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A MAGAZINE FOR HOME AND SCHOOL

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CHRISTIAN EDUCATOR

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New Geography in Europe

Some More Interesting Changes

SINCE in geography we study the economic life of the people as well as their language, race, territory, and occupations, it will be interesting to our geography boys and girls to know something more about money conditions in Europe than one can gather from the public press. In this article I shall tell you something about the money values and money changing that has to be done by the traveler in Europe.

This money changing is just like buying and selling goods in the market. The first time I had to change our good American dollars, which are now the best money in the world, for the money of another country, was on the steamship "Adriatic," an English boat, on my way to England. It is a peculiar sensation to one who has not experienced it, to land in a country where he cannot spend American greenbacks, silver dollars, or nickels for what he wants to buy. It is true that as a rule a merchant will accept American money, but he gives you in return whatever he may choose, and you are at his mercy. The best way is to look up the exchange rates in the day's newspaper, or get information about them at a bank or other reliable place, before changing your money. It is like asking the price of oranges in the fruit market. You say, "How much is the pound worth today?" When I asked this question at the purser's office on the steamer, he answered, "Four dollars and eleven cents," and I bought $25 worth. How much did I get in pounds, shillings, and pence? The pound is in normal times worth $4.86, so you see I bought English money at quite a reduction. Before I left England I bought $50 worth more, but obtained it at $4 a pound.

On the Continent

Before taking the train in London for Dover to cross the English Channel into France, I bought some French money so that I should have it to use when I landed in France. In normal times the franc costs a little over 19 cents, but I was able to buy them at the rate of 12½ cents. In some of the cities of France, as also in Germany, the city prints paper money of its own which is good in that city, but nowhere else. One had to be on the lookout not to leave the city with any of this money in his pocket, as it would be worth nothing elsewhere. In the city of Toulouse, in southern France, I had to stay overnight. In the morning I bought a newspaper, receiving two street car tickets in change. This is also a common practice in these cities. As these tickets were worth nothing to me, I thought I would buy another paper and pay for it with the tickets. The woman who was selling the papers gave me for change this time a five-centime postage stamp placed in a little piece of pasteboard, with a trasparent cover over it for protection. So I decided to bring this home with me as a curio.

Going from France into Switzerland, I had no American money with me, as on the advice of friends I had deposited it in London, and drew money from our conference offices as I went from one country to another, so as to avoid loss by exchange. In passing from France to Switzerland one has to pay about double in French francs for the Swiss

francs. To avoid paying this double price I drew some money from our Swiss office.

While in Scandinavia I found that the money exchange between the three countries, Norway, Sweden, and Denmark, varied quite a little. So with the help of friends I contrived to avoid loss when crossing the border. In passing into Scandinavia, however, I crossed over into Germany, where I had to buy my ticket with German marks. At that time the German mark was worth about 1½ cents, whereas its pre-war value was about 24 cents. It cost me about 1,300 marks from Berlin to Stockholm. This is very cheap when you consider American exchange, but looked like a large amount of money to pay for a ticket for a night's ride. When I left Germany in July I could buy about 70 marks for a dollar.

But German money is not the lowest in Europe. In crossing from Germany into Czecho-Slovakia I found the money in the latter country just a shade lower than German money; but in passing from Czecho-Slovakia into Hungary, I was able to buy 220 Hungarian kroner for a dollar. On arriving in Vienna, the capital of Austria, the price went down to 440 for the dollar. A dollar's worth of Austrian money filled my pocketbook to bursting.

But the worst was yet to come. When we reached Warsaw, the capital of Poland, we actually bought 2,700 marks for an American paper dollar at one of the banks. On asking how much they would sell us for $100 American money, they offered us 700,000 marks. How much would that be for a dollar? You see the price is cheaper, the more you buy. While in Poland I had to abandon my pocketbook altogether and stuff my trousers pocket with bills in order to have enough to pay my hotel bill and my ticket out of the country. But if you receive a large amount, it does not take long to get rid of it. In Warsaw I bought a pocket comb and had to pay 110 marks. Before leaving Poland I bought a pair of trousers from a tailor, paying 7,000 marks for them. A package of writing paper and envelopes cost me 225 marks. Friends in Poland told me that the printing of Polish paper money actually costs as much as the money is worth after it is printed. Across the border in Russia the paper rubles cost considerably more to print than they are worth after they are printed. We were told the reliable story that in some places this paper money was actually used for fuel, as it was cheaper than coal or wood. An American diplomat who passed through Russia stated that he bought 300,000 rubles for $15.

Since I have returned to America, the German mark has gone down in value from 1½ cents to one third of a cent at one time. At the present writing it has come up to one-half cent. You can easily see why it is difficult for America to sell manufactured goods in Germany when the latter has to pay the American price in money that is worth only about one fiftieth of its standard value. You can just as easily see how favorable it is for the American merchant to buy German goods when the American's money is worth nearly fifty times as much as that of the German.

Well, these terrible conditions in the money market are largely the result of a bloody and disastrous war. The poor people are suffering greatly from these conditions. Seventh-day Adventist believers suffer with the rest, although the Lord works wonderfully to help them. America has sent hundreds of thousands of dollars' worth of clothing and food to feed the poor. It was my privilege to visit one of the feeding stations in Vienna and see the hungry, emaciated children in a long bread line, each with his little cup and spoon to get some hot soup and some bread to eat with it. Out of America's abundance, the poor and hungry are being fed in many parts of Europe, more especially in Russia just now. Congress has just voted $20,000,000 as a relief fund to supply Russia with food for the winter and with seed for the farmers to sow for another crop.

This is a noble act on the part of the government. Our own people have been giving liberally to a European relief fund, and many of our own people are rejoicing in the benefits received. I saw in some of our conference offices a number of the boxes and barrels shipped over by our people. I am glad that our boys and girls have had a share in helping the poor and needy in Europe.

Spring Week of Prayer

WE are again face to face with the spring Week of Prayer for the schools. What will this week mean to us? Will teacher and pupil grow stronger and more helpful because of this week? Will they be more unselfish and more consecrated? The answer lies with us. God is the same yesterday, today, and forever.

"God longs to make us channels through which He can pour His boundless love and mercy upon the boys and girls intrusted to our care." Oh, to be a channel through which He can work!

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

"I need to learn how to come to Jesus and plead with Him until I receive the assurance from Him that my prayers are answered."

"I need to be self-possessed; to keep my temper and feelings under control; to be in *full* subjection to the Holy Spirit."

"Am I learning daily in the school of Christ?"

"Am I self-cultured, self-controlled, under discipline to Christ?"

"Have I a living connection with the Great Teacher?"

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

"Prayer discovers God. We discover that He is. We discover that He hears us. We discover that He loves us. And through all, and in all, we discover that by hardship and joy He means to give us life — and — the victory."

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

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

"As a child who holds a shell to his ear hears the splashing of the waves and the roar of the tides, so man, becoming silent, listens; and he hears through the spaces of subconsciousness, the voice of the Unseen."

"Come, let us pray! The mercy-seat
Invites the fervent prayer.
Our heavenly Father waits to greet
The contrite spirit there.
O loiter not, nor longer stay
From Him who loves us; let us pray."

Blue-Ribbon Child Is Great Need

(From the Portland, Maine, *Express*)

"FOODLESS Foods Versus Foods that Feed" is the topic for the next health lecture at the White Memorial Church, to be given Sunday evening. Other subjects which are being arranged for are: Dress — Its Gains and Its Losses; Diet and Disease, also Diet in Disease; What the Bible Says About Diet; Why I Eat No Flesh Food; and, A Health Program by the Children for the Children.

"Blue-Ribbon Children" was Mrs. Martha W. Howe's subject last Sunday evening. She stated at the beginning that she had no fault to find with blue-ribbon cattle or stock of any kind. On the other hand she most earnestly believes in efficiency in every line of constructive endeavor. But she greatly desires to see the same knowledge, energy, and ingenuity applied to the rearing of blue-ribbon children.

Mrs. Howe very thoroughly believes in the child-welfare movement, and is giving much time and energy in writing, speaking, and working to further its interests. A health-habit song for the children, or "True Temperance Boys and Girls," with arrangement of music, are a product of her thought and experience along this line. This song was sung during the lecture, and copies of

it were presented to those present. Another novel feature presented at this lecture was a good-food story consisting of a rhyme of twenty verses illustrated by as many pictures to interest the children in choosing good food.

The subject of "Blue-Ribbon Children," as presented by Mrs. Howe, was in part as follows:

"Not so long ago a woman was attending a county fair. There were the beautiful fruits and vegetables; the hens, snowy white from their bluing-water bath of the night before; the cattle with their polished horns. As she was looking at an immense pig, she heard a voice at her elbow say, 'Some pig, lady! It's my pa's. Got the blue ribbon too!' As the woman's eyes rested upon the owner of the voice, her interest in prize specimens suddenly evaporated, for the boy was scarcely in that class. He was thin, scrawny, untidy, and all too evidently underweight. Here was a man who could raise blue-ribbon pigs, but who didn't know how to raise his own boy. Later in the day they weighed all the children. As each child came out, he wore on his chest a yellow tag on which was his name, age, height, weight, and what he should weigh. Our lady waited to see what would be on John's card.

"Here it is: 'Name, John Wiggin. Age, 13. Height, 55 inches. Weight, 70 pounds. You should weigh 77 pounds.'

"'Seven pounds underweight,' said our lady. 'What did they say to that?'

"'Why, they said I ought to obey the rules of the game,' said John.

"As the lady read the rules on the back of the tag, she said: 'They look easy; you must have plenty of milk.'

"'Milk,' replied John scornfully, 'we give that to the pigs. I drink coffee.'

A Fair Sample

"John Wiggin is a fair sample of hundreds and thousands of children in our enlightened land, boys and girls who are receiving absolutely no health training. Instruction in physiology and hygiene is given in the public schools, but instruction without training is not sufficient to meet the issue.

"The world was shocked at the conditions made manifest by the war draft, when one third of the flower of the flock were found to be unfit. And these young men grew up under the same instruction in physiology and hygiene. We learned to our shame that while we may be rich in every material commodity under the sun, we are not rich in our greatest asset of all — health. In fact, we are the greatest squanderers of health on the face of the earth today. Four hundred thousand children die every year in the United States of ailments based upon faulty nutrition. 'My people are destroyed for lack of knowledge.' Hosea 4:6."

After referring at some length to the elementary school health program, and to the organizations engaged in its promulgation and their work, the audience was given a glimpse of the actual work of school inspection, little May Gallant, of this city, aged nine years, being used as a subject. Seventh-day Adventists were among the pioneers in this health work, and have a very complete set of inspection cards, blanks, health habit booklets, etc., samples of which may be obtained free of charge upon request. The work of inspecting a child averages fifteen minutes, and the cost, exclusive of long distance traveling, twenty-five cents each.

"A very important department of our government is built upon the agricultural interests of our country, and millions of dollars are spent annually in safeguarding our cattle and crops. So important is this department that its head is a member of the President's Cabinet. All well and good.

Of Equal Importance

"But is not the conservation of children, 75 per cent of whom are suffering from defects which are largely both preventable and remediable, of equal importance, at least, with the conservation of cattle and crops?" asked Mrs. Howe.

" If not, one might better be a turnip or a string bean, a cow or a sheep, than a helpless little child. However, the economical aspect of the child-health program has at last gained a hearing, and co-operation is now the watchword of the hour.

" When the work of school physical inspection is completed, the defects reported and remedied, it is now considered that about one third of the program is finished. Just as the teaching of physiology and hygiene had not prevented the conditions discovered in the first war draft, so even the addition of physical inspection alone will not fill the need. We must have this instruction crystallized into action — carried into the actual lives of the children. This need has led to the development of the health-habit idea. Long ago we were told to ' Train up a child in the way he should go: and when he is old, he will not depart from it.' Prov. 22:6. Even health education is not sufficient. The knowledge must be put into actual practice."

Mrs. Howe appealed to the parents and all adults for their co-operation. She asked them to magnify the health program in the eyes of the children, and suggested that the best way to magnify it is for each person to practise it himself.

Mrs. Howe's goal for the children, after forming the health habits, is that every child graduating from the eighth grade may have a practical knowledge of how to choose real body-building food, and also how to cook simple food, with the accent on the word " simple." Cakes, and jams, and jellies, and desserts are not what keep us alive and well. And she would have the training given to the boys as well as to the girls.

Need of Training

" The great outstanding need at the present time is the training of the physical body," she declared. " When this work is done, and the body has caught up with the head, there is still an obligation yet unfilled. Our ideas on the subject of education need to take on a broader scope. The education the Lord desires for our children concerns the whole being and the whole period of existence possible to man. It is the harmonious development of the physical, the mental, and the spiritual powers. It prepares the student for the joy of service in this life and for the greater joy of wider service in the life to come.

" In answer to the question, ' Why do we not put in the windows and doors first when we build a house? ' a bright little maid in a Portland school made reply, ' Because there is nothing to hang them onto.' So we have been trying to train our children mentally without much to hang it onto. Now let us not make the still greater mistake of not putting a roof on our house after all our pains and labor in building the house. In other words, let us not fail to train our children to serve God. Let the physical represent the foundation, and the spiritual that part that shall insure permanency. Thus, instead of a temporary structure for this life only, we may build a house that shall stand forever."

Here Is What We Are

" I'M but a cog in life's vast wheel
That daily makes the same old trip;
Yet what a joy it is to feel
But that for me the wheel might slip!
'Tis something, after all, to jog
Along, and be a first-class cog."

" LOITERING still in the market place,
Idling the moments by,
Listlessly dreaming, while sinks the sun
In the glowing western sky,
Still there comes to thy drowsy ears
The Master's urgent cry,
As He earnestly calls thee to the field
Ere the harvest time pass by.

" Think you the Master will gently come,
Softly will smooth the way,
Pleadingly ask that you will go
To the harvest fields away?
Waste not thy time in such idle dreams,
To the mart He comes no more;
He is out in the fields with the workers there
Who gather the golden store."

Proper and Improper Punishments

ELIZABETH HARDER

EVERY form of government has its law which must be adhered to, and if it is transgressed, the offender must receive his penalty. So it is in the school. No school can operate effectively without rules. But these should be few in number, and they should not be mentioned until the need arises. When, however, a rule is once laid down, it is the teacher's duty to see that the children live up to it.

The disciplinary effort should be carried on as quickly as possible. Offenses should not be overlooked, but they should be prevented whenever possible. It is often easy to see that something is stirring which will make trouble in a minute or two, but which may be prevented perhaps by a word, a look, or some other quiet means. As far as possible all means and occasions for offense should be removed. But when offenses do occur, action must be taken.

There is too much talking about behavior. Scolding usually is almost valueless; and yet it is employed so much that it has become proverbial. A few vigorous words are much more effective than constant nagging. Telling the children once or possibly twice should be sufficient. General calls for order are also of little use; it is much better to wait a moment until every one is attentive. Usually there is some one who is causing the trouble, some one who is the leader in the mischief. This one the teacher should find, and he should be corrected, usually quietly, and as far as possible, privately.

The teacher should study the children and discover their motives for misbehavior. Perhaps they have physical troubles, such as defective sight or hearing; or perhaps they are uncomfortable from some other cause. An uncomfortable child is apt to be a disorderly child. All such conditions should be remedied as quickly as possible.

Punishment should be given in a way to preserve the pupil's self-respect, as well as the dignity and self-respect of the teacher. It should never be an outlet of anger, but should be given impersonally, sympathetically, regretfully, and prayerfully. It should be administered in such a way as to prevent a recurrence of the offense, and to prevent it largely through higher ideals.

Every wrong act has a natural penalty that is certain to follow. The penalty is involved in the act itself. For example, if we hold a hand in the fire, the tissues are injured and we suffer pain; if we disobey the laws of health, we must suffer the consequences. We may be sorry and may be forgiven the offense, but we cannot avoid the penalty.

The same is true of our moral natures. If we break a moral law, we injure our character and must bear the consequences. If we tell untruths, we injure our character and perhaps impair our reputation. Our reliability has failed, and we may not be trusted to the same extent soon again. This would be the natural penalty. The feeling that the teacher cannot help distrusting a child's word because he has failed to be truthful, is a severe punishment.

Rules should be stated positively; that is, instead of saying, "You must not do this," and "You must not do that," it is much better to tell them what they may do. Then the teacher is giving the children privileges. If they misuse any of their privileges, the natural punishment would be to deprive them of the privilege misused. For instance, if they do not behave during the recitation period, they cannot recite with the rest of the children, but must recite at some period by themselves, perhaps after school or at some other time. If they misbehave during school hours, and disturb other children, they may be isolated where they cannot bother any one. But the isolation should not be for too long a time, nor should it be in a cold or dark room. If some child is quarrelsome or gets into mischief at recess, he must take his re-

cess period at another time, or else play by himself in some corner of the playground.

In some cases the natural punishment is too far in the future for the child to realize, and it becomes necessary to use artificial punishment. It is difficult to state what particular one should be employed, certainly not one which might injure the child physically. Likewise those that are humiliating should be avoided. The dunce cap may convince a boy that he is a dunce, but that is the very thing he should not think. Tell him that he is a dunce, or that he is the worst boy in school, and he will probably accept the situation and act on it. Better tell him that he is not any of these things, and that you cannot be convinced that he is, and he will not make any further effort in the wrong direction. All wrong punishments hurt the teacher as much as they do the pupils, and make future government more difficult.

Punishment should be just and in proportion to the offense. The children have a strong sense of fairness, and if the teacher is just and fair in all his dealings with every pupil, he will have the school on his side. Again, the penalty should be met not too long after the offense, so that the pupil will associate it with his wrong and with nothing else.

Often corporal punishment is employed because it may be easily and quickly administered; it supplies a sting, and so the child will be careful not to repeat the act. But he may then obey because of fear, and fear is the lowest motive to which we can appeal. In some cases corporal punishment is the best thing and perhaps the only thing to use, but it should be resorted to only after everything else has been tried and has failed.

Not all pupils should receive the same punishment, but each child must be studied, and the penalty suited to the child. Keeping the pupils after school is one of the most common methods of punishment. It has its advantages, especially in supplying a time when the pupils may work wholly by themselves. But it also has its defects. It keeps the teacher in the schoolroom when she should be doing other things; it may also interfere with the work of the janitor; and physically it is not good for the child.

Another very common penalty is keeping the pupils in at recess. This, however, is not a good practice, for the room should be aired, and both teacher and pupil should be on the playground.

Some teachers see the mischief, but do not know what to do. Such should remember that it is not the means used that constitutes the penalty, but the certainty of there being a penalty, which makes for good behavior. It sometimes makes little difference what the teacher does, so long as she does something. One failure to recognize disobedience and to deal with it, will bring future trouble.

In teaching children to be obedient, there should be an appeal to right motives. They should be taught to do right through ambition, through love, admiration, or respect for the teacher, but best of all to do right because it is right. Intelligent obedience is by far the best. The child should know why he is expected to do certain things, why he is punished or praised. But obedience should not be deferred for explanation. As one writer has said:

"Confidence in his teacher should be one of the greatest reasons for the obedience of a pupil. Rational obedience as far as possible, but obedience anyway; obedience through the highest motives possible, but obedience through a low motive, if necessary, while a higher is being established; obedience at any rate — this should be the teacher's creed, otherwise she may do serious injury to the child. Uplifting the tone of the school by talks and making the pupils feel that the good order of the school is necessary for *them*, that it lies within their power and should be accomplished by them, that they are responsible for it, will go far to produce a proper attitude. It should be 'we,' and not 'I' nor

'you,' in connection with all school affairs." "The aim of all punishment and discipline should be self-control, power for self-governing, development of character; consequently the means employed must be as many as there are children, as changing as the needs of the school."

Aims and Purposes of Manual Training

(Concluded)

W. F. VAN ATTA

Carefulness

If the boy is careful in the selection of his project,— to decide on one that is worthy of his best effort, and not some little affair that doesn't amount to much; if he is careful in the planning and drawing, to see to it that it is made of the right kind of materials and that the construction is the best; if in finishing it he is careful to get a finish that is appropriate and well put on; and finally, if he is careful to see that it is put to a good use,— he is developing the quality of carefulness in his character to a degree that could scarcely be done in any other way.

Diligence

Application, perseverance, and similar terms refer to the same thing. This attitude of "try again" we recognize as one of the big factors of success in any endeavor. Volumes are written about it. Cyrus Field with his Atlantic cable, Alexander Bell with his telephone, and the Wright brothers with their aeroplane, are some of the modern examples of the value of this quality. It is good to read about these men and their work and give assent to their perseverance; it is better to work the quality of perseverance into the boy's bone and sinew by having him develop this quality in his daily work. One who has not had experience in shop work has no idea how much of this quality is needed to finish properly even a very simple project. There are so very, very many opportunities to make mistakes, get discouraged, and give up.

Resourcefulness

This is a quality which we need especially to develop in our coming generation. We shall never have the means to do things as we should like to do them. We shall always have to improvise very much, shall have to make little do much. Right in the shop is an excellent opportunity to develop this quality in real things.

Faithfulness

In this connection I do not mean diligence, but the faithfulness that is full of faith. In what? If the planning is correctly done, if the measurements are correctly made, if the lines are correctly laid out, if the cutting is done to the lines, if the joints are correctly made and fitted, then the boy can finish it in faith that it will be correct. Why? — Because God is a God of truth, and correct results always follow correct causes. If the work has been done correctly, he is sure the results will be correct. God has made the creation on that basis. The boy can learn right here that the degree of correctness in results will be directly proportionate to the degree of correctness in his methods. It is the same lesson of sowing and reaping, worked out in wood.

Inspiration

Our belief in the talents that have been lent us is something that needs developing. No one ever attempts anything that he really believes is hopeless. All our modern inventions are directly the result of the belief of some one that he could do something that no one else had ever done, and often that was believed to be impossible of accomplishment. Time after time I have seen boys in the shop who were so unskilled that all they could do, apparently, was to make mistakes. They often became discouraged, and really thought they never could do anything right. But by keeping right on with the work, eventually they did the things that seemed impossible for them. The inspiration gained from this experience was worth more to

them in after-life than almost anything else. It gave them a mental attitude of confidence in their attack upon problems that confronted them, the value of which cannot be measured. Every year I have some pupils of this type. It certainly is a pleasure to watch them develop into good workmen, having confidence in their developed ability.

Trustworthiness

When work is laid out for a boy to do and he accepts it and begins work, sooner or later he realizes that he is responsible for that work. He realizes that the work itself will tell *how* he has done it. It is not necessary for one to stand over him to see how he works — the finished product tells the story. These things gradually dawn upon him; and as they do, they develop his sense of trustworthiness.

Let us notice an example in Bible history of the working out of these principles. Noah believed God when He said that He would bring a flood of waters upon the earth. But what Noah *did with tools* is closely related to the salvation of himself and his household. He preached just as much with his tools as he did with his lips. He developed his faith by the actual work that he did. Evidently Noah was a good carpenter. One of my pupils said to me not long ago, "Come to think of it, we owe our lives pretty much to the skill of Noah with tools." We are able to get the boy's viewpoint, even though we do realize that One higher than Noah held their lives in His mighty hand.

The Lord Jesus was a carpenter until about thirty years of age. Why he was born into a family where he became a carpenter instead of farmer or merchant or professional man, I do not know; but there is a reason for it somewhere, and it is interesting to think about.

The knowledge of tools and tool processes, the knowledge of materials and their uses, essential in all mechanical vocations, the manual dexterity developed which is necessary in all occupations and most professions, all these things are secondary. The development of a character is of primary importance. The training for an occupation for life, while essential, is secondary. Often visitors will say to me, "I think it is so nice for the boys to learn to make things." Yes, it is, for character first, for utility second. Many times I am asked, "You teach manual training, do you not?" I invariably answer, "No, I teach *boys*, but I have charge of that department." There is all the difference in the world in the viewpoint.

The method of teaching used by the Lord was from the natural to the spiritual. If, in our work with natural things, we can direct the minds of our students to the great fundamental principles upon which the kingdom of heaven is founded, and be instrumental in developing in them as they go about their daily work, those qualities which are essential to a Christian character, our work will not have been in vain.

"A Device or Two"

RUTH E. ATWELL

INSTEAD of using a notebook in which to preserve those fifth and sixth grade language papers which should be kept, the children made envelopes 7½ x 9½ inches of heavy cover paper. This size seemed best to hold the Palmer penmanship paper which was used for all the language work. In the drawing class the boys and girls made original designs with which they decorated the outside of their envelopes.

When a set of compositions had been handed in, the mistakes indicated in the margins according to the plan outlined in the EDUCATOR last year, and then returned to the pupils for corrections, the envelopes also were passed out. After all necessary changes had been made, the papers were placed in these envelopes, which were returned to the cupboard. At the end of the period the papers were removed and filed for reference, or bound neatly and taken home to the parents.

Making the Grammar-Room Attractive

FLORINE S. HOLLENBECK

Do you ever sigh because you are not a "natural born artist"? But few, I presume, are such, yet there are ways and means which even the least gifted among us may employ, and which will prove invaluable aids in helping us beautify the child's school home.

Of course, cleanliness and order are always essentials. Without them no schoolroom, however elaborately its walls may be decorated, can be attractive. Yet there are many who feel that these requisites are all that are necessary, and that further care is useless and takes too much of the time needed for more necessary things.

With a little planning, no large amount of time need be expended. Colored chalk usually forms a part of the equipment of every schoolroom, not as a luxury, but as a necessity. I do not see how map and physiology instruction can be effectively given without its use. And since we have it, why not use it for ornamentation as well? Borders and calendars are the only items which need take the teacher's time.

"But," you say, "I cannot draw." Neither can I, well enough to parade it on my blackboard! But for a very small sum paper stencils may be obtained which are really a boon to the teacher who is not an artist.

In a large schoolroom it would be a waste of time to place a border around all the blackboard space. Accordingly, the border may be placed across only the board which the children face. The side and rear boards will receive their decorations later.

Choosing designs applicable to the season, rather than to but one month, is also a time saver. For the fall months — September to December — a border of grapes, autumn leaves, or pumpkins would be suitable, and would not need to be changed until winter. With December we naturally think of holly, though here in California the poinsettia is more of a Christmas decoration than is holly. And its being so bright and cheery on the dark winter days makes it preferable to the holly, which has but few bright berries in comparison with the large number of dark leaves.

Here our spring arrives in February, and we look for the early flowers. For February and March a border of tulips, jonquils, daffodils, or pussy willows make a bright change from the dark red of the winter months. Then with April and May come the apple blossoms or wild roses — and the school year is ended. The coloring takes time, but you will soon find you have many who are anxious to help — who are usually more willing than capable. However, with a little "start," the older girls are soon able to do the work entirely themselves.

The calendar is, of course, changed with the month, but with the same idea of color and design as suggested in the border. Pumpkin, grape, or goldenrod calendars during the fall months, snow scenes or holly or poinsettias for winter, and flower calendars for spring, each with an appropriate verse underneath, take but little time to plan and are greatly enjoyed by the children.

During the first weeks of school, the blackboards at the sides and rear of my room are borderless. But as we take up color work and mounting in the drawing classes, products of these classes are arranged there. Drawings of ears of corn, pumpkins cut and mounted, and baskets of fruit in the fall; paper cut-out designs mounted during the winter, and water-color sketches of flowers in the spring, are not only decorative, but are useful in exhibiting the children's work as well.

Occasional posters made by the drawing classes add to the appearance of the walls. A running border poster above the blackboard, displaying cut-out scenes from foreign lands, such as Holland and the land of the Eskimo, may be made by the geography classes. Such a poster is instructive as well as pleasing. The maps and outlines incidental to drill

work are not only useful but decorative, if placed neatly upon clean-washed boards.

Window plants, with green crêpe paper pinned around the cans or pots containing them, add much to the general appearance of the room, and a few bulbs in a bowl of water will burst into cheery bloom some day, bringing a ray of sunshine into an otherwise dark and somewhat gloomy schoolroom.

An Early September Visit

THIS morning the visitor arrived at the schoolroom a few minutes before nine, and found the children quietly sitting in their seats. The room was very clean. It had been freshly papered and painted, and the furniture was newly varnished. A real effort had been made during the summer vacation to make the schoolroom what it should be. The day was rainy and dark and cold, and it was decidedly disagreeable on the outside, but on the inside was sunshine. The teacher wore a smile, and all the children smiled back at her.

Presently the bell rang, and suddenly we discovered the children standing quietly in exactly straight lines, each by his own seat. We had not heard any suggestion concerning standing, but here they were, all of them, acting in perfect unison. At some noiseless signal they were all seated, and in a moment were numbering to make sure that every child was present on time — and they *were* present, too.

As we glanced around the room, we noticed that clean blackboards had been carefully covered with lessons. The school year having just begun, and not all the new books having arrived, there were more lessons to be placed on the board than will be necessary when there are plenty of books for use.

There were two attractive-looking bookcases; one of them was filled with good books, while the other, the front of which was covered by curtains, contained files of the *Instructor*, *Review*, *Signs*, *Educator*, *Worker*, *Little Friend*, etc. These were nicely fastened together with shoestrings through punched holes, and were packed into the case in a neat, orderly manner. The teacher whispered to me that she would not take anything for those many files, for they were of great value to her.

In the front of the room in one corner was a tiny table on which I saw a dictionary and a few other important books, and back of that was the poster, "Where Is Thy Flock?" By this table was a chair for the pupil who wanted to consult the dictionary. In the other front corner stood the organ, with its back to the children so that the teacher as she played might face her pupils, and thus prevent disorder which would be likely to exist if her back was turned to them.

At recess time the rain was coming down in too lively a manner to admit of the children's going out of doors, so a game was chosen which could be played in a reasonably quiet manner inside. Everybody had a good time and a big laugh, even the visitor.

At recitation time the teacher seemed to make very little use of her book. It was open right at hand for use when needed, but it was easy to see that the lessons had been planned and prepared by the teacher, and because of this fact they were taught and the pupils tested in an expeditious manner. No time was consumed in trying to find in the book some point of the lesson.

Every child had *something to do*, and all seemed happy in the doing of it. Co-operation is the law of this schoolroom, and *every one* co-operates. It is not because all are angels or saints, for none of them have yet reached that stage. This teacher has the co-operation of the parents too; they are making every reasonable effort, with their limited means, to bring their school and its equipment up to standard, and they are succeeding better than some schools with thrice the means.

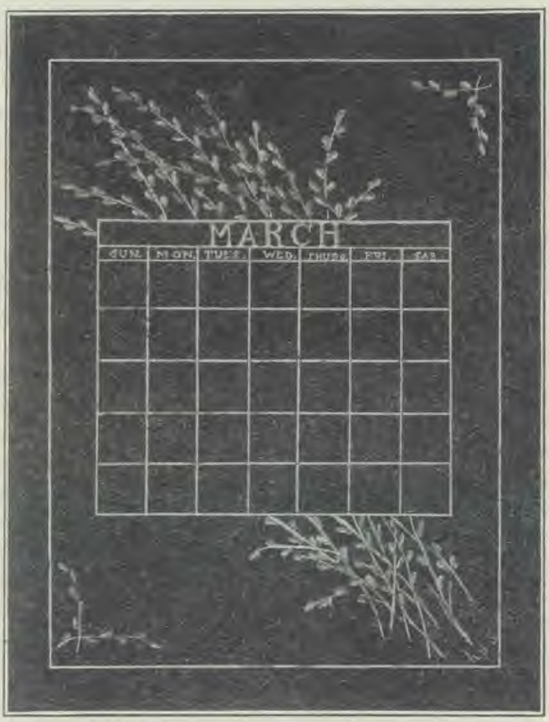
F. H. W.

"WE first make our habits, then our habits make us."

Visit the Homes

DAISY YATES MC CONNELL

To become intimately acquainted with the parents and the home life of the boys and girls is very essential for the best possible results in school work. Yet this is not always the easiest thing to do. Often the teachers, as well as the parents, do not realize the great good that might result from such an acquaintance; but chiefly the difficulty lies in finding ways and means for making such acquaintance. The teacher and the parent each seems equally busy with his own specific line of work with no time for social visiting with each other. Yet this social visiting is just what it takes to become really acquainted with the parents and the home life of the boys and girls.



Of course, there are the invitations to dinner on Sabbaths, but visiting on the Sabbath is far from ideal. There are many questions and problems concerning the child's school work that might be incidentally referred to on some other day of the week. The problems of absence, tardiness, loitering on the way home, etc., may be practically solved by securing the co-operation of the parents. This is not hard to do if one will only take a little time for social visiting.

The most successful plan I ever saw followed was to have a regular visiting day. In this particular instance concerning which I am thinking, Tuesday was the appointed day. It was duly announced by the teacher to the children at school that she was very anxious to visit every one of them at least once or twice during the year, but that she was too busy to go just any time, and had arranged Tuesday to be visiting day. The boys and girls were to ask their parents when they might invite the teacher home with them, and then arrange with the teacher. Often there were two or three Tuesdays spoken for ahead of time.

The walk or ride home with the children afforded time for pleasant conversation. At the evening meal there was usually opportunity for visiting with the entire family. Sometime before leaving there were a few private words with the mother concerning special problems. Often the teacher was accompanied by the children and the mother to the car line or part of the way home. And when the goodbys were said the teacher knew and felt that she had a stronger hold upon the hearts of those boys and girls as a result of this time used in social visiting.

Eternity alone can reveal the far-reaching results of time thus spent in seeking the co-operation of the parents for the present good of the boys and girls and for their salvation.

IDLENESS is only the refuge of weak minds and the holiday of fools.— *Chesterfield.*

Teaching Suggestions for March

Drawing

FLORENCE HOWELL

THE windmill is a good study for March. Cut from black paper and placed against a sunset sky of orange, it is very effective. It is also suggestive of the life in Holland, making one think of those interesting, enterprising people who live on land that was once the bottom of the sea. Use a little Holland girl, trailed by her following of geese, as a repeat for a blackboard decoration.

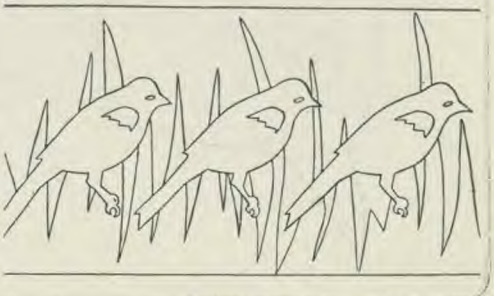
The windmill, wooden shoe, or sailboat make good spelling-booklet decorations.

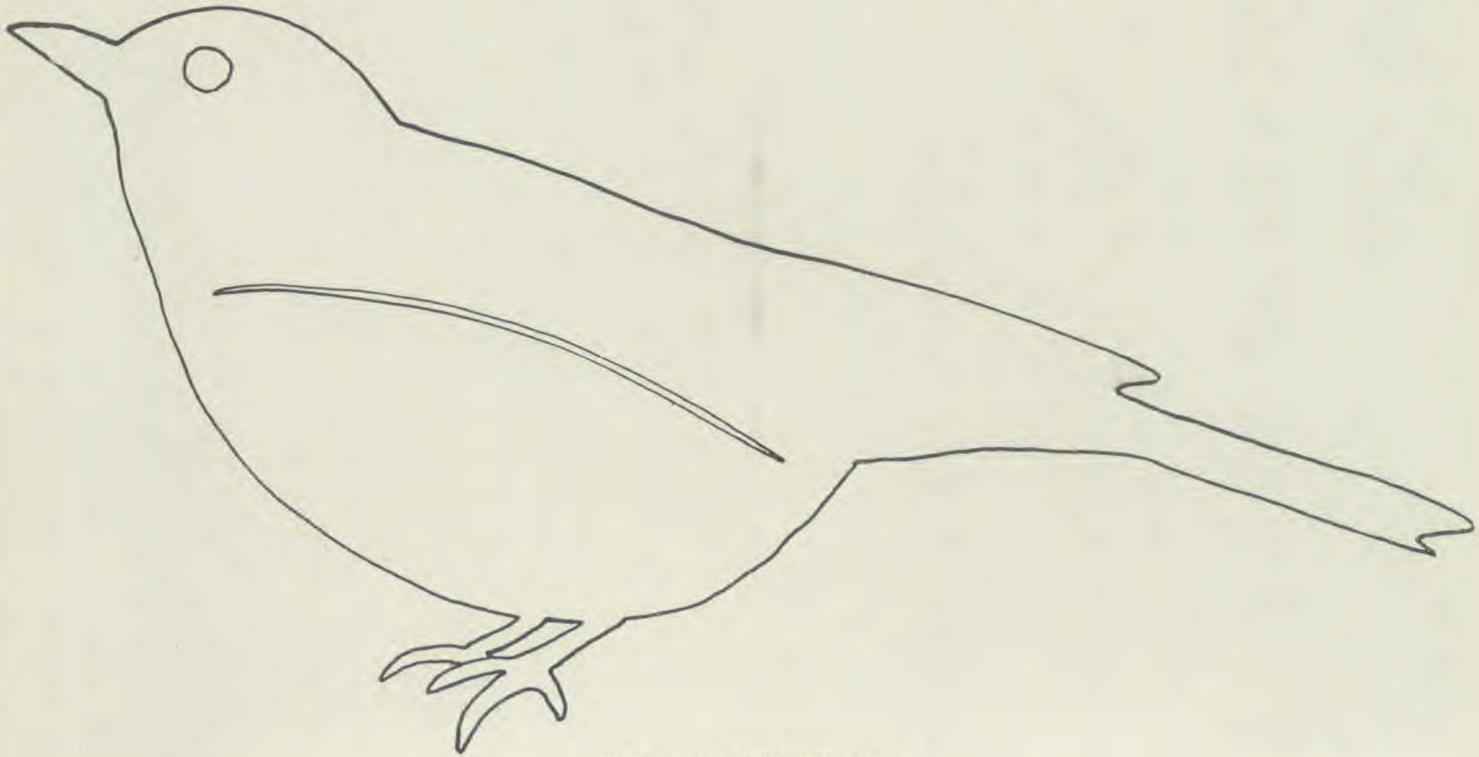
Why not use clay to illustrate some of the Bible lessons this month? A number of them readily adapt themselves to

this medium. Take, for instance, the story of Paul and the jailer. Of course this illustrating will be very crude; in it the imagination plays a strong part, just a lump of clay here to represent something, and another lump there. Then let these lumps take on the attitude of the thing represented. First, make a plaque to use as a base for the figures — place one daub of clay beside another, pressing them together until the plaque is five or six inches in size and from one-fourth to one-half inch thick. Leave it in the rough. Then place the lumps of clay where desired, shaping them slightly to show attitudes — a sitting figure here, a standing figure there, etc. Do not try to make features or to smooth the clay. Rolling or rubbing the clay makes it dry rapidly on the outside, thus giving it the unhealthy, shiny appearance clay workers avoid; so leave it all in the rough.

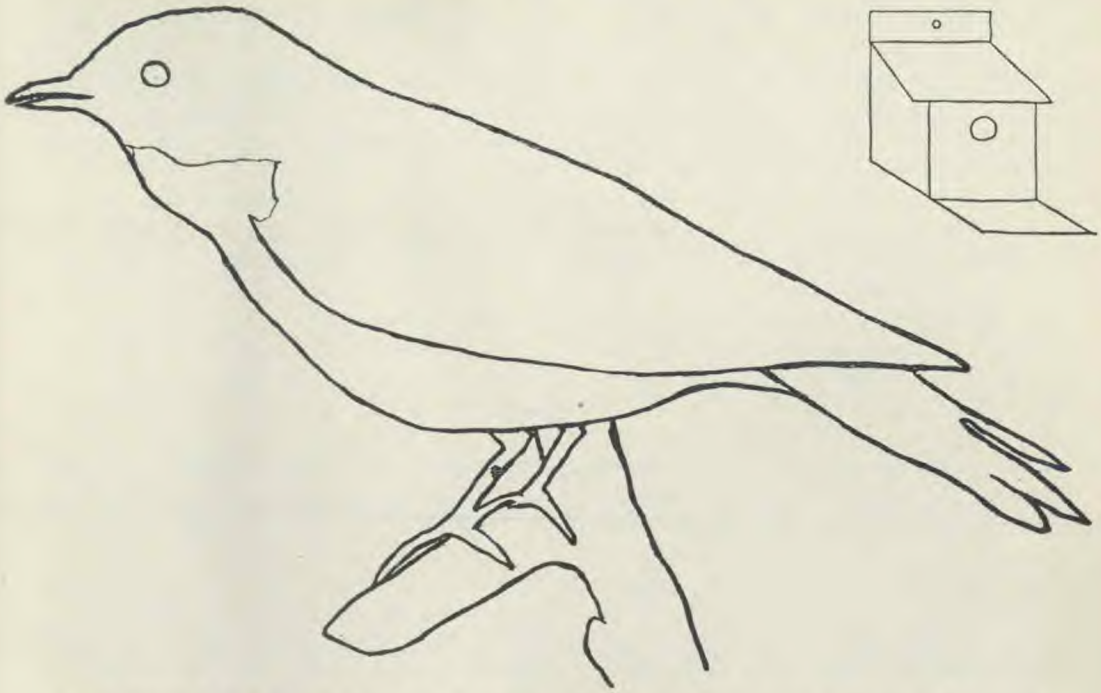
When using clay, lay a sheet of paper on each desk and require the child to keep his clay over this. The floor and clothing should not tell that clay has been used. Hold the clay, and mold it with the balls of the fingers, not with the palm of the hand. If a projection is needed at any place, add a piece of rough clay to the mass at the desired point, working it so thoroughly into the mass that it becomes a part of it and no crack is visible. In making an arm, do not form it first and stick it on, for it will fall away as soon as allowed to dry, but bunch up a part of the lump into the shape of an arm, or add clay as has been directed. Clay can be obtained from any school supply company, or perhaps you walk through some on the way to school. Many localities furnish a clay that does quite acceptable work. Clean it, by removing sticks and stones, and have it worked to the right consistency before school.

March also brings a return of the birds. Let us draw and color the more common ones as they come. The bluebird first, harbinger of spring, and then the robin. Here are life-size patterns. Cut them out of stiff paper — tablet tops are good — and give to the children to





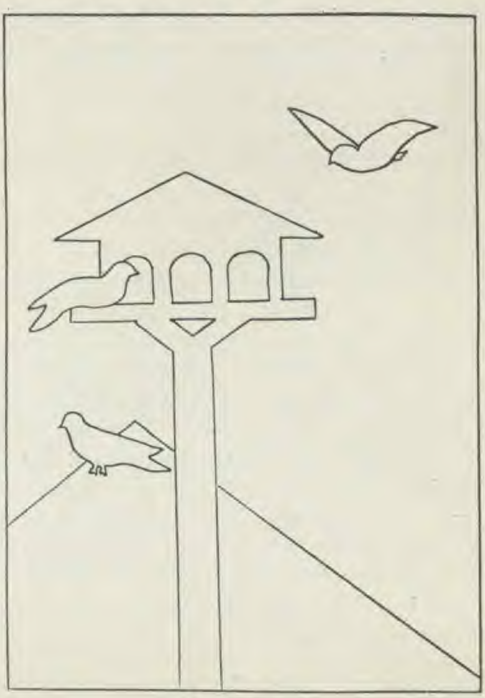
ROBIN — LIFE-SIZE PATTERN



draw around and color with water color or crayon. Cut telegraph poles of paper (they should be the height of the blackboard), stretch wires between the poles, across the corner of the room, and pin the birds to these wires. The sand-table may be placed in this corner also, and a branch erected thereon for a tree. This will make a home for the birds. Who has a canary? Bring him to school and let him be copied. He will make a further addition to the bird corner. The red-winged blackbird, the bird of the swamps, may be used to decorate the weather calendar this month. Use light-blue paper, 9 x 12 inches, cut the rushes of tan, and the birds black with bright brick-red shoulders.

The older children will want to make a bird house. Use a chalk box and the top and bottom of a cigar box. The chalk box is placed on end, and the bottom becomes the front of the bird house. The cedar pieces are used for the back and roof, and the chalk box lid is nailed to the bottom for a porch. If desired, the end of the chalk box may be trimmed down so the roof will slant.

If the children cannot make a wooden bird house, they may make one of paper. Use light gray for the house, dark gray for the doors and roof below, and make the doves white. Mount on light-blue paper 4½ x 6 inches.



Eighth Grade Arithmetic

DAISY Y. MCCONNELL

THE time has come for teaching advanced mensuration, including square root, cube root, and the volume and area of the pyramid, cone, and sphere. While perhaps this is the least practical part of the book, it is too important to be omitted entirely. I would even include, if time would permit, two or three days on the process of finding the cube root. Wide-awake girls and boys usually want to do it. A perfect cube whose root has only two figures, should be chosen for presentation. While having the problem worked on the board by one of the pupils, another should build the perfect cube by placing the parts together when needed in the process of finding the root. If the blocks are not available, the parts may be cut from a large potato or turnip. When once they see the large cube, the three flat pieces, the three oblong pieces, and the tiny cube built together into one perfect cube, the method seems to stay with them.

Square root should of course be mastered first. Not only such a drawing as given on page 263 (Wentworth and Smith's Book Three) should be placed on the board, but paper parts should be cut out and placed together before the class as suggested in the cube root. Each child should be required to make at least one such drawing, mark the dimensions and area, and cut apart for use in explanation before the class.

As far as possible, objects should be used for demonstration in teaching the volume and area of the pyramid, the cone, and the sphere. Improvised ones are just as effective as ready-made ones. The lateral area of a cone is easily illustrated with only paper. A glass of water and a paper cone can be used for showing the volume of a cone. A ball, a piece of cardboard, and heavy cord work nicely for illustrating the surface of a sphere. (See pages 274, 275, 276.)

We learn by what we hear, more by what we see, and most of all by what we do.

Primary Numbers

LUELLA WELLS

IN telling stories to children, their vivid imagination enables them to grasp quickly the changing scenes and actions as they are presented. But nothing is self-evident to a child who studies numbers unless he sees it. When a child actually *sees* objects and can express what he sees, then he is ready to be taught comparison.

It is difficult to teach the primary number work so that time and energy are not wasted. Learning facts should come as much as possible by the individual work with eye and hand.

A child by making up problems concerning something he saw when coming to school, or something he is making, develops thought and self-expression.

In teaching the use of the ruler, several figures of different shapes may be placed on the board, such as squares, rectangles, and triangles. The children will enjoy measuring them, putting their dimensions in the proper place, and reproducing at their seats. Their attention will then be directed to each measurement, and the comparing may be done in class. The squares and rectangles may be cut out and folded so as to teach the number of square inches which they contain. They also give concrete illustrations of fractions, such as one half and one fourth. The perimeter is also taught at this time.

When teaching ounces and pounds, a small scale will make the work practical and interesting. Holding an object in the hand, guessing its weight, then weighing it, affords an interesting and educational game. What child would not be interested in weighing his own dinner? This would open the way for a lesson to be given on the amount of food which the body needs for one day.

Mathematical ideas and relations are found not only in the schoolroom, but in every activity of the child. If his interests are rightly guided during his earlier years, he will at least have an introduction to the study of mathematics.

Seventh Grade Physiology

ZELLA V. RINE

THE study of hygiene should not merely furnish the child with a knowledge of physiological facts and rules for keeping well, but it should also result in the formation of good health habits.

Inspire a child by revealing to him his relation to his Maker,— that he is "bought with a price,"— then his chief aim will be to glorify God in mind and body. Also bring to his mind his duty to his fellow men; the world has enough burdens without being troubled with the care of the needlessly ill. Lastly, each person owes it to himself to be well, to enjoy life, and to attain to all possible success. Such an aim cannot be realized without health.

A technical knowledge of physiology is necessary, for it is a prerequisite to all further work and a base for all the rules and practices of hygiene.

After the pupil has mastered the text, and understands the facts thoroughly, he should be encouraged to original thinking. Notebook work, if given wisely and sparingly, will delight the child, and develop his power of applying technical knowledge to the needs of everyday life. After a subject is studied, stories illustrating imaginary situations may be dwelt upon; for instance, when the children have finished the topic, "Spread of Disease," let them write the autobiography of a microbe causing colds, telling the wrong habits of children and grown-ups that give to the microbe the joy of spreading.

In our school, when studying the subject of food values, an attractive booklet was made illustrating the diet of the school child. Drawings were made, and cuttings from magazines decorated the pages, illustrating foods for the growing child. Care was taken, however, to see to it that none of the objectionable articles mentioned were illustrated, for a good picture of these would only create a longing for them. The diet of childhood is an all-important topic, for it is a fact that hundreds of pupils in our own schools are victims of malnutrition.

A little booklet, daintily made from the best materials, and nicely illustrated with the children's best work, should be made for short quotations from the spirit of prophecy. This will impress upon them these words and their importance. Physiology would be utterly incomplete without at least a partial familiarity with the light given us on health reform.

The ultimate aim of the study and thought is, of course, to form right habits of daily living. In order to bring this about, the essential things to be done are to arouse the enthusiasm of the child and secure the co-operation of the parents. Health clubs and Parent-Teacher Associations can be of the greatest value here.

Fourth Grade Nature

RUTH E. ATWELL

WHAT would spring be without the birds with their bright-colored plumage, their gay songs, and their happy contentment? One or two bird books should be secured for use in connection with this month's lessons if the school does not already own some. Then, encouraged by a real interest on the part of the teacher, the boys and girls will discover such wonders in the bird world as they have little dreamed of.

As they try to describe to the class some strange bird, or search for it in a bird book, they will realize the necessity of careful observation. More than one class hour may be spent on Lesson 80, until the pupils are prepared to study their feathered friends intelligently.

In the study of a bird family, the member to receive particular attention should be chosen according to the locality; if possible, a bird which can be studied in its natural environment.

Let us, as teachers, be awake to the living things about us, and there will be no lack of interest in our class work.

Seventh Grade Bible

FEDALMA RAGON

AFTER the completion of the three missionary journeys, the closing chapters of Acts should be outlined in the same way as the first twelve. Let the outline be *very* simple. As the chapter is passed over, decide on two or three subjects similar to the following:

Acts 23: Paul before the Sanhedrin
Plot to kill Paul
Paul sent to Cæsarea

At the beginning of a new recitation, ask the children to go to the board and write the subjects as far as studied. Such an exercise ought not to require more than two minutes. When all are in position, chalk in hand, say, "Write." At the end of the two minutes call, "Time."

In Paul's speech on the stairs he told the story of his conversion. Notice that this experience of Paul's is given three times in the book of Acts. List the chapters where the accounts are found, and make comparisons similar to the one given below:

Acts 9: Luke's Words to Us
Acts 22: Paul's Words to Mob
Acts 26: Paul's Words to Agrippa

As fully as possible, enter into Paul's feelings as he appeared for trial on the various occasions after his arrest. On the day when he stood before the Sanhedrin, it is very likely that he looked into the faces of men who had been his closest friends in the days before his conversion. With this thought in mind, pass slips and ask each child to write two sentences, contrasting the situation *then* and *now* (time of the lesson). They will respond something as follows:

"Then he was young and loved by them;
Now he is old and hated by them."

"Then he persecuted the Christians;
Now he is a persecuted Christian."

WHAT man in his right mind would conspire his own hurt? Men are beside themselves when they transgress against their convictions.— *William Penn.*

Primary Reading

FLORENCE HOWELL

IN order to read well and smoothly, the mechanics of reading, so far as his particular lesson is concerned, must be absolutely mastered by the child. Do not expect him to read a sentence aloud while there remains some word he does not know. Drill, drill, drill upon the fundamental phonograms, and give careful attention to the child when he is blending known sounds for the pronunciation of the unknown word. The largest part of each day's reading is preparation for reading. Use many devices to make this drill work interesting, never continuing one until the child has lost his pleasure in it. Put life and animation and play into it, and it will continue its charm for a long time.

The simplest device is making a game of flash cards. The first child to give the sound obtains the card, and when all are used, he who has the most cards wins. Or it may be varied, the first one to give the sound each time as the cards are flashed, going softly on tiptoe to his seat. This gives the slower pupil in the class an opportunity for more drill than the quicker one.

In the reading proper, if the child reads as he talks, it is a good test of his ability. It is safe to say the child does not usually do this; neither do many grown-ups; but just to that extent they all fail in reading. Reading aloud is thought giving. What is talking? It makes no difference whether the thought is obtained from paper or was in the mind beforehand, reading aloud and talking are identical.

But *thought getting* and *thought giving* are two separate processes. They cannot be performed simultaneously; one must of necessity precede the other. However, the human mechanism is so constructed that, after practice, the mind can be taking in the next thought while the tongue is giving the last. But the child should never be required to do this. The ability will come to him later; it comes by practice. In the effort to

read, many children are permitted to start *giving* the thought while they are still trying to *get* it. This should never be allowed. Give the child the opportunity to *get* the thought first, then permit him to *give* it.

"You may each find the first sentence under the picture. Study until you know what it says, then look at me." "John may tell me what it says." John tells, "God gave Abraham a little baby boy." "Now study the next sentence. Do not look up until you know what it says," etc. If a child is having difficulty with some part of the sentence, help him privately, but the drill exercises and the work upon the mechanics of reading should have removed any such trouble. Just as a person looks at the one he is talking to, the reader should look at the one to whom he is reading. Then give attention to the child who is reading. A teacher cannot be occupied in another part of the room, or with the work of some other child, when a reading lesson is in progress. Never let a child stumble in reading; if he hesitates, excuse him. If he reads jerkily, it is your fault, not his, for permitting him to attempt to read before he is ready. These same principles hold in second and third grade work, only of course there will not be so long a break between the giving of each separate thought.

Watch carefully the spontaneous language of the primary pupils. A good plan is to jot down errors that are commonly made, then later work the correct forms of these expressions into exercises or games. Neither written exercises nor silent reading of the correct forms will be effective in changing language habits; the child must give oral expression to the correct form until it becomes fixed. Use flash words. Let the children say, "I *ate* an apple," "I *ate* a nut," "I *ate* the honey," "I *ate* the food;" or occasionally put in another kind of word, and let the children say, "I did not *eat* a tree," "I did not *eat* a pail," etc. They will enjoy this, and you will find them dropping the word "*et*." Try to make a game or interesting exercise out of each correct phrase that you wish to impress upon the children's minds.

In the early part of the year the children do not know many of the letter *names*. They may know only the *sounds* of the letters, so oral spelling should not be attempted. Any work that fixes the form of a word in the child's mind, is spelling. Tracing and copying letters should precede formal spelling all through the first semester. The first spelling may well be done at the board. The teacher writes a word on the blackboard, the children practise writing it in the air, the word is erased, and then each child writes it upon the blackboard. Another word is given in the same manner. Three or four words are sufficient for these early lessons. Short sentences are used. The children may "study" these lessons by writing them a number of times for seat work.

Soon the work progresses so that after the teacher writes the word on the board and erases immediately, the children turn to the board and write it.

Marking the lessons with an E, if written correctly, is sufficient grading with primary children. But the lessons should *always* be marked.

Training for Citizenship

DR. LYMAN ABBOTT

We are creatures of habit. Actions continually r e p e a t e d become habits. Habit long continued becomes second nature. Thus is character formed by education. Instruction informs the intellect. Training forms the character. The two combined constitute education. If America is to be a law-abiding, peace-loving, and prosperous republic, its youth must be trained as well as instructed. In them must be formed the habit of reverence for God, respect for the moral law, and regard for the rights, the interests, and the opinions of their fellow men.

"Kindness has resistless charm."

HOME EDUCATION

Cultivating the Truth Habit

THE acquisition of good habits by my boys and little girl is a matter which is of deep concern to me, as is the case with every parent having the best interests of his children at heart. Yet at times I am startled when I find myself becoming all absorbed in my professional work and forgetting the sacred parental obligations resting upon me.

I frequently have to remind myself that children are like lumps of freshly mixed plaster of Paris, easily molded at first, but later becoming hard and set. Each day impressions are made upon this plastic mass, deepening some lines and filling in others.

Character is the resultant of the habits we have formed, and before the twentieth year is reached, most of these are outlined as they will be for life. Changes after this period are difficult to make; hence the importance of giving careful attention to this work during the tender years of youth. Good habits, those affecting both morals and conventional forms, are always cultivated by effort of the will. Bad habits, like weeds, seem to grow of themselves.

Foremost in the list of desirable habits is the truth habit. It has to do, first, with truthfulness—veracity of word and deed, habitual expression of that which is known to be true; and, second, with the disposition to seek after, adhere to, and conform to the principles of eternal truth revealed to man. The cultivation of this habit warrants our most painstaking effort, for therein is involved not only success in this life, but also the eternal welfare. Concerning it the psalmist has expressed the divine mind when he says, "Thou desirest truth in the inward parts."

Before I can expect success in developing the truth habit in my child I must have it myself. In my daily associations, in business, as well as in the home, truthfulness must have full sway. Children are keen to recognize parental weaknesses, especially where they contradict the lessons taught them. They are sensitive to deception and are wounded by its sting. The resulting infection may develop into a lifelong sore.

One very effective means of fostering the truth habit is the use of biographical sketches of truthful and truth-loving characters found in the Bible, also in religious and secular history. By the accounts of youthful lives that have been guided by principle, many a boy and girl has been saved in the hour of temptation.

Instead of rehearsing the weaknesses of our neighbors and our leaders, we might with profit point out instances of their loyalty to truth. In nearly every church we find those who have sacrificed lucrative and influential positions in business and professional life in order that they might be free to live out the truth revealed in the word of God. Such conscientious devotion deserves our approbation and favorable comment, rather than such minor matters as dress, diet, and mannerisms of the persons concerned.

A word of commendation for the boy or girl in school who refuses to be dishonest by any means, such as copying in examination, scanning during recitation, and falsifying for absence or tardiness, is not without its effect. Little do we realize the extent of the moral influence emanating from the account of the cherry tree and the Father of Our Country. Positive teaching is usually more effective than negative, though sometimes it is proper to recount instances which reveal the evil resulting from dishonesty and the desertion of truth.

With these few thoughts before us, let

us as parents seek more earnestly than ever to cultivate in our children that will-power necessary for developing the truth habit. The result of such effort will be well rewarded. O. M. J.

Answered Prayer

WITHIN a town of Holland once
A widow dwelt, 'tis said,
So poor, alas! her children asked
One night in vain for bread.
But this poor woman loved the Lord,
And knew that He was good;
So, with her little ones around,
She prayed to Him for food.

When prayer was done, her oldest child —
A boy of eight years old —
Said softly, "In the Holy Book,
Dear mother, we are told
How God, with food by ravens brought,
Supplied the prophet's need."
"Yes," she answered, "but that, my son,
Was long ago, indeed."

"But mother, God may do again
What He has done before;
And so, to let the birds fly in,
I will unloose the door."
Then little Dink, in simple faith,
Threw ope the door full wide,
So that the radiance of their lamp
Fell on the path outside.

Erelong, the burgomaster passed,
And, noticing the light,
Paused to inquire why the door
Was open so at night.
"My little Dink has done it, sir,"
The widow, smiling, said,
"That ravens might fly in to bring
My hungry children bread."

"Indeed!" the burgomaster cried,
"Then here's a raven, lad;
Come to my home, and you shall see
Where bread may now be had."
Along the street to his own house
He quickly led the boy,
And sent him back with food that filled
His humble home with joy.

The supper ended, little Dink
Went to the open door,
Looked up and said, "Our thanks, good Lord,"
And shut it fast once more.
For, though no bird had entered in,
He knew that God on high
Had hearkened to his mother's prayer,
And sent this full supply.

— *Selected.*

Common Sense in Managing Children

STELLA LOUISE WOOD

Part I

No one can discipline children successfully who has not common sense. Some one has said that it is called common sense, not because it is so commonly used, but because it is so commonly needed.

If we analyze common sense in relation to discipline in the kindergarten or in the home, we may claim that it is compounded of an imaginative power which enables us to put ourselves sympathetically in the other fellow's place, experience which aids us in viewing things in their relation to the whole as we know it, and a sense of humor. A sense of humor is one of the prime requisites in any successful work, from the kitchen to the pulpit.

Common sense means a sense of proportion, seeing things in relation, even to the point of seeing the humorous side of each situation. We must be able to discern clearly what seemingly little things are really big, and what apparently important things are really trivial.

As Gilbert Chesterton puts it: We do not say, "A tall, slender, good-looking gentleman who is a graduate of Oxford, has fallen overboard!" We say, "Man overboard!" in time of stress, eliminating nonessentials which a moment before seemed all-important.

In dealing with boys, particularly, a common-sense distinction between what is wrong, and demands to be dealt with, and what is really just "boy," is very necessary to successful training. A Sunday school class of lively boys was questioned by their teacher after an absence during which they had been taught by a substitute.

"Well, boys, how did you get on while I was gone?"

Rather sheepish glances were exchanged; finally one boy volunteered the information, "We weren't very good."

"Oh, why not? I found the very nicest teacher I could for you. How did

it happen that you did not treat her well?"

The boys shuffled about uneasily, and finally the spokesman burst out, "Well, we didn't like her, and I said to the other kids, 'Let's be bad,' and we was bad."

"But I want to know why you didn't like her."

After desperate struggles with the introspective problem presented, one of them produced this, which seemed an expression satisfactory to the rest of the class: "Aw, she shocks so easy!"

If discipline means due subordination to authority, subjection to laws, rules, orders, or precepts, and if, in the truest sense, disciplined means educated, then to the task of educating the little child we must bring all the consecrated common sense we own. It is not an uncommon occurrence for a kindergarten to see entering the schoolroom a large, imposing, 5-foot-10 mother, leading by the hand a small 3-foot-high child, and as the mother performs the necessary rite of introduction, to hear her remark, "He is only four years old, but we can't do a thing with him."

The boy rolls his eyes at the teacher and smiles in cheerful anticipation of more worlds to conquer. We are reminded of the claim made recently by an incensed foreigner, "There is just as much family discipline in America as there ever was, only now it is in the hands of the children."

In our renewed recognition of the rights of the child let us not fail to see that one of his inalienable rights is that of such training as will make him a useful and happy member of the social order, and not a menace to his neighbors and a curse to himself. He must learn to answer to the rudder, or he must inevitably answer to the rocks.

As we bring our common sense to bear upon the problem of discipline in the kindergarten, we seize upon obedience as the virtue to be developed first of all. He learns to rise, to march with the others, at the time designated, not because each is a moral act in itself, but because it is part of a process which is a preparation for life in a world of law, where each has his own allotted place, duties, privileges, and where co-operation is the aim and requisite of success.

Dr. Felix Adler says, in "Moral Instruction of Children:" "I do not maintain that regularity itself is moral, but that it is favorable to morality because it curbs inclination. I do not say that rules are always good, but that the life of impulse is always bad. Good conduct consists in regulating our life according to good principles; and a willingness to abide by rules is the first, the indispensable condition of moral growth."

"Cur'us, isn't it," said Uncle Zeph, meditatively, as he watched the boys playing football on a vacant lot, "that when young folks start to play a game, the fust thing they do — 'cept in one single, solitary case — is to git some one that knows all about it to tell 'em the rules. There's football rules, 'nd baseball regulations, 'nd whole books about golf 'nd tennis 'nd cricket. 'Nd the boys jest love the rules — learn 'em by heart, 'nd git 'em down fine, and play by 'em to the least little pint. 'Nd the better a fellow sticks to the rules and carries 'em out, the more the others think of him. Ez fer the chap that breaks the rules, he gits kicked out of the game, and every one sez, 'Serves him right,' and nobody wants to play with him.

"But when it comes to the game of life, why, somehow young folks wants to play that without rules. The ten commandments ain't to their mind, nor the wisdom of Proverbs, either. They don't want to learn 'em, nor live by 'em. They kinder admire the fellow who breaks all the rules he kin; 'nd when they find some one followin' the rules, stiddy and true, they laugh at him.

"Queer, ain't it — 'cause in the end, you know, the rules allers comes out on top; they've jest got to, naturally, of course. The old people keep telling the young folks so, but it makes no dif'runce. It's a pity — fer if you could git them

boys over there to take life in the same righteous, loyal, obedient sperrit that they take football,— my, my! this town 'ud be a little heaven here below," and Uncle Zeph sighed and took up his newspaper.— *Written for the Kindergarten Division, Bureau of Education.*

(Miss Wood is principal of the Minneapolis Kindergarten Training School.— ED.)

A Mother's Prayer

DEAR LORD, I would ask for something of Thy insight into the hearts of my children. Make me quick to comprehend their every need. More and more I realize that they are like delicate instruments, responding quickly and fully to any chords that are touched; and I tremble to think what marvelous power may be mine to summon to expression the sweetest melodies.

Teach me, O Master and Maker of men, to touch always the right chords, firmly, but with gentleness and sympathy, that there may be no strange, discordant bitterness born in their souls, no harsh sense of injustice or misunderstanding; but let all the tones be pure and joyous and the harmony true, a part of that sweet music that is the gladness of the world.

Help me to guide them unto Thee. Keep them pure, their eyes as guileless as now, their hands as free from unclean things, their lips as sweet as when in babyhood they pressed against my breast. As their minds unfold, fill them with pure dreams; let no thought enter their minds that they cannot share with me.

Guide Thou their feet; into a world of many evil influences they must go in time. Let me now in these early years fortify them against unrighteousness by making and keeping the atmosphere of the home pure and sweet and strong, and so prepare them to choose always the safe path at the forking of the roads.— *Irene Avery Judson.*

"WHAT I am to be, I am now becoming."

Dealing with the Angry Child

JENNIE S. CLOUGH

OF the many problems which confront a mother, one of the hardest is that of meeting in the wisest way the undesirable traits that appear in children. In dealing with these problems there are two great helps. First, a sense of humor. If a child comes down to breakfast, sullen and bad-tempered, make some little joke; it helps to clarify the atmosphere. I don't mean laugh at the child, that only adds fuel to the fire; but do some amusing thing, or tell a funny story, and you will make the clouds vanish like magic. Parents who appreciate fun and who are the real companions of their little ones, have the happiest and most affectionate children. But most important of all is grace. Grace is that lovely, loving spirit which, no matter how trying the children are, cannot be disturbed. We cannot have this of ourselves, it is the gift of God. He says, "My grace is sufficient for thee;" so when the children are noisy and naughty, and our nerves seem just about in pieces, let us say this over and over mentally, and we shall be surprised at the peace and quietness within ourselves that will follow.

Granted that we have sympathy and poise ourselves, we are in a fit condition to help our children to overcome their faults. Often children are cross and naughty because they are overtired, overexcited, or hungry. We must be sure that their naughtiness does not come from some physical reason that we can help. If a child is in a bad temper, the first thing to do is to quiet him. How? By being very quiet ourselves, but very firm, letting him see our strength and poise, and then trying to find out what has stirred him. By talking it over with him and letting him pour it out, his nerves will be freed and he will have an outlet for his passion. If he seems uncontrollable, and it is impossible to talk with him, put him by himself until he is more calm. While he is in a temper, be careful not to leave him where he can break or destroy anything. Often his

outburst is like a thunderstorm — the thunder and lightning are tremendous while they last, but are soon over. Then, just as soon as possible, divert the child, get him interested and busy about something.

A much harder type of child to deal with, and one that tries our patience more, is the sullen child. He makes no outlet for himself like the angry child who vents his temper in screams and passionate talk. His bad temper works all on the inside. He broods over the trouble, distorting and enlarging it by dwelling upon it. He usually refuses comfort or sympathy and seems to enjoy shutting himself away from every one. He is usually a sensitive child — shy, lacking confidence in himself, inclined to dwell upon himself too much. What can we do with such a child? He won't talk the trouble out, like the high-tempered child, and it is unwise to put him by himself as you would the high-tempered child. Give him something to be busy about just as soon as possible. Work is even more necessary for him than for any other type of child, for we must get him out of himself. If possible, have him work where he will have the companionship of his brothers and sisters, or perhaps he can help you in what you are doing. Work is a blessing for most persons, but for no one more than for the child who is inclined to live his little life inside of himself. This type of child is usually reserved and takes things hard, but to the few people he loves he gives a wealth of affection and loyalty, and usually he has a deep, strong nature which is sincere and true.

"INTO the twilight of the world are launched each year myriads of tiny ships. Under a sky of clouds and stars they grope out to the great waters and the great winds — little sloops of life, on whose voyaging the future hangs, they go forth blind, feeling their way. Mothers, and you who will be mothers, and you who have missed motherhood, give them their chance."

Every Day

MRS. W. L. BATES

"EVERY day! In those two words lies the secret of all attainment. It's not what we do *once*, with all our hearts and with every ounce of strength, that counts so much, as the things we've been doing every day, whether we felt like it or not. Every day! Therein is mastery. The marvelous, velvet, utterly exquisite beauty of such piano playing as Paderewski's, or such violin performance as Maud Powell's,— it looks spontaneous, but it is the result of many a hateful day's laborious routine. Every day! That is the road to perfection. Everybody, in fact, that can do anything well owes that poise and finish to the slow efforts of every day.

"In character every day means even more than anywhere else. The most honest man is the man who has been honest every day; the most virtuous woman is she who has behind her present virtue the inertia of a whole life full of virtuous thought and deed; the happiest person is the one who has long practised being happy; and that soul is coolest and surest in a crisis who every day has schooled himself in self-mastery. No force is so great in any man as the stored-up powers of what he has been doing every day."

Dr. Frank Crane has a very happy faculty of making people think, and the above quotation has given me considerable food for thought, and so I am passing it on for the encouragement of the "little mothers" whose every day is so like every other day. They may be monotonous, but in that very monotony lies their value. What beautiful characters can be developed in the children when there are three hundred sixty-five days each year in which to weave into their growth the ideals which you wish to see fully developed in the future years!

THE most enviable of all titles — the character of an honest man.— *Washington.*

Parent-Teacher Association

Parent-Teacher Association at St. Charles, Michigan

IN October we had our first meeting in the schoolroom. We followed the program suggested. A talk was given by the teacher stating the most pressing needs of the school in the line of equipment, and a talk by an officer outlined in general the policy of the organization for this year. There were songs and recitations by the pupils and teacher. A collection was taken which amounted to $12.43.

After the program it was decided to have an old-fashioned spelling match for all. Those not willing to spell were to forfeit five cents for the privilege of watching the others. Twenty nickels were forfeited. This gave us $13.43 for the beginning of our fund.

On Thanksgiving night we held the second meeting. This time we decided our schoolroom would be too small, so cleaned out and decorated and seated a garage owned by one of the brethren. Here we served a cafeteria supper. The food was donated by the patrons and friends. Our menu included scalloped potatoes, baked beans, cabbage salad, bread and butter, cake, and cocoa. We sold the supper at twenty and twenty-five cents a plate. We realized $25 clear. There was a considerable quantity of food left, which was stored in a basket and carried to a poor family not of our faith.

After the supper a very helpful and interesting program was given.

Now we have $38.43 for equipment. We have ordered a good set of eight maps, a globe, and some material for construction work for the primary children. Every one seems to enjoy our meetings, and we hope soon to see our school well equipped.

"THE block of granite which was an obstacle in the pathway of the weak, becomes a stepping-stone in the pathway of the strong."

Other Parent-Teacher Association Programs

Washington State

THE Parent-Teacher Association at College Place met for its first meeting on the evening of November 1, in the normal building. A large number of parents and teachers enjoyed the following program:

Community Singing.
"Work for the School" ("Christ in Song," p. 607).
Prayer.
Solo.
Business Talk.
Violin and Cello Duet.
Social.

During the business talk Professor Davis encouraged each member to be a reader of the CHRISTIAN EDUCATOR. Several subscriptions were taken.

Our president introduced the social hour by announcing the topic, "Should Teachers Use Corporal Punishment?" to be discussed with seat mate for two minutes.

The "Fruit Basket Upset," and another topic was announced.

Each of the following subjects was in turn discussed:

Should Parents Use Corporal Punishment?
Should We Have a Study Hour at Home? What Grades?
Who Is Responsible for the Children on the Way to and from School?
What Attitude Should Parents Take Toward the Physical Examination of Children?
How May We Help the Children to Use Good Language?

An enjoyable evening was reported by all.

Indiana

Opening Song.
Prayer.
Secretary's Report.
Song.
Study from Parents' Reading Course.

Demonstration by the Teacher and Pupils. (A class was taught before the parents as it would be conducted at school.)
Absence and Tardiness.
Song by the Church School.
Report of School by the Teacher.
Report of Committees:
(*a*) Membership and Attendance.
(*b*) Equipment.
(*c*) Social.
Remarks by the Congregation.
Collection for a Special Need of the School.

Outline for Parent-Teacher Association Meeting

Dressing for Health

1 Cor. 10:31; Matt. 6:25

1. Purpose of clothing.
2. All parts of body dry and warm.
3. Clothing evenly different parts of body.
4. Avoid constrictions and heavy weights.
5. Helps:

"Counsels to Teachers," pp. 302-306.
"The Ministry of Healing," pp. 288-293.
"Testimonies," Vol. I, pp. 456-466.
"Testimonies," Vol. II, pp. 524, 531-533.
"Testimonies," Vol. III, pp. 63, 171.
"Testimonies," Vol. IV, pp. 582, 634, 635.
EDUCATOR, November, 1921, "How Shall We Dress the Little Ones?"

Let Us Think About It

[The following is a letter written by the Indiana superintendent to the chairman of the Social Committee of the Parent-Teacher Association, and sent to all the Parent-Teacher Associations of her conference.— ED.]

"DEAR COWORKER: This is a new committee of our association, but we feel that our boys and girls need and deserve some good times socially. We therefore ask that your committee work with the Missionary Volunteer Society in planning a 'social' for the old as well as the youth, once a month. This is a very important task, but it is a worthy and necessary one, one which can be made a success only by much praying and planning. Our youth are continually hearing 'Don't! Don't! Don't!' Let us substitute a right 'Do!'

"The movies, the street, novels, etc., are beckoning to our youth, and there is danger that they may be tempted to turn in that direction if we substitute no recreation.

"We feel that a social should be arranged and held once a month, when a definitely and carefully planned program should be carried out. The hour for opening should be early, so the closing time will not be late.

"The following is a suggestive program which would not grow old if carried out every month:

7:00-7:30: Singing — Learning new songs.
7:30-8:00: Bible Character, or Bible Doctrine, or Denominational History Cards. Line up sides sometimes and conduct like an old-fashioned 'spell-down.' Secure games from tract society. These games will help prepare one for the Standard of Attainment examination. All, both old and young, should hold a Standard of Attainment certificate.
8:00-9:00: Games — See 'Social Plans for Young People.'
9:00: Good-night song.

"Surely to spend an evening in this manner would be very profitable, as well as enjoyable. Well-supervised socials may be a great help in holding our youth in the church. How beautiful for the youth and older ones to keep close together as the young people are passing through trials and temptations. O let us hold them close to our hearts, so Satan cannot snatch them away! Socials, properly conducted, will help to do this. Try the plan, but don't forget that *it will take much planning and praying to bring success.*"

NOTHING is so contemptible as that affectation of wisdom which some display by universal incredulity.— *Goldsmith.*

The Parents' Reading Course

"Home-Making," Pages 245-310

Religion in the Home

TELL of the sculptor's failure and success in making his statue. What was the child's final answer with reference to the sculptor's painstaking effort? How does this illustrate home-making? What should be the child's reply if asked concerning the home? What then is the true test of home-making? What do we receive from God? Upon what are our plans dependent? In the old time, what were the people instructed to bring to God? Why? What was done with the children? Is that a proper plan for the present day and age? In the patriarchal days, what was set up beside the tent? On what do we most need God's benediction? Where must the cross of Christ ever be set up?

Who alone is sufficient for the duties and cares of the home? Does beauty save? Who only suffices in the time of grief and sorrow? Compare the home where Christ reigns with the Christless home in the time of sorrow. For which have parents more reason to weep, for the dead, or for some of the living? Tell of the beautiful flower growing in the cleft of the rock in the mountains. Of what is this a fit picture? How does the child go out who goes from the prayerless, godless home? (Top of page 259.) What constitutes a Christian home? What is the purpose of family worship? What is God's plan for bringing up a family? What is of greatest importance, toil, business, money-making, or real living in the home? Is there any possible excuse for neglecting worship? What is a good test for all our actions? How can family worship be made interesting for the children? What mistakes are apt to be made? Memorize the words printed in italics on page 273.

How are the benefits of family prayer and the blessing asked at table sometimes completely neutralized? The breathing of prayer should have what effect on the lips? What effect did seeing the Christ have on the art of the sculptor? What is the best gift to a child? Draw again the pictures produced on page 277. Give the little story of the wreck at sea. Pages 245-278.

Home Memories

How is old age clothed in sweetness and gladness? Give the lesson as taught by the shell in the hand. Tell of the boy who was given to God, and the effect of his father's words in after-life. Tell of the one whose mother's prayers preserved him. How may we avoid regrets? The poem (page 294) is a good memory gem. What effect does grief rightly borne have on the home? Compare the results of sorrow in the ungodly home with those in the Christian home, as described by Mr. Miller.

How does the work of the home-maker compare with that of the worker in wood, stone, iron, or the worker on canvas? Tell of the composing of Mozart's "Requiem." What are the sweetest memories that one can have as he lays down his life and goes to his rest?

Please answer the following "Test Questions," and mail the answers to your educational superintendent:

1. What books comprise the Reading Course for which you are applying for a certificate?

2. When did you begin your course? When did you finish your reading?

3. Have you studied the lessons given each month in the EDUCATOR?

4. Name at least ten chief points made by the author. List them in order, 1, 2, 3, etc.

5. What did the author seek to accomplish by writing the book?

6. Mention at least five points in which you agree with the author.

7. In what respects, if any, do you disagree?

8. Give five brief, striking quotations from the book.

9. What new questions or problems did the book suggest to you on which you desire to read further?

10. Write a paragraph telling what help the book has given you.

Book Reviews

American Hero Stories

by Eva March Tappan. The Houghton Mifflin Co., Boston, Mass. 279 pages. Price, 72 cents.

The author has produced a beautiful, helpful book of American history stories, grouping American history around its chief actors. She is a real lover of history; and that combined with her ability to tell stories, makes the book not only valuable but very interesting. She has gathered many facts which do not appear in ordinary histories, and which add especial interest to this volume. The stories are interesting to both old and young, but the vocabulary is such that the book can easily be read by children above the third grade. It is valuable to the teacher of eighth grade history as a book from which to obtain spicy points with which to enliven the class recitation.

The Gospel of Luke, An Exposition

by Charles R. Erdman. The Westminster Press, Philadelphia, Pa. 229 pages. Price, $1.

This is a running comment on the book of Luke. The Bible text is taken from the American Standard Edition of the Revised Translation. The historical setting is made plain. The following paragraph on the third verse of chapter four is a fair sample of the simplicity and clearness of the explanations:

"The first temptation, then, was in the sphere of bodily appetite; Jesus was urged by Satan to transform a stone into bread. Why not? His appetite was innocent; He possessed the ability to gratify it. The sin, however, would lie in His using divine power to satisfy His human needs. If this should have been His way of life, there would have been for Him no hunger, no pain, no sorrow, no cross. He would have defeated the very purpose for which He came into the world; and any one who makes the gratification of appetite his supreme purpose, is wasting his life. The essence of the temptation, however, was to doubt the goodness of God, as Jesus showed by His reply, 'Man shall not live by bread alone.' He was quoting from the Old Testament; He was declaring that, as by a miracle God preserved His people of old, so now He would sustain the life of His Son."

God, the Loving Father (Primary Department)

by M. Florence Brown, Westminster Press, Philadelphia. 131 pages. Price, 50 cents.

This is one of the Westminster textbooks of religious education; it is Part I of the first-year lessons for the primary department, and consists of lessons and stories on creation, the flood, etc. It is intended to emphasize God's good gifts to the children of men, and inspire thankfulness in the hearts of the little pupils. The plan of the book requires two related lessons each week. The lessons are written for children of from six to eight years of age.

For the next older class of children there has been prepared a textbook called

Jesus, the Light of the World

by Ethel Wendell Trout. 127 pages. Price, 50 cents.

This is another of the Westminster textbooks. It is made up of a set of well-written lessons on the life of Jesus. The plan of the book requires three sessions each week, a devotional, a week-day, and an expressional session. Two lessons out of the three are given in story form. The lesson aims are clearly stated. A few of them are given as follows: "To give the pupils a general idea of the land in which Jesus lived;" "To show the children the background of the national life into which Jesus came;" "To inspire in the children the sense that Jesus is truly God's Son, that God prepared in wonderful ways to show this to the world;" "To show the pupils the one glimpse of Jesus' boyhood that is given us;" "To show that we must be careful to sow good seed in youth, so that we can reap a good harvest later;" "To show the pupils that Jesus has all power — both to heal disease and to forgive sins;" "To show the heroic conduct of Jesus, and how He used His strength and power to help men;" "To emphasize the fact that Jesus wants His followers to follow His example in serving others," etc.

The book for the next class in order of advancement is

God Revealing His Truth Through Patriarch and Prophet

by Walter Albion Squiers, B. D. 263 pages. Price, $1.25.

These are what are termed intermediate church school lessons. The book first takes up the Majestic Creator of the Universe, then Abraham, Jacob, Joseph, Moses, the children of Israel and their land, God's punishment for their sins, Elijah, Amos, Micah, Hosea, Jeremiah, and looking for the promised Messiah.

These would be helpful books outside the denomination for which they were written (Presbyterian) as aids in story-telling.

The Westminster Press also puts out

Teaching the Teacher, A First Book in Teacher Training

by James Oscar Boyd, Ph. D., D. D.
John Graham Machen, D. D.
Walter Scott Athearn
Harold McA. Robinson, D. D.
214 pages. Price, paper, 60 cents; cloth, 85 cents.

This book is a brief history of the events of both Old and New Testaments. There is also a brief study of the mind, its growth and functions, habit formation, etc.

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