

CHRISTIAN EDUCATOR

A MAGAZINE FOR HOME AND SCHOOL

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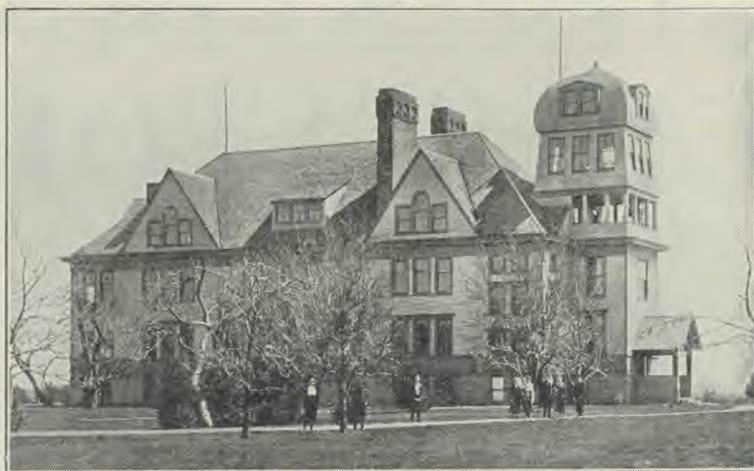
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No. 6

New Geography in Europe

OTHER CHANGES IN THE MAP

Hungary

THE kingdom of Hungary, which was a part of the Austro-Hungarian Empire before the war, has become a sort of compromise between a monarchy and a republic. It is said that the people of Hungary prefer a king, but cannot fix upon the choice of any person. Hungary lost about two thirds of its territory and about one half of its population, by partition to Czecho-Slovakia and Rumania after the war.

Budapest, the capital, is situated on the Danube River, Buda on the right bank and Pest on the left bank. The capital is not a great distance from the border of Czecho-Slovakia.

The Hungarians are a very vigorous people. In a general meeting of our workers held in Budapest, we found a strong interest in Christian education. A local church school was to be established in the southern part of Hungary in October, at a place called Bekes Gyula. There are eight churches not far from this place, with 250 members. The school will be held in the chapel where one of the churches has its meeting place, and it is expected that they will have fifty or sixty pupils the first year. This will be the first Seventh-day Adventist school in Hungary. Our headquarters are in Budapest.

Rumania

Rumania has been a little more than doubled in size by the addition of Transylvania, formerly a part of Hungary, and by the addition of Bessarabia from Russia, and of the Dobrudja from Bulgaria. Thus the new Rumania extends from the Dniester River to the lowest bend of the Danube, with its capital at

Bukharest. There are now more than 200 Seventh-day Adventist churches in Rumania, with more than 2,500 members. Our headquarters are at the capital city. Definite plans had been laid for the establishment of an academy for the young people of Rumania in the autumn of 1921, but political conditions were so unsettled that it was not found advisable to start the schools. Consequently the large number of children and young people of school age in Rumania must wait another year before they can have the benefits of Christian education.

Austria

From the Austro-Hungarian Empire there remains to Austria proper, Vienna, the capital city of the old empire, and a comparatively small territory extending west to Switzerland. Its area is now only about 30,000 square miles, with only about 6,500,000 people, of whom some two million are in the capital city alone. In Austria there are eight Seventh-day Adventist churches, with a membership of more than 200. Austria is included as a mission field in the Central European Union Conference, with headquarters at Munich.

Jugo-Slavia

This new kingdom was made up of two whole countries and parts of other countries as they existed before the World War. The kingdom of Serbia is the main basis of the new kingdom, to which were added the little kingdom of Montenegro, the provinces of Bosnia and Herzegovina, and of Croatia and Slovenia, formerly parts of Austria. A part of old Macedonia was also added, including the city of Monastir.

While this new kingdom is known to the world as Jugo-Slavia, it has been decided by the government itself that its official title shall be "Kingdom of the Serbs, Croats, and Slovenes." Old King Peter, who survived the war, died recently, and has been succeeded by his son Alexander. The kingdom now includes about 100,000 square miles and about 13,000,000 people.

We have nineteen churches there, with a membership of more than 250. Our headquarters are at Novi-Sad. A short-term school for colporteurs and Bible workers was held at Novi-Sad in the autumn of 1921, similar to the one in Poland. It is hoped that this beginning may develop into a permanent school.

Bulgaria

The territory of Bulgaria was not greatly changed by the outcome of the war. The Dobrudja, the northeastern section of Bulgaria, lying between the upward curve of the Danube and the Black Sea, was ceded to Rumania.

The Bulgarians are a vigorous and strongly agricultural people. They have recently put into effect a law of civil conscription requiring all citizens to contribute a certain number of days every year to the improvement of public works, including schools. We now have four churches, with about 100 members, and our headquarters are at Sofia.

Greece

The borders of Greece were also considerably extended by the peace treaty. This country now includes southern Albania and all of old Macedonia as far north as the Serbian and Bulgarian borders and as far east as Thrace. Quite a number more of the Ægean Islands, and the city of Smyrna, with a large section of the mainland in Asia Minor, were also given to Greece. Since then Greece and Turkey have been at war, and Greece has pushed her conquest much farther east into Asia Minor. We do not yet know where the eastern boundary of Greece will remain permanently.

Italy

As a result of the war, Italy received a considerable addition of territory around the head of the Adriatic Sea, including the seaport of Trieste, and extending as far south as the port of Fiume and a number of islands still farther south along the Adriatic coast; as well as a small slice of Albania around and including the city of Valona, just opposite the well-known seaport of Brindisi in Italy, where the Adriatic Sea passes into the main body of the Mediterranean. On the north, Italy received from Austria the province of Trentino, including the city of Trent. These additions increased the area of Italy to about 124,000 square miles, and her population to about 38,000,000.

We now have eight churches in Italy, with 123 members. The work has recently been renewed there, and we are hopeful of a substantial growth soon.

Denmark

Though Denmark was not in the war, she received back from Germany, by vote of the people occupying that part of the country, a section of the territory in the southern part taken from her formerly by Germany.

Belgium

Belgium also received a small addition to her southeastern part.

I WOULD rather plant a single acorn that will make an oak within a century, and a forest within a thousand years, than sow a thousand morning-glories that give joy for a day and are gone tomorrow. For the same reason I would rather plant one living truth in the heart of a child that will multiply through the ages, than scatter a thousand brilliant conceits before a vast audience that will flash like sparks for an instant and, like sparks, disappear forever.—*Edward Lee Pell.*

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

Story Telling — No. 5¹

The "How" of the Story Hour

RUBIE E. BOYD

SINCE in story-telling "the pleasure is the test of the effect," it is well for the story-teller to give consideration to a few "do's" and "don'ts" that determine quite largely the pleasure to be enjoyed.

Interest and Attention

Carolyn Sherwin Bailey, in her book "The Story-Teller," presents two school-room scenes demonstrating two contrasting methods of securing the children's attention. In the first schoolroom, the teacher gives some such order as this: "Sit up straight. Put your feet flat upon the floor, and listen!" Throughout the story there is a tenseness in the atmosphere as she glances furtively about to spy offenders, and stops occasionally to reprove. In the second schoolroom, at the magic word "story," faces light up, materials disappear, and a happy expectancy is written upon every countenance.

The story hour offers the greatest opportunity for the growth of a happy comradeship between the teacher and her little followers. And follow her they will, every step of the way, if she but lead them into the enchanting land of storydom.

If it is convenient to seat the children in a half circle and the teacher take her seat opposite the center of the arc, the position is ideal. If not, she should at least arrange it so that every pair of eyes can without difficulty look into hers. When telling a story to the entire room, the writer likes to let the smaller children quietly slip up to the front seats or take small chairs close to her, and then let those farthest back fill up the vacated seats. This affords a cozy, confidential time together.

If during the story hour some child

seems inattentive and disposed to annoy, it is quite possible that his attention can be regained by addressing that part of the story to him in particular. If not, either the story is being poorly told, or he is an abnormal child. At any rate it is not best to break the thread of the story for the other children. In doing so their pleasure is spoiled, their interest lost, and little gained. (The above suggestions are in "How to Tell Stories to Children," by Bryant.)

Children love to have stories told to them individually. Julia Darrow Cowles gives an interesting illustration of this: A story-teller was telling the story of Ernest Thompson Seton's "Raggylug" to a group of children on one side of a large audience-room. The grown-up folks sat on the other side of the room, and a little three-year-old cousin of the story-teller sat with them upon her grandpa's lap. The moment the story was finished, a small voice from the neglected side of the room demanded, "Now tell it to me!"

Self-Consciousness

Marie Shedlock, the English story-teller, quotes from Henry James' lecture on Balzac:

"The fault in the artist which amounts most completely to a failure of dignity, is the absence of *saturation with his idea*. When saturation fails, no other real presence avails; as when on the other hand it operates, no failure of method fatally interferes."

Julia Darrow Cowles says to the story-teller,

"Forget yourself. Become so interested in your story that you can think of nothing else — except the children who are drinking it in."

Sarah Cone Bryant suggests a similar remedy:

"The remedy is to lose oneself in one's art. Think of the story so absorbingly and vividly that you have no room to think of yourself. Live it. Sink yourself in that mood you have summoned up, and let it carry you."

Voice and Tone

The last quoted story-teller evidently is an analytic observer of teaching methods, as we would judge by the following:

¹This number concludes Miss Boyd's series of articles. We believe them to be very valuable to the teacher, and also to the mother story-teller. But the worth of them will not be gotten by a casual reading. We bespeak for them *careful study*. — ED.

"I wonder why we so often use a preposterous voice—a supersweetened whine—in talking to children. Is it that the effort to realize an ideal of gentleness overreaches itself in this form of the grotesque?"

She begs for simplicity of manner as well as matter. We quote from her again:

"The quiet, clear, persuasive tone of a speaker who knows his power, goes straight home, but loud speech confuses. Never speak loudly. In a small room speak as gently and easily as in conversation; in a large room, think of the people farthest away, and speak clearly with a slight separation between words and with definite phrasing,—aiming your *mind* toward the distant listeners."

Manner — Shall It Be Dramatic?

Mrs. Bryant also gives us a novel description symbolic of the work of the story-teller, in the following:

"I like to think of the story-teller as a good fellow standing at a great window overlooking a busy street or a picturesque square, and reporting with gusto to the comrades in the rear of the room, what of mirth or sadness he sees; he hints at the policeman's strut, the organ grinder's shrug, the schoolgirl's gayety, with a gesture or two which is born of an irresistible impulse to imitate; but he never leaves his fascinating post to carry the imitation farther than a hint."

She advises the story-teller not to attempt to use gestures if they are forced and unnatural, but to "let the expressiveness of the body grow gradually with the increasing freedom from crippling self-consciousness."

Marie Shedlock gives a rather interesting comparison of the gestures characteristic of the various races. She says of the Anglo-Saxon:

"When he does move at all, he moves in a solid block, a whole arm, a whole leg, the whole body, but if one watches a Frenchman or an Italian in conversation, one suddenly realizes how varied and subtle are the things which can be suggested by the mere turn of the wrist or the movement of a finger."

Then, quoting from Quintilian, she adds:

"As to hands, without the aid of which all delivery would be deficient and weak, it can scarcely be told of what a variety of motions they are susceptible, since they almost equal in expression the power of language itself. With our hands we promise, call persons to us and send them away, threaten, supplicate, intimate

dislike or fear; with our hands we signify joy, grief, doubt, acknowledgment, penitence, and indicate measure, quantity, number, and time. Have not our hands the power of inciting, of restraining, or beseeching, of testifying approbation? So that amid the great diversity of tongues, the language of the hands appears to be the language common to all men."

Catherine Dunlap Cather warns us that unnatural gestures and facial gymnastics "degrade the story-teller into a sort of acrobatic performer, and make him the person upon whom the attention is centered, which is not as it should be."

Dr. Partridge says:

"The story-teller should pleasingly suggest the mood and the scene of the story, then step into the background, turn down the lights on the present, and carry his hearers to a distant region which he must make, for the time being, more real than the here and now."

Pauses

Shedlock says:

"First and foremost as a means of suddenly pulling up the attention of the audience, is the judicious art of pausing."

Cather tells us:

"Children fairly quiver with expectation if frequent pauses are used when the moments of suspense grow big. They creep nearer in their eagerness to hear about what happens next, fearing that they will miss a bit of the attractive thread. . . . The pause heightens the dramatic effect and focuses the interest on coming sentences."

Story Reproduction

After a story has just been told, and the children have not quite readjusted themselves to the present, but are still somewhat under its spell, that is no time to break in on their meditations with "Now tell the story back to me." It is like asking a child to lay bare his soul. Just give him a few moments of silence to regain his normal self, and then proceed with other duties. Better not even ask if the story was enjoyed. His attention has told that.

At another time the teacher can create an atmosphere favorable to thinking through the story; and as this one and that one contribute their "bit," some child is bound to be inspired to tell the entire tale. Favorable comment upon particularly well-told parts and effective expressions used, will fasten these in the minds of most of the children.

Retelling of Stories

Never fear repeating familiar stories. In this lies the probability of doing the most lasting good. A good story-teller often hears, "Tell it again," and if she is wise she repeats.

There are many splendid books on story-telling. Such a subject could hardly be exhausted in these few articles. We beg our teachers to read all accessible books dealing with this powerful art. The principles laid down in the "Testimonies" are a safe criterion by which to judge their merits. Read until you are saturated with the idea; in preparing your Bible stories, return often to the "Fount of inspiration;" tell them until the constant plea is, "Tell it again," and then do not stop, for the harvest is just ahead.

Geography Drills

GLADYS ROBINSON

How do you like the sound of the title for this month's geography? Maybe it will sound so commonplace to you that you will decide not to read this bit of experience. Drill helps to make our knowledge a part of us; it saves the learner from always going through the same process of thought in order to reach the same result. It leaves the mind free to launch out into undiscovered waters. There is a wide difference of opinion as to what are the essentials of geography, but choose what you will as the essentials, they need drill, and more of it. They are the framework, the skeleton, which it is our interesting task to cover and give life to. The psychologists would tell you they should become a part of the "apperceiving mass."

All will admit that the child should know the names of the continents and the oceans, and their relative positions to each other and to the place in which the child is studying.

There are important cities in every country (not too many, please). A

drill that children seem to enjoy is to have the names of the cities on small cards, and the names of the countries on other small cards. Place these in separate envelopes. Each child should have a set. Then there can be games in seeing who can match his set the quickest. The teacher may name the city, and the children give the country.

In learning the relative position of States and small countries, trace maps given in the textbook on tagboard. The children may cut these apart and place in an envelope. After these have been mixed, see who can put them together the most quickly. In order to help them to recognize the shape of the States and countries, hold up the cut-out maps before the class and let them name them, either individually or in concert.

There are certain places noted for certain products. There can be cards made for these similar to those for city and country. Or some such questions as these may be given:

"You may step around the world, stopping only at the great wheatfields."

"I am watching the natives take the rubber from a rubber tree. Where am I?"

"I am in Australia, and am watching the miners at work. What are they digging?"

The following list might be helpful; it is not claimed to be complete:

Corn.—Central United States, Hungary, South Africa, Central and East South America.

Wheat.—Canada, Central States, Washington, Russia, Argentina, India, Egypt.

Cotton.—Southern States, Egypt, India, China.

Lumber.—Southern States, Northwestern North America, Northeastern United States, Amazon Basin, Congo Basin, India, Scandinavia, Russia.

Coal and Iron.—Appalachian High-land, Rockies, British Isles, Germany, Russia.

Sheep.—Spain, France, Australia, Central States, Argentina.

It is not the plan of our geography to study the world as a whole in reference to these points at first, but as each country is taken up, its products may be added to the drill given, so that at the close of the year the world will be known as a whole. The industries naturally link themselves with the products, and can be drilled upon at the same time.

Physical features are easily learned through concert work with either a real or an imaginary map before the class. For example, let the teacher trace in the air before the class the outline of Europe, and then go back and point to the peninsulas, always naming them in the same order till they are mastered. The rivers can be learned in a similar way. In teaching the mountain ranges, it is well to indicate by the motion of the hand the direction in which they lie. Plains and plateaus may have a special manual sign.

The children declare these drills to be fun, when they are conducted in a wide-awake manner.

The Father of His Country

HARRIET HOLT

ON the banks of the Rappahannock in "Ole Verginny," stood a comfortable farmhouse; that is, the farmhouse was comfortable for those days, though the boys and girls of today would miss many of the conveniences they consider necessities. The owner, Mr. Washington, was rich in land, and the little family lived in peace and happiness, though actual cash was seldom seen.

The ships from the old country sailed up the rivers, bringing supplies which were exchanged for farm products, and thus every need was met. Those days when the ships docked were gala days for the Washington children. George, his mother's eldest son, thought it was the greatest treat of all to be allowed to slip onto the sailing vessel as it lay at anchor, and explore the recesses of the hold with its rich treasures. Perhaps best of all, though, he loved to listen to

the stories told by the sailors. In those days pirates sailed the seas, and every trip across the ocean was fraught with danger. In his heart George was sure that the most wonderful life was to be found on the broad ocean, and some day he too was going to sail away to other lands to find treasure.

But George was a practical little boy, and he spent little time dreaming. Of big frame and closely knit muscles, he soon led his companions in all boyish sports. No one could swim quite so far or so fast. No one could jump so high; and when it came to wrestling, not another boy was so quick or so strong. Yes, George could outrun and outdo any of his playmates. He might have become a big bully, but early in life he learned some lessons which made him think first of others. Instead of being the bully of the country, George became the defender of the weak and the champion of right.

One day when but a lad, a cousin came to stay with the Washingtons. She came early in spring before the first fruit was ripe, and when the winter apples had disappeared from the bins. Tucked in her bag, however, was a special treat. She had saved a luscious big apple to take to her favorite cousin. George's eyes grew big and his mouth watered at sight of the treasure. He might have slipped off and eaten it all by himself had not his father reminded him that he had sisters and brothers. Down in his heart he didn't want to divide, but he did. Six months later the father took George and his cousin by the hand and led them into the large apple orchard. The cousin, years later, wrote about the incident in these words:

" 'Now George,' said his father, 'look here, my son! Don't you remember when this cousin of yours brought you that fine, large apple last spring, how I could hardly prevail on you to divide with your sisters and brothers, though I promised you that if you would do it the good God would give you plenty of apples this fall?'

"Poor George could not say a word, but hanging down his head, looked confused, while with his little naked toe he scratched in the soft ground.

"Now look up, my son, and see how richly the blessed God has made good my promise to you. Wherever you turn your eyes you see the trees loaded with fine fruit, many of them breaking down, while the ground is covered with mellow apples—more than you could eat, my son, in all your lifetime."

"George looked up in silence on the wide wilderness of fruit; he marked the busy humming bees, and heard the gay notes of the birds, then lifting his eyes filled with shining moisture to his father, he softly said:

"Well, pa, only forgive me this time; see if I ever be so stingy any more."

And George never was. As a little boy he was always generous and thoughtful of others.

There were some other lessons that George learned from his father when just a child. One spring Mr. Washington selected a nice plot of ground down by the gooseberry walk. He spaded it and raked it until the dirt was soft, and fine, and deep; and then he wrote in the soft earth the words "George Washington" and planted it with cabbages.

A week or so later a very excited little boy came running in from the gooseberry patch.

"Oh, come here, do come here, pa,"

he begged as he took his father's hand and began to pull him toward the garden. "I'll show you such a sight as you never saw in all your life."

The father went out with the eager boy, who led him straight to the little plot of sprouting cabbages.

"See there, pa, it spells my name," he went on excitedly. "Who made it?"

"Don't you suppose it just grew by chance?" asked the father gravely.

"By chance? O no," affirmed the little lad, "it never grew by chance."

"Why not?" questioned the father.

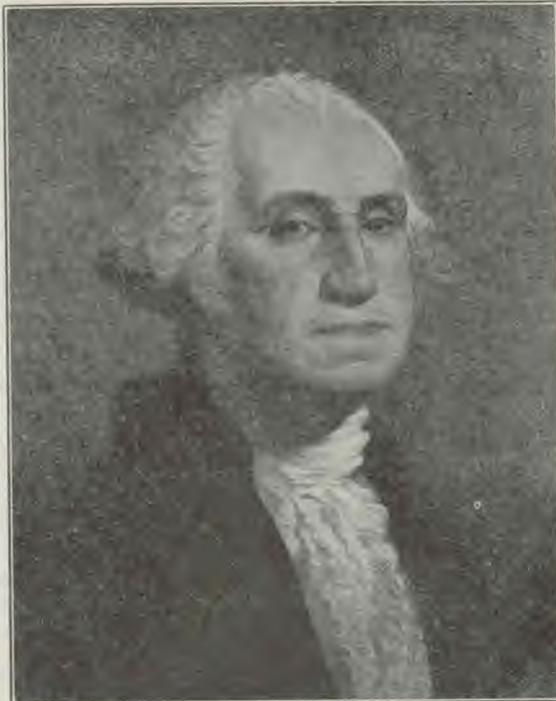
"Why, pa, I never saw cabbages make even one letter of my name, and how could they spell my whole name just by chance? No, papa, you must have done it."

"You are right, my son," answered the father seriously. "And now just look about you at the woods and flowers. Then look down at your hands and feet. Did they all grow

by chance, do you think?"

Thus was George taught to know and trust God. He never forgot the lessons taught by this godly father. All too soon he lost this loving parent, for George was but eleven when his father was laid to rest.

From that time on he was his mother's right-hand man in managing the farm. He was truthful and unselfish, and his mother came to depend on her strong young son more than upon any of his brothers.



It was with a heavy heart that the mother saw in her son the old love of the sea growing stronger and stronger with each added year. For a time she tried to make up her mind to having her boy on board ship. Just about then, Lawrence, George's half brother, returned from England, where he had completed his education. He was an officer in the navy and had served in a war. Many were the thrilling stories Lawrence told his brother. Small wonder that the love for the sea which George had always had, flamed up, and he determined to ship on the next man-of-war that docked. He didn't have long to wait, for one stopped at Mt. Vernon, and his brother obtained a place for him on board. Without delay the trunk was packed, and all George's personal effects were carried on board. He was bidding old friends good-by when word came from his mother that she couldn't part with her boy. Without hesitation he ordered his belongings brought from the ship. Then, as the signal gun was fired and the boat swung into the river without him, George, though a big boy of sixteen, burst into tears, so bitter was the disappointment. His mother, fearing she had asked too much, regretted her decision, and told him so.

Bravely George looked into his mother's face and said, "Indeed, dear mother, I should be much more sorry were I on board the ship and knew that you were unhappy."

"Well," she answered, "God, I am sure, will reward my dear boy for this some day."

And so instead of sailing the sea, George became a surveyor. He measured out great tracts of land, endured hardships untold, learned the secrets of dealing with the Indians. There in the woods alone, with no eye but God's to see, he did such accurate work that to this day his lines and measurements stand as the best that can be drawn. During these years he received the training that fitted him for his important work later.

Because he was such a woodsman and so trustworthy, he was sent across the mountains to the French commander with important government papers. And because he did this well, he was appointed colonel and served his country several years before he helped General Braddock when he fought the French and Indians. The story of that commander's defeat is familiar to every boy and girl. It was Washington, however, who kept the army from being utterly cut to pieces. He carried Braddock from the field and held him in his arms until he died. The country rang with the words, "Braddock lost the victory, but Washington saved the army."

This experience brought him before the eyes of all people, and when some fifteen years later America declared her independence, to whom should every one turn but to Washington? Again he showed his great genius. He never did what the British expected. When they thought he was trapped, they found him gone. When they thought him in distant places, suddenly he appeared and fought with such ferocity that they fled. Washington became a general worthy of the admiration of the world. And when he had led his countrymen through seven years of bitter hardship and struggle to victory, he retired once more to his loved home on the Potomac.

But he couldn't stay there. Who was so fitted to become the first President of the United States? The next eight years proved him to be as great a statesman as he had been a soldier. Truly he deserved the tribute paid to him, "First in war, first in peace, and first in the hearts of his countrymen."

Little did the boy George Washington dream of what God had in store for him, on the day he so bravely gave up his cherished dream of sailing the seas. But unselfishness and obedience bring their own true reward, and Washington not only won the hearts of the American people because he was a great warrior and statesman, but because he was a noble, true man.

A Washington's Birthday in a Stable

BELLE V. CHISHOLM

"ABRAHAM had been to school for two or three months, and had learned to read," says one of Abraham Lincoln's biographers, but it was not in this rude school that the foundation of the great man's true nobility, the inspiration to rise above his surroundings, was laid. No; self-made, or God-made rather, as he was, he owed it all, as he declared when governing thirty millions of people, "to his angel mother," to her teaching from the one book which she owned—the Bible. How painstaking, how thorough, must her teaching have been to mold her son for life, when it is remembered that he was only ten years old when she was laid away in a pine box under the trees near his father's cabin. Before this great bereavement darkened the boy's life, he had

memorized a large portion of the blessed Book—promises which in his sorely tried life, nearly a half century later, helped him bear the burden under which his exalted position had placed him. Desiring to know something outside of the stumps between which he plowed, he borrowed a copy of Bunyan's "Pilgrim's Progress," and reading and rereading it as he had done his mother's Bible, he

was soon able to repeat page after page of it from memory.

A few years after the first mother died the father brought a new wife, a friend of sweet Nancy Hanks, to preside over the little cabin. Three children,—Joe, David, and little Polly,—children by a former husband, were added to the family, much to the delight of Sarah and "Abram;" and what seemed genuine luxury to the cabin children, with the new mother came a bureau, some chairs, a table, bedsteads and bedding,

pretty patchwork quilts, soft comforts and warm blankets, besides a whole chest of home-made linen for the beds, bleached until it rivaled the snow in whiteness. Hitherto Abraham had been accustomed to climb on pegs to the loft of the cabin, and had been content to sleep on a sack filled with corn husks: but now a soft white bed to creep into when he came home at night, tired and sleepy, was such elegance that, as he said, he was

afraid he "would grow lazy, the temptation to stay in bed overtime being irresistible."

A good, true mother this new wife became to her friend Nancy Hanks' children, and besides making the cabin comfortable and attractive, she encouraged the great, awkward Abraham in his reading, assuring him that with such ease at learning by heart, he ought to make



something more of himself than a common "clodhopper." It may be that his first aspirations to the Presidency actually came with a suggestion from this second mother. One day, when at the head of the two sets of children, Abraham sent the quartette at his heels into a roar of laughter by some of his queer, funny antics, his mother said, trying to conceal her own mirth, "Now, Abe, what'll ye be good for if ye keep a-goin' on in this way?" "Well, I reckon I'm goin' to be President of the United States one of these days," he drawled slowly. "Shake on it," he added, extending his long, bony hand for a good old-fashioned grip.

"Well, now, see that you get there," returned his mother, withdrawing her hand when released. "You've got the stickin' quality, anyhow, and people tell me it's the stickin' that gets folks to the top, and I believe 'em too."

"I'll see to it, mother," Abe laughed; and many a time afterward, when he felt discouraged and ready to give up the struggle, her words, "It's the stickin' that gets folks to the top," would nerve him for the battle that with him always meant victory. It was about this time that the barefooted boy, in buckskin breeches so shrunken that they reached only halfway between the knee and the ankle, came across that much-worn copy of the "Life of Washington," which, the rain spoiling, he paid for by three days' hard work. Such a fortune he possessed in that old, rain-stained book, the first one he had ever owned! He read it by the blaze of the pine knot, lying on the cabin floor, with head against the chimney, read on and on, over and over, long after the other members of the household were fast asleep—read until he knew Washington as well as if he had owned him as an intimate friend all his young, untutored life. In his desire to imitate the great man's virtues he seemed to become a partaker of all that was good and lovely and beautiful in the life finished before his own was begun.

Once, on Washington's Birthday, he

went with his father to Selma, the township seat, to attend "muster" and find out something about celebrating the day of his patron saint, the immortal Washington. At musters, in those days, whisky played an important part in the jollification, and between the drinking of the militia and the swearing and fighting of the filibusters, Abe came home disgusted with the insult heaped upon the "Father of His Country," the pure-lipped, pure-souled Washington, the one man whom the true, patriotic citizen delighted to honor.

"I'll have a Washington's Birthday celebration myself next year," he confided to the imitation of Washington within his own breast. "Indeed I will, though for the present the secret must remain my own," he continued aloud, aware that the tallow dip addressed would not betray his confidence.

Time passed on until another February came round, and then divulging his plans to Sallie, who always agreed with him, he took the younger "fry" into the play. After assigning each one a part, the drill began. Two of his cousins, Jane and Betty Hanks, from Hardin County, Kentucky, had come to spend a fortnight at the cabin, and as they knew a song about Washington and Lafayette and could sing Yankee Doodle with more vim than music, Abe detailed them for the choir. Sallie, being a fluent reader, was appointed to read a brief sketch of the hero's life—from Abe's own book. Joe memorized a few verses in which "Washington" rhymed with "Dan and Tom," while Davy told the familiar story of "George Washington and His Little Hatchet."

A couple of Gentryville youths happened along just in time to hear Davy's story, took exception to the tale, and frightened the boy shamefully by the oaths they used to emphasize what they said. The entertainment was in progress in the stable where Jack, the family mule, was quietly munching his hay. The moment Davy began to cry, Abe collared one of the roughs and

set him down *hard* outside the window; but when the other fellow began to show fight, Abe made for the door, intending to bolt him out and go on with the celebration. The town chap being light-footed, leaped over the manger, expecting to gain Jack's back and thus defy the whole set of rustics. But missing his seat, he landed in such close proximity to the mule's feet that Jack was enabled to come to the celebration's rescue by a patriotic kick that sent the swearer sprawling against the door with such force as to push it open, thus removing the victim beyond the reach of the animal's hoofs, which were kept in action for some time after the coward limped away.

After this interruption Davy began the story again, and when he was through, little Polly told about Washington's courtship — when he first met pretty Mrs. Custis, and how the poor orderly was kept holding the reins of his steed all day and far into the night. Abe finished this part of the entertainment with a speech — portions from the book which he had memorized, and which his hearers pronounced better than Parson Thorn's Sunday sermon. At the close of a song from the cousins there was a general muster, in which cornstalks served for guns, an old tin horn answered for the absent fife, and Joe made quite a drum-like noise by beating his mother's small kettle with the rolling pin. Then came three cheers for "the day honored by Washington's birth," and the primitive celebration was over.

Three years later, on the important twenty-second of February, Abraham walked fifteen miles to the county seat to hear the address of the famous John A. Breckenridge, a man on trial for murder having employed him for his defense. The country boy was electrified with the great lawyer's eloquence, and in his enthusiasm, when court adjourned he pressed forward, his homely face aglow with admiration, to grasp the speaker's hand. With a contemptuous

air the lawyer brushed past him, ignoring the big, bony hand outstretched for a shake, leaving poor, awkward Abe looking very red and angry. "Not much of Washington in him," he muttered, as he trudged back over the long, muddy road to Gentryville. "But some day I'll get even with him." And he did, but not till thirty years afterward, when, as President of the United States, he met Breckenridge in Washington and thanked him for that Indiana speech, which, he said, decided him to make the study of law a success.—*The Christian Intelligencer*.

The Goal at Culbertson

IN the December EDUCATOR, under the heading "Mission Boxes," Miss Rose Nelson tells something about the Harvest Ingathering work done by her children.

In a letter dated December 4, she says:

"I thought you might be interested to know that the children of the Culbertson church school have reached their goal of \$100. They give God the praise, for it was only by His blessing upon their efforts that the work was done. As the school is located in the country, we had to go by automobile to McCook, a distance of seventeen miles.

"To know the manner in which the last \$15 was raised, is interesting. A little girl, aged six, whom we had thought too young to take with us to McCook, came to me one day and asked if she might not go out with a mission box, as she had her canvass all learned. I felt that the Lord had put it into her heart to want to go, and so promised her we would go out the following Saturday evening to the little town of Culbertson near by. Some of the children told her she would not get more than ten cents at Culbertson. But the little girl could not be discouraged, and in an hour's time she had \$7.08 in her box. A few days later we went out again, and that time she received \$7.53.

"The mission box work has been a great blessing to the children. It gives them such practical experience in working for Jesus."

Lincoln

God took a piece of common clay,
Planted therein ambition's vital seed;
Placed him, a youth, beside the common way,
That he might learn the common human need.

Made strong by strife, he faced the storm of
wrath;

Love made him wise, a nation's cause to
plead;

He walked with God, though in a yeoman's path,
And seized on fame by an immortal deed.

—Thomas Curtis Clark.

Jack Frost

THE Frost looked forth one still, clear night,
And whispered, "Now I shall be out of sight;
So through the valley and over the height

In silence I'll take my way.

I will not go on like that blustering train,
The wind and the snow, the hail and the rain,
Who make so much bustle and noise in vain,
But I'll be as busy as they."

So he flew to the mountain, and powdered its
crest;

He lit on the trees, and their boughs he drest
In diamond beads; and over the breast

Of the quivering lake he spread

A coat of mail, that it need not fear,
The downward point of many a spear

That he hung on its margin, far and near,
Where a rock could rear its head.

He went to the windows of those who slept,
And over each pane like a fairy crept;

Wherever he breathed, wherever he stepped,
By the light of the morn were seen

Most beautiful things; there were flowers and
trees,

There were beavies of birds and swarms of bees,
There were cities with temples and towers, and
these

All pictured in silver sheen!

But he did one thing that was hardly fair,
He peeped in the cupboard, and finding there

That all had forgot for him to prepare,

Now just to set them a-thinking,

"This basket of fruit I'll bite," said he,

"This costly pitcher I'll burst in three,

And the glass of water they've left for me

I'll chink to tell them I'm drinking."

—Hannah F. Gould.

"Look on the bright side,
It is the right side."

Boytime

BOYTIME's the right time for all seeds to be
sown;

A long maturing time allows a richer harvest
grown.

Boytime's the springtime, when seeds take root
and grow —

The crop so much depends upon the kind of
seed you sow!

Boytime's the nowtime to sow along the way
The seeds of "I'll start life aright" while
yet it's early day.

Boytime's the best time, the "eight o'clock" of
man,

To seek to sow a character, the noblest that
you can.

Boytime's the one time of life — you'll find it
so —

When every seed of every kind is almost sure
to grow.

Boytime's the wise time to winnow out the rest,
And only sow the seeds that bear the harvest
God likes best.

— Selected.

When Lincoln Was a Little Boy

WHEN Lincoln was a little boy,

He was as poor as poor could be;

The rude log cabin where he lived

Would look quite small to you and me.

The doorway was without a door,

The earth itself served as a floor.

He often walked nine miles to school,

He wished so very much to learn.

To pay for schooling and for books

Took every penny he could earn.

He studied hard, with all his might,

And thus he learned to read and write.

And when he tried to work at home,

A wooden shovel was his slate;

His pencil was a charcoal stump!

And thus he practised, early, late.

He had to borrow books to read,

And they were very few indeed.

He used to practise writing, too,

On the rude boards that formed his bed;

He wrote, too, on the cabin walls.

His favorite copy was, 'tis said,

"Good boys, who to their books apply,

Will all be great men by and by."

Then Lincoln grew to be a man,

A President both great and good.

And any boy who stands for right,

May be like Lincoln, if he would;

If he, too, will his time employ,

Like Lincoln when a little boy.

— Mary E. Jackson.



February Calendar Suggestion

Where Are You Looking?

If you're wanting to be wretched,
 Look within;
 There you'll see so much that's lacking,
 So much sin,
 That you'll grow discouraged — weary —
 With the outlook, dark and dreary;
 If you're wanting to be wretched,
 Look within.

If you wish to be distracted,
 Look around;
 See your neighbor's faults and failings
 Which abound.
 Watch the world's mad race for pleasure —
 Take your part in goodly measure;
 If destruction is your treasure,
 Look around.

If for peace and joy you're yearning,
 Look above;
 Calm you'll find and blest assurance,
 Yea, and love
 So unchanging, so untiring,
 As will fill your heart's desiring;
 If to gladness you're aspiring,
 Look above.

— Selected.

The Snowflakes

It was a little snowflake,
 With tiny winglets furled,
 Its warm cloud-mother held it
 Above the sleeping world;
 All night the wild wind blustered,
 And blew o'er land and sea;
 That little snowflake cuddled close,
 As safe as safe could be.

Then in the cold, gray morning
 The great cloud-mother said,
 "Now every little snowflake
 Must proudly lift its head,
 And through the air go sailing
 To find a place to light;
 For I must weave a coverlet,
 To clothe the world in white."

The little snowflake fluttered,
 And gave a wee, wee sigh;
 But fifty million other flakes
 Came softly floating by;
 The wise cloud-mothers sent them
 To keep plant babies warm,
 Through many a winter sunset,
 Through many a night of storm.

— Margaret Sangster.

Health Habits

KATHRYN L. JENSEN

DID you ever see a carpenter try to build a house without some foundation?

That is what you, dear teachers, are trying to do if you concern yourselves only with the mental and spiritual development of the children under your care, with no thought for the body which is to be a fit dwelling-place for the Most High.

"Health habits! That belongs to the home! What more can we do in school?" I hear some one say. Ask this question of the children in one school I know, and their eyes will brighten, their spines become a bit straighter, a guilty glance may go to some dirty hand, and a regretful thought to a hurried morning with only a bite taken for breakfast. But I must tell you what this teacher did to stimulate health ideals.

On the wall was posted a weight chart. On it she recorded the age, the height, and the normal weight of each child. Then his actual weight was taken and recorded under the September space. Each month the weight is taken and recorded.

This is not all she did. Have you seen the Health Habit Blanks for use in Seventh-day Adventist schools? Each one is good for six weeks. Every morning each child is handed his card and marks his health habits for the preceding day. This is what the child reads:

1. I took a full bath yesterday.
2. I brushed my teeth thoroughly in the morning and in the evening.
3. I drank at least four glasses of water.
4. I washed my hands and cleaned my finger nails before each meal, and tried to keep out of my mouth, fingers, pencils, and everything that might be unclean.
5. I ate some fruit and some vegetables, eating regularly and slowly, and nothing between meals.

6. I tried to have a bowel movement in the morning, and to attend promptly to the needs of my body.

7. I took ten (or more) slow, deep breaths of fresh air.

8. I tried to sit up or stand up straight at all times.

9. I tried always to be cheerful and courteous, and I worked at useful occupation at least one hour.

10. I slept nine (or ten) hours last night with my windows open.

One healthy little boy in that school, when asked if he was always faithful in his health habits, answered the question with just pride, by saying, "My mother is a nurse, and she makes me do all these things."

Again I hear some one say, "The home is the right place for health habits." But not all are as fortunate as this little boy. Where we have one child with normal weight and no defects, we have many, far too many, with pinched faces so characteristic of the undernourished, scarcely any chest expansion, decidedly underweight, and many who would give the same pathetic answer that was given by a small girl in this same school where we found the healthy boy, who, when asked if she drank milk, said, "I do when there is any left over."

"How can health habits remedy that?" you ask. Have you seen the last page of the Health Habit Card the child carries home with his report each quarter? This is what you read on the back of each:

Suggestions for Those Who Are Underweight

That which will help to get up to weight will also help to keep up to weight. By faithfully following these simple suggestions it is possible in most cases to bring the weight up to normal in two periods:

1. All physical defects, such as diseased tonsils, adenoids, or eyes needing attention, must be corrected before one can gain.

(Concluded on page 188)

Teaching Suggestions for February

Bible Seven

FEDALMA RAGON

IN studying the missionary journeys, map work is indispensable. The class should not only be familiar with the map of the countries visited by the apostles, but should know the position which these countries occupy on a map of the world. In addition to tracing the three journeys on the map, each child should be able to outline the journeys, giving the name of the place visited as the heading, and the chief events as the subheadings. When drilling on the journeys, assign to each child the names of two or three places. The teacher or some member of the class may step to the map and silently trace the journeys, each child standing as the pointer touches the place assigned to him. He may also give the important happenings at that place. This exercise should be from a black-board map on which there are no names written.

On the third missionary journey, Paul spent about three years in Ephesus, a longer period of time than at any other place in his travels. After the riot he went into Macedonia and Greece. It is natural, when we return to a place we have once visited, to talk over past experiences. The children may imagine themselves among the believers in the towns of Greece and Macedonia, and think of the things of which they would have reminded Paul—the experiences which had come when he was there before.

While in Macedonia Paul wrote another letter to the Corinthians. Contrast it with the former letter. Enter into the spirit of Paul's anxiety at not finding Titus, as expressed in 2 Cor. 2: 12, 13, and his joy on meeting Titus and hearing good news from the believers at Corinth. 2 Cor. 7: 6, 7. Watch for the personal touches. They make the epistles real and living to boys and girls.

In studying Acts, form the acquaintance of new characters. Notice the little

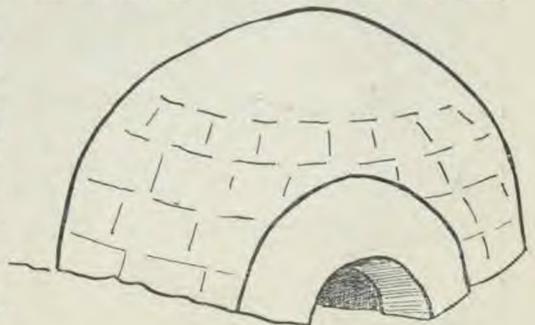
group of men that accompanied Paul on his last journey to Jerusalem. Imagine for a few minutes that they can speak to us. What past experiences would Aristarchus and Secundus of Thessalonica, and Sopater of Berea, have to relate? How many times had Paul visited their cities? What had occurred when he was there? Then there was Timothy from Lystra, and Gaius from the neighboring town of Derbe, and the others. Why were these men all accompanying Paul? When they reached Jerusalem, he was seen on the street with one of them. This, because of a false accusation of the Jews, led to Paul's arrest and finally to his journey to Rome.

Drawing

FLORENCE HOWELL

THE importance of drawing lies in its use. Because of this we find the work tending more to applied art and farther from drawing for drawing's sake. The business of the one who draws is not only to reproduce what he sees, but to idealize it, i. e., to make it as lovely as it may be; and drawing has missed its function if it does not teach one to appreciate the beautiful and to discard the unlovely. What is right is beautiful; what is wrong is unlovely. The spiritual effect of drawing, helpfully taught, is very marked.

Observe an object from a distance. The first thing discernible is its color, if the color is bright; next you can make out its form, or attitude; and at last,

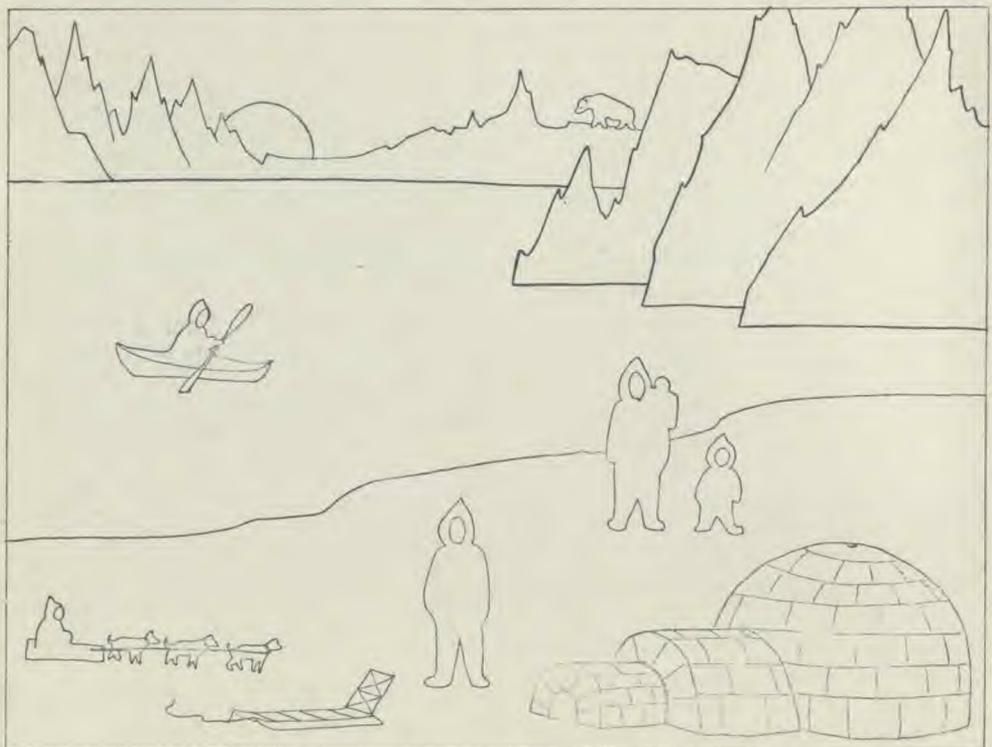


when it has come very close, you can distinguish the features and individual parts which compose it. Small children should never be given this last painstaking, delicate work to do; let them be occupied with color and general form work. This will give much more satisfactory results, and will require less effort on their part.

Crayons, because of the irregular color surface they produce, are not the best medium for primary art work. To obtain a really beautiful effect from them is difficult, even for academic workers; and the "pictures" as usually produced by primary children with crayon would, I fear, have to be classed with the unlovely. This, while it may amuse the children to an extent, is at the same time defeating the purpose of drawing. Water color is an ideal medium for art work, but many teachers hesitate to use it among wriggling bodies. There is, however, the medium of colored paper, which is being used more and more in primary drawing. It

is pure in color, easy to use, safe with the children, and most pleasing work can be done, giving beautiful and artistic effects with little effort. It is not expensive, as large sheets can be obtained from any school supply house at a few cents a sheet. Write for samples.

Snowy weather brings thoughts of the Eskimos. Let us make a poster showing the far Northland. Let each child cut out of paper the objects on the poster, then select from them such as you can use. A large sheet of sky-blue paper about 20 by 30 inches is the foundation. The ground and icebergs of white are pasted in place, the sun of gold paper is placed just back of the icebergs to the left, then other objects are added. Outline with dark crayon those



white objects that have a white background. If placed upon the wall it will be a source of enjoyment for many days. The accompanying illustration may be suggestive for this poster. Here are also representations of an igloo and an Eskimo. They make good covers for spelling booklets.

Illustrate the Bible lessons. In the parable of the lost sheep, cut sheep from white drawing paper. Make a fold for them on the sand-table; let one be caught in some branches on a hill at the other end of the table. In True Education Reader, Book One, page 103, is a picture that will serve well for a shepherd.

Make a weather calendar. Use a large piece of tan wrapping paper 23 by 36 inches. (You can obtain several yards of this from any merchant. It will do nicely for notebook covers or for any place where tan paper is needed.) Draw a line around the edges one inch from the outside. Divide the lower part of the sheet into spaces,—a 1 x 3 inch space for the number, and a 3 x 3 inch space immediately below it for the weather circle, as shown in the illustration. Cut numerals and abbreviations for the days of the week from some old wall calendar, and paste them on. In the space above paste a winter scene. Use dark-blue paper 9 x 12 inches for the foundation. Cut ground and roof of house from white, trees from black, moon and window of house from orange-colored paper. Tack the calendar upon

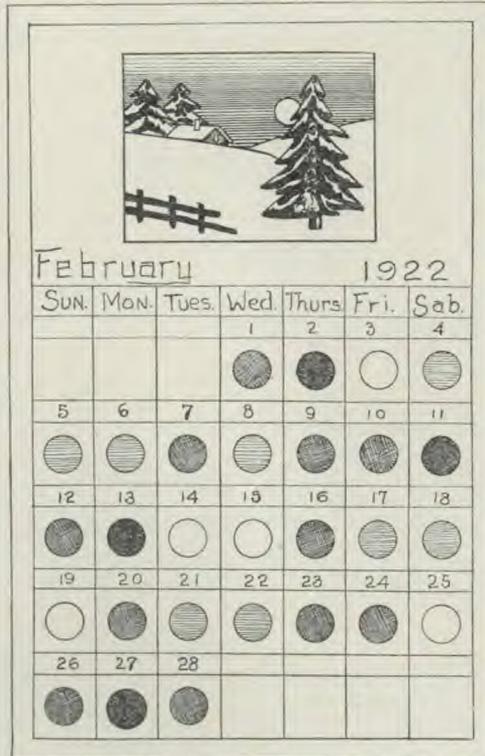
the wall within easy access of the children. Have a box conveniently near in which are two-inch circles of light and dark gray, white, and yellow paper. Each day let some one "paste the weather circle,"—yellow for a sunny day, white for snow, light gray for cloudy weather, and dark gray for rain. In connection with this work the days and months may be taught, also the abbreviations as used upon the calendar.

This is the month of Abraham Lincoln's birthday. There are many helpful lessons in his life, his home of poverty, his struggle for an education, and finally his great work for humanity. Let us make a little log cabin on the sand-table. Roll squares of newspaper to simulate logs, fasten together with glue. Branches of trees will make the woods.

By all means make valentines. Make them for father, mother, sister, brother, grandma, and others. Silly sentimentality need not and

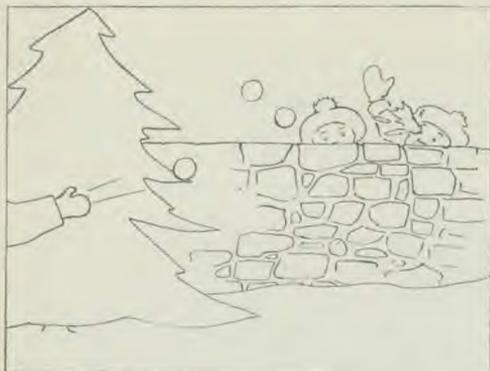
should not enter into it. Red, and white paper, scraps of lace from confectioners' boxes, gold or silver foil, with a little verse—what wonders can be evolved from these? The simpler, the better. Fold paper to cut heart patterns of any size, then they will always be symmetrical.

The spruce tree—easiest of all trees to outline—may be cut very small from paper and a stencil thus made. This can be used to decorate a notebook or a composition.



Nature — Grade 4

RUTH ATWELL



The snowball fight has a light-gray background, darker gray for the wall, white for ground, dark green for tree, and the mittens and caps are in bright shades of red and green.

Early work in symmetrical design may be nicely developed from the weaving of mats. Colored paper is good for this, but something still more usable is oilcloth. Mats of this, when once made, can be used over and over. They practically never wear out and the children delight in originating new patterns. A square of ordinary white oilcloth is cut in strips through the center, and splints with which to weave are made from strawberry boxes. These may be colored with Easter-egg dyes, or one may purchase splints in the standard colors from any kindergarten supply house.

Willie: Pa!

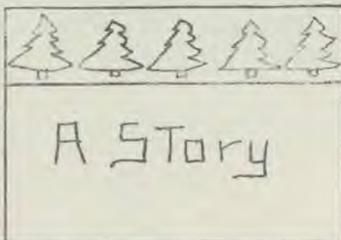
Pa: Yes?

Willie: Teacher says we're here to help others.

Pa: Of course we are.

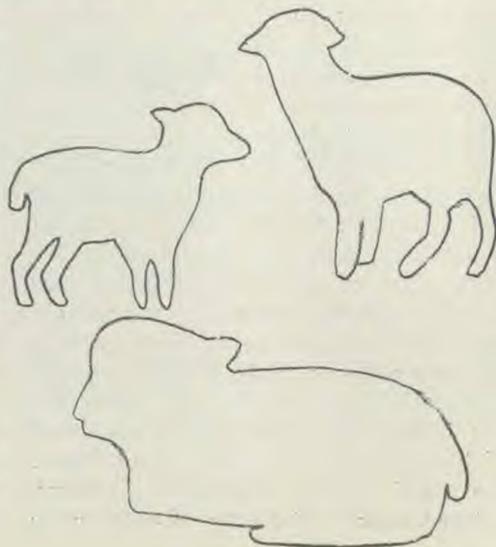
Willie: Well, what are the others here for?

GEORGE BEBAN, prominent motion picture producer, says, "My little four-and-a-half-year-old son shall not be permitted to see any motion pictures I have not first seen and passed on."



IN the chapter concerning man there are two subjects of special importance: Man as the masterpiece, and hygiene. Other creatures of God's creation have been studied; now we come to the masterpiece. As one who has not studied art appreciates to only a small degree the work of the master artist, as one who has not studied music can scarcely begin to appreciate the artist in music, so one who has not studied the workings of the human body cannot realize as he might the wisdom and power of the great Creator. If deep reverence for the Maker does not result from these studies, a choice opportunity has been lost.

As respect for the body is strengthened, a desire will come to take better care of such a wonderful organism, and the way is opened for very practical instruction in hygiene. Physical examinations show that more attention needs to be given to correct posture. In connection with the lesson on bones, the children will enjoy burning one at home. If the teacher has had another in acid for a week or two, the children will not



soon forget the animal and mineral matter contained in the bones. Then it will be easy for them to understand why erect positions of standing and sitting are important in childhood. In several lessons suggestions are made concerning foods that will make strong, healthy bodies. Much good can be done by emphasizing and supplementing this. As we are waking to the fact that the health of the school child has been neglected, let us determine to make the most of this month's lessons.

Eighth Grade Arithmetic

DAISY Y. MC CONNELL

THE work on pages 219-260 should be completed by the close of the fourth period. Since time does not permit a thorough treatment of all the subjects given, we should select for special emphasis such subjects as will be needed in practical life. Fire insurance, thrift and investment, budgets, and graphs should receive attention.

Not much time need be spent in introducing fire insurance, as it is usually understood by eighth-grade girls and boys; but original problems by the pupils concerning policies on certain buildings in the vicinity or on their own homes, will serve to make the matter clearer and will add interest.

In presenting thrift and investments, the importance of economy may be taught. It is also well to note that the safest investment for all surplus means is in our work. Here, too, it yields the greatest dividends. Similar ideas may be presented in connection with budgets. Every dime spent for candy or chewing gum means that much less for offerings in the Junior society. The suggestion on page 242 that each student gather data and prepare a budget for a month, is a good one. An explanation of the budget system as used in our work, might be beneficial.

The most interesting part of this month's work is the various forms of graphs. There are so many different

things that can be represented graphically. Besides the many geographical and industrial problems given in the text, such items as the weekly offering of the Junior society, or the pupils' daily grade in spelling, furnish profitable material. Each child might make his own graph covering the entire period, or a general graph might be made for the entire grade.

These intensely practical subjects may be made very interesting, and thus be indelibly fixed in the minds of the girls and boys.

Obedience and Character Forming

(Continued from page 184)

I love all the children in the school, and I want to influence them in such a way that they will *choose* to be obedient, thus strengthening their wills; but if I cannot cause them to *choose* the right, I must *require* them to obey so they will form the habit of obedience."

"Well, Miss Griggs, you have certainly started my mind in a channel in which it never ran before. I can see that you are right. To be honest, Jakey doesn't always obey at home. I fear that his father and I have been helping him to form a wrong habit. I see that we must change our method of handling him."

That night Mr. and Mrs. Merton sat long, talking over the situation and studying what to do. The days and weeks that followed were not easy ones for the father and mother, nor yet for the teacher. Breaking bad habits is slow work, and requires infinite patience, watchfulness, tact, perseverance, and much prayer. But by the grace of God they won, and Jakey became an obedient, dutiful son.

E. H. W.

"TRUTHFULNESS is a corner-stone in character, and if it be not firmly laid in youth, there will ever after be a weak spot in the foundation."

Home Education

Some Things I Want My Children to Learn — No. 4

O. M. JOHN

Economy

SOBER-MINDED men of the world recognize that we are living in an age of extravagance. The following brief extracts are significant:

"Extravagance has become a national habit with us, and self-indulgence, the natural child of extravagance, has walked hand in hand with an eager desire to spend money."—*J. Hamilton Moore.*

"One of the greatest curses of American civilization is the fact that it is unfashionable to save, and that the people are ashamed to save; while extravagance, waste, and carelessness are looked upon as smart and signs of prosperity."—*Roger W. Babson.*

"Extravagance rots character; train youth away from it."—*Theodore Roosevelt.*

"The dazzling attractions of a luxury-loving age constitute the greatest possible danger to American education."—*William H. P. Faunce.*

On the other hand, we are reminded of the benefits of thrift and economy:

"The principle of thrift is the foundation of character."—*John A. Dix.*

"We regard thrift as close to the basis of domestic economy."—*Arthur J. Lacy.*

"Thrift is one of the corner-stones on which manhood must be constructed."—*Henry Ford.*

"Teach economy. That is one of the first and highest virtues. It begins with saving money."—*Abraham Lincoln.*

"Careful saving and careful spending invariably promote success. Economy is one of the most essential elements of success, yet most wretchedly disregarded."—*Marshal Field.*

"Economy no more means saving money than it means spending money; it means administration of a house; its stewardship; spending or saving, whether money or time, or anything else, to the best possible advantage."—*John Ruskin.*

As a parent interested in the progress of the Advent Movement, there rests upon me the responsibility of teaching my children the right use of money. They need to be taught how to spend less and save more. This is no small task, for with the youth of this generation the idea seems to prevail that money

is gotten to be spent. With thousands of boys and girls money has the effect of a narcotic which creates an insatiable craving for more, but only to be consumed in self-gratification.

It behooves us therefore to set a right example in the use of money, setting apart a due portion for tithe, offerings, and charity; meeting necessary current expenses; and laying aside a reasonable sum for future needs. Each child, as soon as he is a few years old, should be given a little bank where he can keep the pennies, nickels, and dimes he receives and earns. As soon as the amount accumulated is sufficient,—say, a dollar or two,—the parent can assist the child to take out his tithe and special gifts, then deposit the remainder at the bank in a savings account. In later years the sum accumulated will not come amiss, and most valuable of all is the experience gained in handling money. The habit thus acquired will be carried through life.

Economy involves the right use and care of the things we possess. Some children are inclined to be careless with their toys and other belongings. The child who has but a limited number of playthings and knows his parents will not buy everything he desires, will be quite apt to take good care of them. A convenient place should be provided for them—shelves for books; drawers, boxes, or cupboards for other articles. If they are not returned to their places after using, or have been carelessly handled, they should be laid away for a time. This helps the child to remember that his pleasures are dependent upon good conduct.

Self-Control

Many children today, and unfortunately not a few older persons, lack self-control. In this state they are much like a vessel, airship, or automobile

equipped with an imperfect steering gear. So long as the sea is calm, the air quiet, or the road smooth, all is well and fair progress may be made; but the moment a stress from wave, wind, rock, or curve is felt, the delicate apparatus of control is thrown out of gear, and confusion and disaster result.

The will, a God-given faculty, is the child's mechanism of control, by means of which he carries into effect decisions that have been made. These decisions are based upon personal experience, derived information, and the demands of authority.

As a faithful parent it is my duty to cultivate in my children due respect for authority. At the same time I should help them to gain and properly interpret personal experience and derived information, thus aiding them in reaching sound decisions. More than this, I am to help them execute their decisions.

I can do this, first, by my own example. When annoying circumstances arise, instead of giving way to wrought-up feelings and hurling forth a tirade against the offender, it is my duty to check temper, tongue, angry look or gesture, and maintain an attitude that will enable me to cope intelligently with the situation.

It is a grave mistake to allow a child to go into a passion of anger. The effects are destructive to character, mind, and body. Likewise, tendencies to balk and sulk should not be tolerated. The child should be earnestly talked with when sober, and shown the evil effects of such conduct. If this does not bring desired results, it may be necessary to resort to the use of a limber switch or some other mode of punishment.

Appetite is another field in which it is important to develop the child's self-control. The law of cause and effect, if carefully explained, will help him to refuse to eat certain things or combinations because of the attendant harmful results.

The child that becomes master of his actions and appetite, will gain strength to control his thoughts. In the world

today we see the activity and range of the evil imagination. God grant that our children may be saved from its destructive shoals.

Obedience and Character Forming

"JAKEY, Jakey, come and bring me some wood so I can get supper."

It was Mrs. Merton calling her ten-year-old son. Jake was very busy playing marbles with Frank and Hollis. A half hour passed by, and Jakey had thought no more about the wood. Experience had taught him that he would have supper if he did not bring the wood; so why should he worry about wood when he wanted to play?

"Jakey, Jakey, come and watch baby brother while I get supper on the table. Father will be here in a few minutes."

This time Jake did not even answer, but the boys moved twenty rods farther from the house and out of sight — and proceeded with their playing. Mrs. Merton, carrying the sick, peevish baby in her arms, finished setting the table. She took the hot foods from the stove and had the meal in readiness when the father entered.

Presently Mr. Merton came to the door and called, "Jake, come here and take this package down to Mr. Brown's. They need it."

"Yes," faintly came the answer, and the marble playing proceeded.

Five minutes passed, and then Mr. Merton's voice sounded forth with a perceptible tinge of impatience, "Jake Merton, do you hear me? Come and take this parcel to Mr. Brown's."

Two or three more shots with the marbles, and the boy dragged slowly toward the house.

"Carry this package over there at once," said his father.

"Oh, wait a minute! I'll go pretty soon."

Jake passed into the kitchen, and glancing through to the dining-room, saw the table in readiness. The tempt-

ing odor of the steaming foods called too loudly to the hungry boy, and he seated himself in his usual place at the table, saying, "I'm not going over there till I've had my supper." And he didn't! After supper he leisurely carried the parcel to its destination, without any thought of the inconvenience he had caused the Browns.

The new teacher sat at the large window on the second floor of the house adjoining Mr. Merton's. As the day had been warm and pleasant, the window was open. She sat musing over the perplexities of the day. She was a bright young woman, and an earnest Christian. She had had a strong course in child study and school management, and had learned to think. She had walked home slowly, turning over in her mind her greatest problem, and now she sat at the window studying the same subject. As she had walked along, she had said, "I wonder why Jakey is so disobedient. The rest of the children are so ready to obey, but I just have to keep my eyes on him all the time." Just then she heard Mrs. Merton's call, and observed what followed during the next hour. She then said, "I know now why I have a problem." And after a moment's silence, she added fervently, "O God, grant me Thy help in solving it."

Miss Griggs had already met the Mertons and become slightly acquainted with them, and that same evening she took a half hour to call on them, dividing the time between Jakey and his parents. After this call she felt that she knew them all better, and that perhaps now she could say something that would help. That night she prayed long and earnestly for divine wisdom and grace, and God sent the answer sooner than she dared hope.

Only two or three days had passed when Mrs. Merton said, "Miss Griggs, does Jakey give you any trouble at school?"

Quick as thought a prayer went up from the teacher for wisdom and tenderness to enable her to do her duty aright.

She answered, "I am sorry to tell you that he is sometimes inclined to disobey me, but of course, realizing what disobedience to any proper authority means, I have watched pretty closely to see that he obeyed, though at times the desired result is reached slowly and only through constant watchfulness on my part. There are, of course, two serious results that follow any disobedience, the direct and the indirect."

"I do not just understand what you mean," said Mrs. Merton, inquiringly. "I know that if the boy doesn't do the thing I ask him to do, he simply doesn't do it, and it makes a lot of trouble."

"Yes, it is the same in school when one disobeys; the one out of order is failing to learn and is also hindering others. But the indirect result of disobedience worries me more," answered the teacher. "You know that conscious violation of any law means a conscious deviation from right. If a child knows what is right and does the right, he is strengthening his will to do right and weakening the power of evil within; but if, on the other hand, he yields to his inclinations and fails to do what he knows to be right, the power of evil is strengthened and the will is weakened. Conscience says to the child, 'Do right,' and the command of the parent or teacher brightens conscience and works with it to keep the child on the line of duty. Law and conscience work together; and every time the child answers the demand of conscience, the light of conscience shines more clearly.

"If I allow Jakey to disobey me once, it will be easier for him to disobey me the second time, and still easier the third time and the fourth; and he would thus form the *habit* of disobeying me. Our characters are made up of the habits we have formed, and the habit of disobedience is a terrible thing to build into the character. He would soon learn to disobey others, and that would mean that he would have little regard for the laws of the land or the laws of God.

(Continued on page 181)

Parent-Teacher Association

Suggestive Program

[THE following program was worked out by Miss Rose E. Herr, East Michigan superintendent, and was designed for December; but as this subject of a library is so important, and in many places crucial at this time, we give the program and leave you to rearrange to suit your time and needs.—ED.]

Topic — “*Children’s Book Week*”

Opening Prayer.

Music.

Reports of Secretary and Treasurer.

Twenty minutes — Reports of Committees.

Business — Unfinished, new.

Five minutes — Talk by Teacher: The Importance of Books for Reference; Value of These in School Study. (References, “*Counsels to Teachers*,” pp. 383, 384; “*Church School Manual*,” pp. 154-160, for book list.)

Ten minutes — Roll Call — Quotations on “books” read or quoted in response to roll call.

Five minutes — Special Music.

Fifteen minutes — Exercise: Our Library, by teacher and pupils.

Five minutes — Talk: How to Build Up Our School Library.

Discussion (vote what to do).

Music.

Our Library

ROSE E. HERR

SCENE: Just before close of school in afternoon.

CHARACTERS: Teacher, Mary, John, Robert, Willie, Ted, Ruth, Mildred, and Helen. Willie and Ted are the youngest children.

The Parent-Teacher Association has just provided a good library, and children are waiting expectantly to hear about it.

TEACHER: Now, boys and girls, I have a happy surprise for you. At last our new library books are all covered and listed and ready for you to use. (Children show pleasure by smiling faces.) How many of you would like to take a book home to read? (Every hand goes up.) Well, you may choose what you think you would enjoy. (Children clap

hands softly.) Of course we all agree to take care of these books and return them in perfect condition. Do you suppose we need some regular plan that all will understand and use? What do you think about it? (Mary raises hand.)

TEACHER: What is it, Mary?

MARY (rises): I think it would be a good thing to do as the public library does. (Sits down.)

JOHN (rises): I’ll stop and ask the lady in the library what the rules are. I know her; she lives near us. (Sits.)

MILDRED (rises): How would it do to keep a record in a book until John finds out? Then we can begin to use our books right away. I can hardly wait. (Sits.)

TEACHER: These are good ideas. We will ask John to bring the information he can get from the librarian; and if you are really anxious to begin reading, we will keep our record in a notebook for the present.

Chorus of “Yes! Yes!” from children.

TEACHER: You may come up one at a time and choose the books you want.

Helen goes up, picks up a book and turns its pages and says, “There is the one I want. That will help me on my topic in geography class. You know I have to talk on ‘Our Neighbors in Mexico.’” (Helen sits down.)

Robert goes up and says, “Is there a book about birds? I want to find out about that funny little brown one that creeps up and down tree trunks. I haven’t seen him this summer. I’m going to put up some bird feeders too.”

TEACHER: Yes, Robert, here is just what you want. (Hands Robert book. He sits down.)

WILLIE (smallest boy): Is “Uncle Ben’s Cobblestones” there, Miss Marden? ‘Cause I just love those stories. I know Sue will read to me before I go to bed.

TEACHER: Yes, here it is, Willie. (Takes book and sits.)

RUTH: I have a part to give at our

next Missionary Volunteer meeting. It is to be about some missionary. Are there any stories of missionaries in those books?

TEACHER: O, here is what you need. Ruth, "Livingstone the Pathfinder."

RUTH: Thank you, Miss Marden. (Sits down.)

JOHN (large boy): In our history I read a little about explorers. Do any of those books tell more about them?

TEACHER: Here is "American Explorers." That sounds good, doesn't it? (John takes book and sits down.)

TED: O Miss Marden, I want this, "Wide-Awake Primer;" I can read in it!

TEACHER: All right, Ted. (Sits down.) These books may be kept until you finish them, or for two weeks. In the meantime, John will bring in his library report. You are excused.

"Good night, Miss Marden."

"Good night, children." (Children leave platform.)

Teacher is alone after school two weeks after books are given out. (Rap at schoolhouse door. Enter mother of John and Robert.)

TEACHER: Good evening, Mrs. Hayes. Come right in. (Offers chair.)

MRS. HAYES: I have only a few minutes to stay. I just want to tell you about my John and Robert. I never knew those boys to take such an interest in school before. They can hardly wait for the first bell. They wanted to rush off to see something about a library book this morning before they had hardly swallowed their breakfast. They each have finished reading a book in the last two weeks. I have had more time to read or write at night than ever before. The boys spend an hour reading instead of having a rough-and-tumble time before they go to bed. And I heard Mrs. Smith say her girl does not beg to go to the movies since you are running that library at school. She reads instead. I am glad our Parent-Teacher Association has done that one thing, aren't you? Now I must be going — good night, Miss Marden.

TEACHER: O Mrs. Hayes, I'm glad you came in! Come again. I feel all cheered up since your visit. If you'll wait a minute, I'll walk down to the corner with you. (Both leave platform.)

Books

[These quotations might be used in various ways by those conducting a library program. In the program given they are used as responses to roll call.]

A BOOK is a friend — a good book is a good friend. It will talk to you when you want it to talk, and it will keep still when you want it to keep still, and there are not many friends who know enough to do that.— *Lyman Abbott*.

A child's mind should be increasingly stored with the beautiful and vital truths expressed in choicest language.— *Dr. E. E. White*.

"While some gifts by their nature take the child out of the home, good books draw them into it."

When any of you old persons look back at the early education of life, you perceive at once that your best notions did not come by way of the arithmetic or the geography, but from what books of moral and of high purpose may have fallen into your hands.— *David Swing*.

"Home without books is a house without windows."

The love of books is a love that requires neither justification, apology, nor defense.— *Langford*.

Books are the true levelers. They give to all who faithfully use them, the society, the spiritual presence, of the best and greatest of our race. . . . In the best books great men talk to us, give us their most precious thoughts, and pour their souls into ours.— *Channing*.

When I consider what some books have done for the world, and what they are doing,—how they keep up our hopes, awaken new courage and faith, soothe pain, give an ideal life to those whose hours are cold and hard, bind together distant ages and foreign lands, create new worlds of beauty, bring down truth

from Heaven,—I give eternal blessings for this gift and thank God for books.—*James Freeman Clarke.*

Books are a guide in youth and an entertainment for age. They support us under solitude, and keep us from becoming a burden to ourselves. They help us to forget the crossness of men and things, compose our cares and our passions, and lay our disappointments asleep.—*Jeremy Collier.*

Laws die, books never.—*Lytton.*

There is no past so long as books live.—*Lytton.*

Yes, there is a choice in books as in friends; and the mind sinks or rises to the level of its habitual society — for they, too, insensibly give away their own nature to the mind that converses with them.—*Holmes.*

No book can be so good as to be profitable when negligently read.—*Seneca.*

That is a good book that is opened with expectation and closed with profit.—*Alcott.*

Books are the best things, well used; abused, among the worst.—*Emerson.*

If time is precious, no book that will not improve by repeated readings deserves to be read at all.—*Carlyle.*

Some books are to be tasted, others to be swallowed, and some few to be chewed and digested.—*Bacon.*

God be thanked for books. They are the voices of the distant and the dead, and make us heirs of the spiritual life of past ages.—*Channing.*

How to Build Up Our School Library — Suggestive Schemes

1. SELL magazines and small books, and use profits for the library.
2. Each family in the church choose one or more of the books in the approved list and give them as a Christmas gift to the school library.
3. Serve a health luncheon or supper on special days.
4. Have a cooked food sale and use proceeds.

5. Children pop and sell corn, or popcorn balls.

6. Sewing club. Meet at various homes and do plain sewing.

7. Piece quilts and sell.

8. Sew carpet rags for rag rugs.

9. Make aprons, caps, ironing board covers, slippers, house dresses, dainty Christmas gifts; sell at a sale held at some convenient home or empty store-room, just before Christmas.

10. Secure cast-off garments and furniture to be sold at a second-hand sale.

11. Make infant's layette.

12. Make and sell paper flowers.

13. Make and sell bread, cakes, and candy.

14. Make and sell Peter Sock dolls, hand bags, etc.

15. Gather and sell nuts, bunches of bittersweet berries, etc.

16. Organize a Larkin soap club and use profits.

Topics for Parent-Teacher Association Meetings

Health Habits

1. WHAT are Right Health Habits?
2. The Importance of Forming Right Health Habits.
3. What is the Relation of the Home to This Question?
4. Why Should the School Take an Interest? Best Ways of Handling This Matter in School.

Helps on Above:

"Counsels to Teachers," p. 294.

"Testimonies," Vol. VI, pp. 369-379.

Vol. VII, pp. 62-67;

76-79; 85-87.

Vol. IX, pp. 153-166.

Vol. I, p. 683.

Vol. II, p. 523.

Vol. III, p. 161.

See Index, "The Ministry of Healing."

"Health Habits," by Miss Jensen, this number of EDUCATOR.

EDUCATOR, June, 1921, "Health Habits," by Mrs. Howe.

Obedience

1. How Obtained?
2. How Important, and Why?

Helps:

- "Counsels to Teachers," pp. 110-113, 141, 150, 153, 287, 454-456.
 "Education," pp. 287, 290.
 "Testimonies," Vol. II, pp. 80, 82, 308, 313, 422, 423, 562.

EDUCATOR, this number, "Obedience and Character Forming;" December number, "How Big Is a House?" and "Lack of Respect and Reverence;" November number, "Some Things I Want My Children to Learn, No. 1," and "Martyrs and Menaces;" October number, "The Business of the Home School," and "Obedience."

Health Habits

(Continued from page 176.)

2. Include in the diet:
 - At least a pint of milk each day.
 - Yeast breads (instead of soda or baking-powder breads) made from whole-grain flours.
 - Well-cooked cereals for breakfast (oatmeal stands at the head of the list for growing children), with plenty of milk or cream but *no* sugar. (Dates or raisins eaten at the same time help one not to miss the sugar.)
3. Eat less candy. (If eaten, take it at the close of the meal, not at the beginning or between meals.)
 - Eat slowly, and masticate well.
 - Eat regularly, but never between meals.
 - If much underweight, plan if possible for a light midmorning lunch (as a glass of milk with bread) at a regular time.
4. Plenty of fresh air and sunshine.
5. Rest after meals.
 - Early to bed.
 - Ten to twelve hours' sleep every night.
 - A daytime nap when possible.

Not only are the underweight children benefited by these health habits, but there are the children who stand on one foot until one shoulder is higher than the other, and the children who bite their nails. When the spirit of competition enters, no growing boy — no child — but wishes to be called strong and well.

Did I hear some busy teacher say, "I haven't time; my program is already overcrowded"? Try it. It will not take five minutes out of your morning, and will add much more to the efficiency of your work the rest of the day.

It causes the formation of habits that will be felt all through life. It paves the way for meeting favorably the yearly inspection for physical defects. When done in a systematic manner, the entire program of the day will follow in order. It offers an opportunity for the teacher to make a general survey for dirty hands. She notes whether rubbers, the pride of child life, are kept on during school hours. As the child is marking his habits, he unconsciously will sit up straighter. This makes a practical application of the weekly health talk to be given in each schoolroom by the teacher.

Yes, a dozen other reasons can be given, and the most important are the results that only time can tell, for should not our Seventh-day Adventist children be above the average in health and physical efficiency? After *your* school has been inspected this year, compare the percentage of defects with the percentage found in public schools. Then set about before the school closes, to create in each child a desire to have a clean, healthy body, which means normal weight and no defects — the fit accompaniment of a clean, healthy mind. "Train up a child in the way he should go: and when he is old, he will not depart from it."

"ALAS for him who never sees
 The stars shine through his cypress
 trees!"

The Parents' Reading Course

"Education," Pages 250-271

The Sabbath

WHAT are we to know because of the Sabbath sign? Mention another way in which the Sabbath is of value to parents and children. What is the father's position in the family? The mother's? How has God arranged that fathers shall not by the demands of labor be kept from home during all the waking hours of their children? Of what is the Sabbath a memorial? What, then, is appropriate for study on that day? What relation has the study of the written word to the study of nature? What does such teaching as is here described do for parents and children? How should the Sabbath school lesson be learned and taught to the children? What is the special advantage in this? What can parents do to cultivate in their children the habit of giving attention to the sermon? How will treasures be opened to those who think and study? Pages 250-252.

Faith and Prayer

What is faith? What are the secrets of life's success, and how gotten into our possession? How do we receive all good impulses and aspirations? What does an acorn carry in it? What does a promise of God embody? How do we receive faith? How many have it? To what degree? How is faith strengthened? Where is to be found the world's "royal line"? Tell of the power in God's word. Give examples of the results of faith. How is faith a shield from temptation? Suggest some scriptures the memorizing of which will bring faith to the child or the adult. Just why are these things written? What can be done for the self-distrustful, and with what result? What sometimes causes a child to resent injury, and what help is found for him? How can we help the self-sufficient, impulsive, revengeful one? What may be done for all through faith in Christ? What are some of the conditions on which God answers prayer? What is prayer? What is said of fam-

ily, public, and secret prayer? What comes to us from secret communion? How were Christ's victories gained? Who only can teach lessons of this sort? Parent, have you learned these lessons? What sad thing often causes youth to doubt? What is one great trouble with a large number of people in this world who call themselves by Christ's name? Eze. 33:30-32. What is the Bible, and how must it be regarded? Study well the lessons found on pages 260 and 261. Let us apply them to our own lives. Pages 253-261.

The Life-Work

What is the first requisite to success? What is God's purpose for the youth growing up around our firesides? Where will some lads of humble origin stand? What are the conditions involved? How does Esther's experience apply to the youth of today? Is there suffering in heaven at the present time? Explain. What part have we in putting an end to misery? What selfish aim enters into the education of most of our children? What is the purpose of study? What causes students to lose sight of the purpose? What is the remedy? Is it right for parents to discriminate between their children in the matter of education? Why? Whose experience illustrates this? How many of our children should be educated? How is the specific place for each person determined? Why do many fail to become what they might have been? What rules insure safe guidance in the matter of choice of occupation? In the matter of work, what is indicative of true greatness? How do we learn to do? What is said of church relationship? Why is the church organized? How are youth told to organize, and for what purpose? How is sympathy gained for the regions beyond? What lives would better be studied than those of Alexander and Napoleon? What sort of geography will most benefit our children? What encouragement is held out to people who have not had large opportunities for education? What makes some of these very valuable?

Who are the human agencies through which angels accomplish their mission? Study carefully the last paragraph of the chapter. Pages 262-271.

New Studies by Correspondence

THE Fireside Correspondence School announces the following new subjects: Applied Business English; Wisdom Biblical Literature—Job, Proverbs, and Ecclesiastes; Practical Nursing (based on the new General Conference textbooks, "Home Nursing" and "The Way to Health"); Parliamentary Law. Those interested in these subjects should write at once for particulars to C. C. Lewis, Principal, Takoma Park, D. C.

"Hymns for Children," Series I

THIS leaflet contains four beautiful hymns, written to fill a real need for suitable music for our church schools. The sentiment expressed in the words is of a high order, yet within the range of a child's appreciation; the music has been written with reference to children's voices. We are glad to recommend these songs for use in our church schools. We hope other series will follow. Price, 10 cents each; \$1 a dozen; 50 for \$3.75. All prices net. Address Stanley Ledington, Hutchinson, Minn.

RECENTLY there came to our desk the "Cornell Rural School Leaflet" for September. It is published by The New York State College of Agriculture, Cornell University, Ithaca, N. Y. This is a teachers' number. It contains 179 pages, and is full of valuable matter. It is available to the teachers of New York State.

FROM one church in California, there recently came a list of thirty-five names as subscribers for the EDUCATOR. Evidently there is either a wide-awake teacher or a real working Parent-Teacher Association there—probably both.

THE EDUCATOR has a mission; no other existing paper or magazine can do its work for it. It belongs to the teachers and parents of the denomination, and their articles and suggestions will mold its character. We are glad to pass on words of commendation to those who are helping to make the magazine. Here is something from the Ohio superintendent:

"You are to be congratulated upon the new CHRISTIAN EDUCATOR. I can now see a bright future for this magazine, and I am sure that it will not be long until we shall reach our goal. The teachers like the new EDUCATOR, and it will appeal to the parents and school boards. One of my teachers has told me that she read the November number from cover to cover, and she thinks it the best one she has ever read. For myself, I can say that I feel the same as this teacher."

Book Reviews

Human Geography, Book I, Peoples and Countries

by J. Russell Smith. John C. Winston Company, Winston Building, Philadelphia. 369 pages.

This is something new, unique, and valuable. It makes man the center of the study.

Dr. Smith teaches geography by story, and thus holds the interest of the child. He does not parcel off all knowledge which is not considered geographical, but weaves in information that correlates with the subject treated and makes it more interesting. The author does not simply state facts, but gives the reasons why the facts are true. The pictures he uses are selected with care, and they themselves tell stories. Teachers will find the book of value to them, even though they must teach an adopted text.

Junior Science

by John C. Hessler. Benjamin H. Sanborn & Co., New York. 533 pages.

This book is written especially for the use of students and teachers of the junior high school. The style of the book is simple, and is well adapted for use in grades seven to nine. The section titles are written in the form of queries, thus arousing the interest of the pupil. The book may be used for either a textbook of general science or a reference book for nature study classes.



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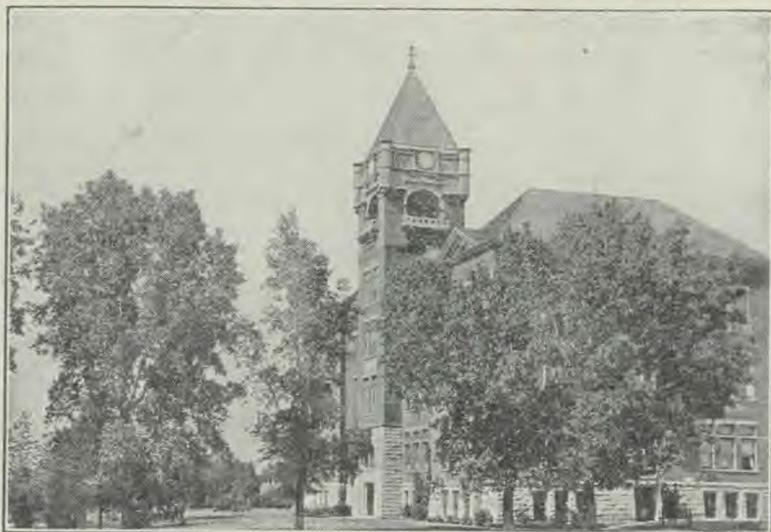
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