parent give to a child that which he does not possess? What years usually settle what the child will be? How long does a parent's influence last? Give the illustration of the "shadow of Mt. Etna." Where only is found the necessary help and strength for rearing children? What lesson is taught by the picture of the weary woman asleep at her wheel? Pages 113-128.

What are some of the keenest regrets that can come to a son or daughter? What is the best monument of grateful affection? What is our model of child life in the home? (In connection with this phase of the subject, we would suggest the careful reading of "The Desire of Ages," pp. 68-92.) Who was honored by being the teacher of this marvelous Child? Let us fully realize what dignity it gave to the home and parenthood for Jesus to live for thirty years, "subject" to earthly parents. What is an admired, manly thing for a man in the prime of life? What definite responsibility do parents assume by becoming parents? What, then, is the central feature of the children's part in the home life? Does wrong on the part of any member of the family justify wrong on the part of any other member? What one qualifying feature only is there in the matter of rigid obedience to parents? Page 147. Tell the boyhood story of General Havelock. Compare the meanings of "honor" and "obey" as related to parents and children. Did the mother mentioned at the bottom of page 147 do the wise and best thing? Think of the child's duty to the old-fashioned mother. Describe the scene immediately following President Garfield's inauguration. Give the attributes which must belong to the child if he really shows love and honor to his parents. Who said, "We can become like God only as we become of use"? How early should children be taught self-reliance? Describe the kind of child you do not wish yours to be (p. 162), and then clearly visualize your child as he must be to meet God's ideal.

LIFE is not so short but that there's always time enough for courtesy.— *Emerson.*

Will You Please Answer These Questions?

HAVE you children in your church? Are they attending a Christian school? If not, why not? Of all things you possess, what do you most prize? How many of the things you have do you expect to take with you into the kingdom of heaven? To which are you giving most thought, ease, pleasure, making money, or making the right kind of men and women out of your boys and girls? Which are of greater real value to you, a large farm, much stock, a fine house, or Christian sons and daughters? For which are you laboring hardest? Do you expect your sons and daughters to grow up Christians with no effort on your part?

Are you willing to sacrifice all to save your children? How much did Jesus Christ give up to save a soul? Do you believe that church schools are ordained by God?

Will you please answer these questions on your knees before God?

Plans

IN this issue is found the first of a series of articles on "Story-Telling," by Rubie E. Boyd, who is herself a story-teller of very marked ability.

We also have this month the first of several articles from Miss Ragon. These will be very helpful to our teachers. You will be glad to appeal to the eye as well as to the ear of your history pupils; and many charts like the one she gives us will be made and daintily colored.

Miss Gladys Robinson, one of our normal workers, has promised to give us a series of articles on geography teaching. She has given special thought to this line of work and is very capable of helping us.

Too late for this issue, we have received two articles for the "Home School" section from Mrs. Agnes Lewis Caviness, of Gland, Switzerland. Also we have the promise of more.

We are planning for helpful, live material for 1921-22.

Notes

A TEACHER from the Middle West walked into this office the other day. In the course of our conversation, we spoke of some articles for coming numbers of this magazine, and showed her some illustrations for these articles. She exclaimed, "Are there such things as that in the EDUCATOR? I need just that kind of help. I shall subscribe for it at once." She then explained that she thought that all but about four pages of the magazine was devoted to colleges and academies, and therefore thought it would not help her much. The facts are that twenty-one out of twenty-eight pages are given to the elementary school and the home; all that is given in the "Home School" section is as good for the teacher of the church school as for the instructor in the home school, and nearly all of that given under "Elementary Education" is helpful to the one in charge of the home.

In a recent letter from Secretary P. L. Thompson he says: "At the close of one meeting in which I presented some problems pertaining to the home, we received twenty-five subscriptions for the EDUCATOR." This was in Massachusetts. He speaks encouragingly of the work in Western New York and Southern New England also. The people of these conferences are likewise interested in the Parents' Reading Course.

A recent letter from a prominent minister said, "I do not hesitate to say that the June EDUCATOR is the best ever. The articles, 'The Child Thou Gavest Me' and 'Cultivate Your Child's Confidence,' are worth more than a year's subscription costs."

A letter received in the spring said, "'The Story of Life,' as told in the March and April issues, was worth more than the price of a year's numbers."

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