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CHRISTIAN EDUCATOR

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

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Better Teaching

IT is gratifying to see the steady growth of our educational work in all the world. Each year's statistics show a large increase in the number of schools, teachers, and students. The efforts that have been put forth to raise our standards have not been in vain. We see better buildings and equipment, more effective curricula, higher teaching qualifications, and on the whole a superior student product.

But with our progress in developing high standards we must not overlook the teaching itself. Teaching has come to be a complex vocation. Some may regard it as making and following a daily program, keeping the children busy and out of mischief, hearing recitations, correcting papers, supervising study, reckoning credits, and a score of other activities which bring to the teacher a well-filled day. Important as these things are, we should not fail to look closely into the actual quality of instruction that is being given. All may appear well until the student enters upon his academic work, when defects, if present, are soon revealed.

Ignorance of grammar and inability to spell correctly will block his progress in the further mastery of his mother tongue. There results not only loss of time, but also loss of power. Diligent, painstaking effort will be necessary in order to rebuild the foundation after a portion of the superstructure has already been erected. When the work is completed, seams are sure to be visible.

Should the student continue to stumble through further advanced study without fortifying his foundation, his power of thought and expression will ever be crippled. The same reasoning holds true respecting all other fundamental subjects. Their mastery by every youth is one vital end to be sought by the teacher.

While emphasizing the need of more thorough and better teaching of the fundamentals, we would not fail to mention the work of inspiration which is an important element in effective teaching. The successful teacher will both consciously and unconsciously inspire high ideals of living. Noble purposes will be formed which will guide the pupil through the dangerous shoals and breakers of youth into the deeper experiences of a Christian life. As the marble block under the chisel of the skilful sculptor becomes gradually transformed into the grace and symmetry of the human form, so let each child under the teacher's care be so hewed and polished that its character will duplicate the great Model that stands in every church school.

O. M. J.

EVERY one has a welcome for the person who has the good sense to take things quietly. The person who can go without his dinner and not advertise the fact; who can lose his purse and keep his temper; who can make light of a heavy weight, and can wear a shoe that pinches without any one's being the wiser; who does not magnify the splinter in his finger into a stick of timber, nor the mote in his neighbor's eye into a beam; who swallows bitter words without leaving the taste in other people's mouths; who can give up his own way without giving up the ghost; who can have a thorn in the flesh and yet not prick all his friends with it,— such a one surely carries a passport into the good graces of mankind.— *Selected.*

The Power of Enthusiasm

DUDLEY C. NEWBOLD

EVERY great and commanding movement in the annals of world history is a triumph of enthusiasm. This quality makes a Joshua, a Joan of Arc, or a Roosevelt stand out from the mass as leaders of the people. It erases the Rubicon, makes the Alps a plain, and turns the dark, turbulent Atlantic into a mere herring pond. Ability without enthusiasm is like a modern school building with a well-equipped laboratory and a good working library, but no teacher. Enthusiasm is that part that has life, and power to awaken new life. No amount of training and education can take the place of enthusiasm.

How children thrive under the tutorage of an enthusiast — some one who is alive and can engender life, who has a burning zeal for his chosen work, who has a great passion enabling him to override difficulties, and, taking as his motto, "Excelsior," to climb to the highest peak of success!

How piteous the lot of the unfortunate child who must put in time under a teacher who never has had, or who has lost, enthusiasm in his work, and who comes to the "sorriest" profession as Samson did to the grinding mill in the hostile Philistine camp! The hours drag — the day is too long. He feels like Rastus who was found lying under a tree in the midst of a weedy garden, hoe in hand, and when asked, "Rastus, are you tired?" responded, "No, I'm not tired. I'm only waiting for the sun to go down so I can quit work." Poor little children, from morning until night having to look into the dead, lifeless, emotionless, smileless, expressionless face of the teacher who, because of repetition of lessons and loss of enthusiasm, now rattles only dead bones. Drudgery — no wonder many children "hate lessons, books, and teacher's sassy looks," and drag themselves dejectedly to school like culprits going to their execution.

The enthusiast takes the child's mind captive. On the playground, in the schoolroom, on the street, everywhere, the enthusiast is the child's hero. Children like folks who feel, and can make them feel; who think, and can make them think; who are interested, and can make them interested — folks who live and move and are "all there."

In "Counsels to Teachers," page 180, Mrs. E. G. White says: "Teachers are needed . . . who possess enthusiasm, who are 'apt to teach,' who can inspire thought, quicken energy, and impart courage." The word "enthusiasm" is derived from the Greek word "*entheos*," and literally means, "to be inspired or possessed by the god," to be infused by a divine spirit. That's the kind of teachers that are needed — teachers that have an indwelling Christ; teachers that are aflame and can set others afire. "There be no Alps" to the teacher who is connected with the Source of power. Quickened and infused by the divine Spirit, he "can do all things." Every one coming in contact with such a one will be quickened. Reaching up to the great dynamo of heaven, the teacher becomes a channel of unmeasured power to the students, becomes a "teacher sent from God." That's what the boys and girls of our schools need — teachers who possess earnestness, zeal, courage, consecration, and have an indwelling Christ. Let us, therefore, think something, do something, say something, be something for God and for our children.

THE *Missouri School Advocate* says: "Pupil sentiment against tardiness and the like will many times accomplish more than the teacher's attitude. An excellent device (to prevent tardiness) is a card with the inscription on one side, 'I was late,' and on the other side, 'All our school was on time.' Have this hanging in the front of the room with the latter inscription in view, then when a pupil comes in tardy, ask him to go up and turn the card over. Then you can also use the 'Prompt and Regular Attendance Card' to good advantage as a stimulus to the children."

Hygiene in a Primary Room

LITTLE health talks may be made both interesting and a source of lasting good to children of the primary grade. It is there that habits are formed, so let us do something to help them form good habits. It is easy to create an interest in certain simple laws of health and right living which are so necessary to their happiness and well-being.

These talks may include personal cleanliness, care of the hair, the teeth, the food, the clothing; care of the home, the yard, schoolroom, etc. Necessarily these lessons are very simple. Rhymes, contests, and songs make this work easy and attractive. If we just tell the children to brush their teeth it has little effect, but introduced in a story or rhyme, they are apt to carry away the ideas desired. Colgate has pictures, and little books with rhymes in them. The Metropolitan Life Insurance Company has a book on the care of the teeth.

Pictures are very attractive, and rhymes appeal to the children. This one, sung to the tune of "The Mulberry Bush," is a device to make teeth cleaning a daily habit:

"This is the way we clean our teeth,
Clean our teeth, clean our teeth;
This is the way we clean our teeth,
Early every morning."

This song may be adapted to various other activities, as, "This is the way we take a bath," "This is the way we brush our hair," "This is the way we wash our hands," etc.

A story calling the fingers and thumbs ten helpers doing wonderful things for the body may be told, and emphasis placed upon the necessity of clean hands and clean finger nails. The eyes are bright windows with eyelashes for curtains. These curtains and windows require washing. The eyes should not be strained by using in dim light or by reading when lying down. These windows need to be shut for at least nine hours each day.

The nose lets air into and out of the body, and so is like a chimney. The chimney only likes to take in fresh air, so our rooms should be well ventilated, and at night we should sleep with the windows open. Inside the chimney are little hairs that keep dirt from going into the body.—*Adapted from The School.*

Suggestions for Opening Exercises — Primary Grades

The "Be" Family

THIS is a little device for memorizing. Little moral lessons can also be taught in connection with them, in which the child may learn ways of self-help.

Give the letter "a" and let the pupil recite, "Be amiable." Do the same with each letter. Then the teacher can ask if any one knows what being amiable means. She can bring in the moral lesson here. I have known little girls and boys to be so cross at home that it was a pleasure when bedtime came. We should learn to be so amiable that our playmates will love us, then papa and mamma will call us their "little sunshine."

(b) Be not boastful.
(c) Be courageous.
(d) Be diligent.
(e) Be earnest, be early.
(f) Be faithful, be fruitful.
(g) Be good, be gentle, be generous.
(h) Be honest.
(i) Be not idle.
(j) Be just.
(k) Be kind.
(l) Be loving.
(m) Be manly.
(n) Be neat.
(o) Be obedient.
(p) Be patient, be pure.
(q) Be quiet.
(r) Be ready.
(s) Be sunny, be studious.
(t) Be on time, be truthful.
(u) Be unselfish.
(v) Be valiant.
(w) Be willing workers, be watchful.
(x) Believe in God.
(y) Be ye the light of the world.
(z) Be zealous for the Lord.

—*Jennie M. Tibbits.*

"KNOWLEDGE is power."

School Gardens at Oakwood, 1921

School Gardening

LOTTA E. BELL

GARDEN methods class at Oakwood has, as a prerequisite for entrance, the academic agriculture class, which is a study of eight hours' credit, the normal gardening receiving a credit of one hour. Much of the research and the daily lesson assignments are upon up-to-date material sent out by the government and especially prepared for the southern section of the United States.

When the warm spring days in February permitted the soil to be worked, our farmer sent a boy with a team to plow and harrow the ground. The methods class with the normal teachers came with stakes, six-foot poles, yardsticks, and twine, and had the pleasure of laying out the gardens. The first stakes were driven at the corners, three feet from the fence, and the cord stretched around the plot. A row of gardens was then planned across one end and side, each garden measuring 6 x 6 feet with a 1½-foot path around it. When this was finished, it left a network of cord over the garden. At every intersection of the cord a stake was driven. This completed, the cord was taken up and placed around the individual gardens, leaving only the paths to be traversed.

Each student teacher was given a class of children. Because our department possessed only four dozen rakes and hoes, our classes went in relays. The instructions on how to plant, when to plant, depth, and distance apart for seeds, and the plan for individual gardens, are questions that are studied inside the schoolroom. All the gardens are uniform, thus giving uniformity and system to the whole garden plot.

On the third of March our seeds went into the ground. We planted to the line. Our seeds were radishes, onions, peas, beets, and string beans. You may wonder at this particular selection, but we purposed to raise only those vegetables that would mature before the first of June, when school closes, and those that were the most salable varieties in our section; for we invested about six dollars in seeds, and these gardens must produce money as well as teach practical and spiritual lessons.

The warm rains and the sunshine brought the green leaves out within a week. In the meantime the fence rows took our attention. These were all

cleared and spaded ready for pole beans, which climb over the wire fence.

On the side toward the road was a wild thicket. On another day our force turned in and cleared and burned this brush, giving an object lesson to passers-by. This became a flower garden sloping down to the road, and lent beauty and attracted considerable attention to the gardens themselves.

This piece of ground was harvested and cleared ready for summer-school gardens during the summer session.

At the close of the theoretical study of the methods class the following program, with some demonstrations, was given in the chapel:

1. Value of gardening from spirit of prophecy.
2. The church school garden.
3. Soil preparation, garden tools.
4. Garden pests.
5. The value of garden produce as food.

By publicity work and simple devices the normal idea is spread. More than this, the building up of the practical lines of training gives us prestige in the community that could be gained in no other way. Why should we not be more willing to follow closely the plan that God has marked out, and devote far more attention than we do to the practical things in the lives of the boys and girls?

OAKWOOD AS SEEN BY A VISITOR

Now for a race to Oakwood place, to see the school so dear.
The stately gate where angels wait, invites us, "Enter here."

As now we glide past Sunnyside, and waving crops so fine,
The pasture green across is seen — 'tis filled with grazing kine.

By Shady Nook just at the crook, the road is winding near,
Past tapering pines and fragrant vines that please the eye and ear.

The schoolhouse white appears in sight, with happy little folks;
With gardens fair and roses rare, beneath the arching oaks.

The ladies' hall, so wide and tall, and lawns of pretty grass;
Old Mansion fair, with grace so rare, will greet us as we pass.

West Hall beside, where two abide, we keep within our sight.
The dining place a little space, green trees upon the right.

We near a turn where boys sojourn and study at their best.
A seat of green and chairs are seen, inviting us to rest.

The chapel lone with blocks of stone, with walls so high and wide;
Beneath the eaves, within the leaves, the English sparrows hide.

The campus site upon the right, we swiftly pass along;
In maple trees, that bend to breeze, the mockbird sings his song.

Oaklawn we meet, where Beardsleys eat, with lamps that burn at night;
With pony small, the dog and all — so homelike is the sight.

Outside the ring the children swing beneath a mighty oak.
Just now I spy, a road goes by, where travel country folk.

We hurry past the building last, with odors in the air.
Here students come with toe or thumb that needs a nurse's care.

I quite forgot the chicken lot, and sheds all in a row;
The printing shop, with paints on top, the pump where waters flow.

And up the hill, beyond the mill, we stop a little while;
Young faces bright appear in sight, and greet us with a smile.

The hilltop green can now be seen, 'tis slightly to the right.
The cane and corn, in early morn, present a pleasing sight.

Now you can tell, I'm sure quite well, how this place seems to me
And other folks who see these oaks and woods called O. J. C.

— *W. L. Bird, in Oakwood News Letter.*

A Calendar Suggestion

The Sheep of the Flock

We oft hear the plea for trying to keep
"The lambs of the flock" in the fold;
And well we may; but what of the sheep?
Shall they be left out in the cold?

'Twas a sheep, not a lamb, that strayed away,
In the parable Jesus told,—
A grown-up sheep that had gone astray,
From ninety and nine in the fold.

Out in the meadows, out in the cold,
'Twas a sheep the Good Shepherd sought;
And back in the fold, safe in the fold,
'Twas a sheep the Good Shepherd brought.

And why for the sheep should we earnestly long,
And as earnestly hope and pray?
Because there is danger, if they go wrong,
They will lead the young lambs astray.

For the lambs will follow the sheep, you know,
Wherever the sheep may stray.
If the sheep go wrong, it will not be long
Till the lambs are as wrong as they.

And so with the sheep we earnestly plead,
For the sake of the lambs today;
If the lambs are lost, what terrible cost
Some sheep may have to pay!

—*International Evangel.*

Just Suppose

If all that we say
In a single day,
With never a word left out,
Were printed each night
In clear black and white,
'Twould prove queer reading, no doubt.

And then just suppose
Ere one's eyes he could close,
He must read the day's record through,
Then wouldn't one sigh,
And wouldn't he try
A great deal less talking to do?

And I more than half think
That many a kink
Would be smoother in life's tangled thread,
If one half that we say
In a single day
Were left forever unsaid.

— *Selected.*

Just Quotations, But —

B. B. DAVIS

THEY represent somebody's earnest thought and observation. They are well worth reading and weighing.

"It is strange, passing strange, how little of improper bodily habits some teachers see." Open your eyes.

"It is stranger still how few ungrammatical expressions some teachers hear." Open your ears.

"Teachers must love the children, because they are the younger members of the Lord's family." Open your hearts.

"Restlessness on the part of the pupils can be cured in only one way — that is by getting them to work."

"Clearness of statement is evidence of culture."

"Pedagogically wise is the teacher who sees even a glimpse of the great truth that telling is not teaching."

"Pupils of all ages imitate their teachers."

"The cost of incompetent or indifferent teaching can never be definitely known."

"Teacher, if you lack the power of presence, develop it; if you lack vigor of speech, acquire it; if you lack energy of bodily movement, develop it; if you lack enthusiasm, generate it; if you do not love children, quit teaching school."

"The eye of the mind needs to be educated, or the child will find pleasure in beholding evil."

"Teachers should sometimes enter into the sports and plays of the little children, and teach them how to play. In this way they may be able to check unkind feelings and actions without seeming to criticize or find fault. This companionship will bind together the hearts of teachers and pupils, and school will be a delight to all."

"The teacher must accept the largest responsibility, and measure up to it as fully as possible; yet he should not die in despair because all imperfections in the world are not to be buried with him. Some pupils through heredity and home and street life, resist to the last the art of the divinely gifted teacher operating on the soundest principles."

"The teacher is on the decline who does not find in the presence of a class of children the inspiration which fills him with the spirit of love and helpfulness."

"Our church schools need teachers who have high moral qualities; those who can be trusted; those who are sound in the faith, and who have tact and patience; those who walk with God, and abstain from the very appearance of evil."

"The most impressible period of a child's school life is spent in the primary grades. Easy and careless teaching during that period is intellectually destructive."

"Hold in, hold on, hold out." And God be with you.

The Sand Table

HAZEL ELWOOD

THE first two months of this year I used the sand-table to illustrate the Bible lessons for the third and fourth grades. The furniture of the tabernacle we made of small pasteboard boxes covered with gilt paper. The table was set up, and the furniture placed according to the directions given in the Bible. Especially were the children interested when I lighted the seven tiny candles which were upon the candlestick, as we talked about that article of furniture.

At Thanksgiving time we had Pilgrim scenes represented in the sand-table. We used the genetic construction work for the church and houses, as well as for the wigwams. The Pilgrims were placed in the foreground, while Indians were seen among the trees. Flour sprinkled over the sand served for snow. During the opening exercises, stories about these early days were read to the children. From these the older ones wrote compositions for their language work, and the little ones copied stories from the board about these people. These, after being corrected, were placed

in their notebooks. We are making our notebooks more attractive by the use of pictures from Perry Pictures Company.

The next for the sand-table was a Christmas scene, showing a little old house — the home of a poor family — and a group of children approaching the door with a sled load of gifts and provisions.

In fact, we find the sand-table very helpful all the time.

Dresses for Little Africans

HERE is a group of girls belonging to the Training School of Emmanuel Missionary College. They are holding in their hands the dresses they have been making for some little black girls in Africa.

Mrs. Leonard Lane, daughter of Elder Wakeham of the college, sent the pattern by which to make the little dresses, stating that most of the children out there dress in their birthday clothes, and that she spends a large portion of her time dressing as many of the little natives as possible.

Forty-nine of these dresses have already been sent. Here is an example of a right kind of motivation for a sewing class. How children will study and work when for doing so they see a reason which appeals to them. F. H. W.

Making Real Things

"WE'RE making real furniture, and it's going to be used by boys and girls whose schools were all wrecked and smashed by the armies in the Great War," said Frank, as he rushed in to his mother one afternoon after the close of school. When he came back from the pantry, where he caused a large piece of pie to disappear, he resumed his story.

"About that furniture, mother. We are making desks and chairs to be sent to France and Belgium, where they will be given to schools in the regions where everything was demolished by the big cannons. The people over there are doing their very best to equip their schoolhouses, but there is so much for them to do that they have asked the Junior American Red Cross schools to help. And mother, it's ever so much more interesting to be making things you know are going to be put to real use than to be sawing out patterns and putting together little pieces of wood in order to learn how to use tools."

The mother's questions drew out the fact that the juniors throughout the United States had been asked to make 5,000 tables and 10,000 chairs to meet the great need of schools in the devastated regions abroad.

Just then Frank's sister, Edith, came in to ask a question about buttonholes.

The Dresses Finished

"Well, Mr. Frank," she said, "your manual training class is not the only one that is doing real work for real children. Our sewing class is making garments from material furnished by the Red Cross chapter, and before the coldest days of winter come we expect to have a whole lot of warm clothing ready to ship to those countries where children are suffering. We are making girls' dresses and underwear and boys' bloomers. Many of the children are bringing worn clothing to school, and our class is altering and repairing those garments to be added to the new ones we are making. It is the most interesting work we do at school."

Reports from scores of such schools throughout the United States indicate that hundreds of enthusiastic juniors like Frank and Edith are engaged in this work of unselfish service for others.—*Junior Red Cross Service.*

Know Your Child

DR. J. H. FRANCIS
Of the United States Bureau of Education

No two children are alike, not even twin sisters. Any effort to make them so is wicked and wasteful. Courses of study administered to all children in the same way are destructive of originality and initiative. Uniformity of treatment is deadly and deadening.

Every normal child has possibilities in some things. To help him to discover and develop them is the greatest service society can render him and itself.

To study about a child is not to know the individual child. Traditions, customs, preconceived notions of habit and conduct must be subordinated, if not eliminated, while studying the child. Fraternize with him, associate with him, be a good fellow with him, and study him. But do not let him know you are doing this. There is no other study so fascinating, so absorbingly interesting. He will surprise you every day with what he knows and can do. Really he will teach you some things worth knowing, that is, if you are in a mood to learn.

First of all, the child is a little animal. He needs food fit to eat, clothes fit to wear, and a house fit to live in. But he is also eminently spiritual and needs spirits fit to associate with.

The child learns as naturally as he eats or grows. Thus he needs mental food. If he does not thrive on that found in the home or school, change his mental diet. It will do him good and may help you.

Fear is one of the most withering curses of all ages. Don't try to scare him. Cultivate his hope, faith, and courage. He will need these qualities later. The fact that they are rare does not lessen their value.

School Games

Puzzle Dictionary

CHOOSE any letter you wish to work with, and confine your operations to that special part of the book.

To commence, the teacher writes on the board a word beginning with the letter selected. Suppose the letter is *C*, and is found in the portion of the dictionary allotted.

The pupil who is first to find the word in his dictionary raises his hand; after a little, others go up. Then the teacher permits the child who first raised his hand to tell where the word is and what it means. Each of the players who failed to find the word is helped to find it. Then the child who first found the word, writes another word in the C's on the board, and so on.

Four points always insisted on are: (1) The writing must be legible; (2) The word must be spelled correctly; (3) The word must have a capital if it should have one; (4) The word must be written from memory; the dictionary is left at the seat. A pupil failing in any of these points forfeits his chance to write the word the next time he finds it first, and the teacher writes a word instead.

This game gives excellent drill, encourages care and neatness in writing, and is a good visual aid, because look-

ing at the word helps to fix the form of the word. Of course, it may be objected that the children put on the board a great many irrelevant words. Just so; but they soon learn to look for words they have met in their reading, and after all it is these little looks given in searching for the word that fix it in the memory.

Dictionary Letter Games

Ask the printer to cut up some large sheets of cardboard into 108 oblongs, 4 inches by 2 inches in size. On these write the alphabet, or better, print it, a letter on each oblong. Use black waterproof India ink. Have four alphabets, i. e., 104 lettered oblongs and four blank ones.

A large number can play at this game. Seat players around a large table, and have the cards, face down, in a pile in the middle of the table. Then choose a card all around, and continue this till all the oblongs are taken. Then the players see how many words they can make out of the letter cards each has.

Famous-Men Game

Any number can play. Provide a slip of paper and a pencil for each player. At a signal from the umpire, all begin to write a list of the names of famous men (or women), and after each name, why the person was famous.

When they have been writing for about ten minutes, time is called and writing stops. Then the umpire calls on some one to read his list, each player watching his own list, and if any happen to have the same name that is read, they score it out, or "it balances," we say. If the reader cannot tell why the person whose name he reads, was famous, he loses ten points, and the one who supplies the information gains ten.

In cases of doubt, reference is made to a dictionary, and the umpire settles each case. To get at results at the end, each player adds up his score, counting only those names, however, which he had different from those names that appear on others lists.

(*Concluded on page 251*)

A Map a Minute

GLADYS ROBINSON

DID you ever draw the map of North America in one minute? It has been

done after a little practice by following the methods outlined below. The children have done it, too. The continents are built within a square, with dots as indicated. The point is to remember the position of the dots, and just which part of the map touches the point. It has been found that after drawing the continent several times, the proportions can be quite easily remembered, and the maps can be made without the square.

These proportions were worked out by Mrs. J. H. Paap, the art teacher of Pacific Union College, St. Helena, Calif.,

and the drawings which illustrate this article were made by Miss Mary Glenwright, a normal student of Washington Missionary College.

To show the simplicity and workableness of the plan, a sample dictation exercise is offered. Let us draw North America.

Draw the square.

Bisect it both ways.

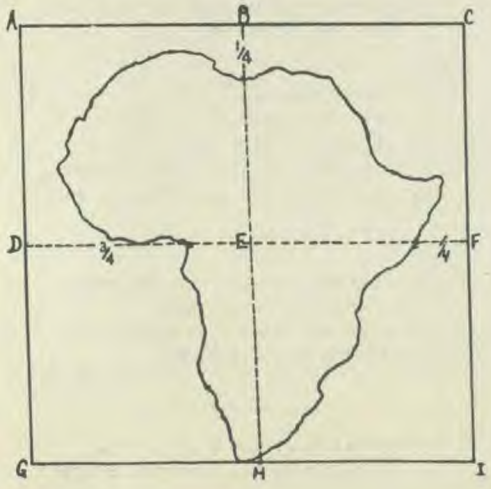
Letter the intersections.

Place a dot ¼ of the distance between A and B, nearer A.

Place a dot ¼ of the distance between A and D, nearer A.

Place a dot ½ of the distance between D and E.

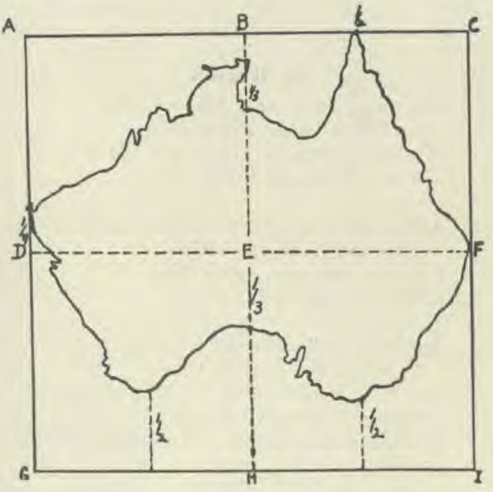
Place a dot ½ of the distance between H and I.



Place a dot 1-3 of the distance between E and F, nearer F.

Place a dot 1-3 of the distance between E and B, nearer B.

The class studies the coast line between the dots, and for the first and second times draws according to dictation by the teacher, the whole class working in unison. Then they are ready to work alone.



"THE teacher needs courage to frankly face and honestly weigh adverse criticism. Too few can do so. We are angry and resentful with those that oppose us, or else we lose heart and give up. Napoleon said that he learned more from his enemies than he did from his friends."

Arbor-Day Hints

Plant Trees

PLANT trees, plant trees, on Arbor Day,
Along the shadeless, dusty way;
Who plants a tree shall surely be
A blessing to humanity.
— *Youth's Companion.*

What Do We Plant?

WHAT do we plant when we plant a tree?
We plant the ship which will cross the sea.
We plant the mast to carry the sails;
We plant the plank to withstand the gales,
The keel, the keelson, the beam, the knee;
We plant the ship when we plant the tree.

What do we plant when we plant the tree?
We plant the houses for you and me.
We plant the rafters, the shingles, the floors;
We plant the studding, the lath, the doors,
The beams, the siding, all parts that be;
We plant the house when we plant the tree.

What do we plant when we plant the tree?
A thousand things that we daily see.
We plant the spire that out-towers the crag;
We plant the staff for our country's flag;
We plant the shade from the hot sun free;
We plant all these when we plant the tree.
— *Selected.*

My Reason

I'M going to plant a hickory tree,
And then, when I'm a man,
My boys and girls may come and eat
Just all the nuts they can!

And I shall say, "My children dear,
This tree that you enjoy
I set for you one Arbor Day,
When I was but a boy."

And they will answer, "O how kind,
To plant for us this tree!"
And then they'll crack the fattest nuts,
And give them all to me.
— *Normal Instructor and Primary Plans.*

Talk Happiness —

Every chance you get
And talk it good and strong;
Look for it in the byways
As you grimly pass along.
Perhaps it is a stranger now
Whose visit never comes;
But talk it! soon you'll find that you
And Happiness are chums!
— *Selected.*

What the Trees Give

For six pupils. As they take their places upon the stage, the school, in their seats, recite the first stanza.

SCHOOL:
Trees of the fragrant forest
With leaves of green unfurled,
Through summer's heat, through winter's cold,
What do you do for our world?

FIRST PUPIL:
Our green leaves catch the raindrops
That fall with soothing sound,
Then drop them slowly, slowly down,
'Tis better for the ground.

SECOND PUPIL:
When rushing down the hillside,
A mighty freshet forms,
Our giant trunks and spreading roots
Defend our happy homes.

THIRD PUPIL:
From burning heat in summer,
We offer cool retreat,
Protect the land in winter's storm
From cold, and wind, and sleet.

FOURTH PUPIL:
Our falling leaves in autumn,
By breezes turned and tossed,
Will make a deep sponge carpet warm
Which saves the ground from frost.

FIFTH PUPIL:
We give you pulp for paper,
Our fuel gives you heat,
We furnish lumber for your homes,
And nuts and fruit to eat.

SIXTH PUPIL:
With strong and graceful outline,
With branches green and bare,
We fill the land through all the year
With beauty everywhere.

ALL:
So listen, from the forest,
Each one a message sends
To children on this Arbor Day,
"We trees are your best friends."
— *Normal Instructor and Primary Plans.*

SOME say to plant trees in the spring,
And some say in the fall;
But worse are those who compromise
And plant no trees at all.
— *Anonymous.*

"IF we can't get what we like,
Let's try to like what we can get."

Teaching Suggestions for April

Seventh Grade Bible

FEDALMA RAGON

We are now nearing the close of Paul's many and varied experiences. We see him as a prisoner, leaving Cæsarea for a long voyage on a boat which was tossed about in a tempest of two weeks' duration. We see him shipwrecked, spending three months on a little island, and finally leaving for Rome, making several stops on the way. A map of the journey, kept before the class each day, is indispensable to making it real. Puteoli, the final landing place, was on the beautiful Bay of Naples, about one hundred forty miles from Rome. The scene at Appii Forum, where the brethren from Rome had come to meet Paul, should not be overlooked. A most beautiful and touching description of this occasion is found in the notes following Lesson 71, taken from "The Acts of the Apostles."

A good exercise for a "Parents' Day" program is a series of word pictures from the life of Paul, given by different members of the class. The description just referred to in the above paragraph is one of the choicest.

While Paul was in Rome, he must have spent much time in letter writing. One of his letters was to the Ephesian Christians, with whom he had spent so many months. Think back to the time when he first landed in Ephesus, a stranger, in company with Aquila and Priscilla; then of his many experiences during the three years he spent in this city; and finally of his farewell visit with the Ephesian elders who came down to Miletus to meet him when he was on his way to Jerusalem. As he began writing to those with whom he had so much in common, all these memories must have come flooding back to him.

To recall Paul's past experiences among the believers of Ephesus, makes a good introduction to the study of the book of Ephesians. Several of Paul's epistles may be prefaced in the same way. His letters are likely to seem detached from that which has gone before. An exercise of this kind connects them with the people to whom they are addressed, and also gives a little review of the missionary journeys.

Reading

FLORENCE HOWELL

Never forget that the object of reading is *thought getting*. The ability to do this — to take in and digest what is on the printed page *without conscious effort* — must, absolutely, be gained in the primary work. If this is not accomplished, — and many, many times it is not,— the child is handicapped all through the rest of his life. Why is he poor in geography? When he comes to class he cannot answer the questions the teacher asks. He does not know what his geography book says! He has read the lesson — yes — but his mind did not take in what the book said. He did not *get the thought*. He comes to the arithmetic class; he cannot work the problems in square root. Why not? It is explained in his book, very simply and carefully explained. Is it the child's fault that he has difficulty at every turn? No! Where is the trouble? He has never learned to read. Reading is not pronouncing words, orally or mentally; reading is *thought getting;* and if, for any reason, a person does not get the thought when he goes through the form of reading, he is *not* reading in the true sense of the word.

But time cannot be taken in the arithmetic or the geography class to teach how to read. It is a difficult problem at this stage, anyhow, when wrong habits have become fixed. With the foundation carefully and strongly built, much of the "heavy" work of the adolescent age will be relieved.

Reading, that is, getting the thought, should become a habit and should reach that stage of efficiency in the primary grades, where it can be done without

conscious effort. No child should pass into the intermediate grades until he can do this. This is the task set the primary teacher.

But how can the teacher know when the child gets the thought? Her only means of determining this is his expression. Do not, with primary children, work upon expression for expression's sake. Do not read the sentence yourself and have the child imitate you. If he understands the thought he will express it naturally; and the reverse is true — if he does not express it naturally, he has not understood the thought.

Several elements enter into the accomplishment of good primary reading. The thoughts themselves must be within easy reach of the child's comprehension. The vehicles of expression must be the child's own, for how can he express a thought in language that he never uses? Then, in order to do independent reading he must understand the mechanics of reading,— he must know the sound *l* when he sees it; he must know the sound *e;* he must know that *a* has no sound; he must know the sound *f;* and then, he must know how to combine these sounds, and must be able to do it upon sight. He must know that the words segregated by a capital and a period form the complete thought, and he must gain the ability to recognize every part in that thought, and at a glance. All of this mechanical work takes drill. It is only by constant repetition that sounds and the characters represented by them become associated in the mind. But do not allow this drill work to be dry and uninteresting. There is a fund of devices for phonogram and sight-word drills already provided the teacher in the pamphlet "Teaching Notes Grade by Grade" (Educational Bulletin No. 22), and in the "Elementary Curriculum." Make the drill work a game wherever possible.

Try a bowl of soup! Mother makes soup of many things put together. Allow the children to suggest the phonograms to be put into the "soup," whispering them to you so the others will not hear. "Are you hungry? Who would like some soup? Well, Susie," and she gives the sounds of the phonograms you indicate. "That is good, Susie had a big dinner. James may try," or, "O, Mabel cannot have much soup today, she will have to go hungry!" etc. Then, "Dinner is over, we shall wash the bowl and put it away "— erasing.

Let phonetic drills be used in the spelling lesson. Here is the "Ick" family,— Mr. "Ick" and Mrs. "Ick" and all the "Ick" children; p-ick, l-ick, n-ick, s-ick, t-ick, w-ick, k-ick, D-ick, and they all live on —— Street (choosing the schoolhouse street or the street of some one in the class). Here is a good place to teach the abbreviations, Mr., Mrs., and St. Or, the father may be Dr. instead of Mr. A longer list of these phonetic words may be used than if the spelling lesson is made up of different kinds of words.

The first graders should, by now, be well enough acquainted with the process of spelling to use paper at the seats. Use flash cards in giving the words for them to write. Soon they will be ready to write the words as pronounced to them. Have the children pronounce the list as you point to each word before the spelling lesson is begun. Work always to associate, in the child's mind, the written form with the oral word. Use a colored crayon for marking the papers, placing E upon a correct paper but nothing at all on an incorrect one. Occasionally give something different, a gold or silver star, or use a rubber stamp that has some pattern or picture on it. Spelling booklets may be made in a drawing period and used once in a while, but do not use them too often — let them be for a treat.

Do the children say, "I *seen* her go"? Try this little game:

TEACHER.— "I *saw* Mary eating an apple. Where was she?"

CHILDREN.— "You saw her eating an apple on her front porch?" "You saw her eating an apple at her dinner table?" "You saw her eating an apple in the school yard at recess?"

"Yes, I saw her eating an apple in the school yard at recess."

Then the one who guessed it has a turn: "I *saw* John playing marbles. Where was he?" or "I *saw* teacher reading a book. Where was she?" etc. The children do not know they are studying language, but they are just the same, and every repetition of the correct verb form crowds a little farther away those incorrect forms.

Here is the "May I" game. Each child selects some article, one child acting as leader. The children hold their articles before the leader for a few seconds, then place them behind their backs. He says: "*May I* take your bell, Alice?"

"Yes, *you may* take my bell."

"*May I* take your book, Henry?"

"I *have no* book, Mary."

"*May I* take your pencil, James?"

"Yes, *you may* take my pencil."

Continue until leader has collected all articles. This is a good memory test as well as a language lesson.

Eighth Grade Arithmetic

DAISY Y. MC CONNELL

WE have come to our last period's work, a general review. The one hundred eighty-one problems given on pages 293-314, furnish excellent material for a thorough review.

The four important aims—intelligence, accuracy, neatness, and speed—should ever be kept in mind. A few minutes each day spent in oral drill, will greatly aid in securing intelligence as well as accuracy and speed. It has been said that, "Compared with written arithmetic alone, mental arithmetic, if systematically taught, will produce at least twice the knowledge and twice the power in a given time." Abundance of material for drill may be found in the text. A list of the pages (such as 6, 8, 14, 26, 33, 36, etc.) containing such material could be made up and kept as a bookmark in your desk copy, where it would be always ready for use when a few minutes could be spared for oral drill.

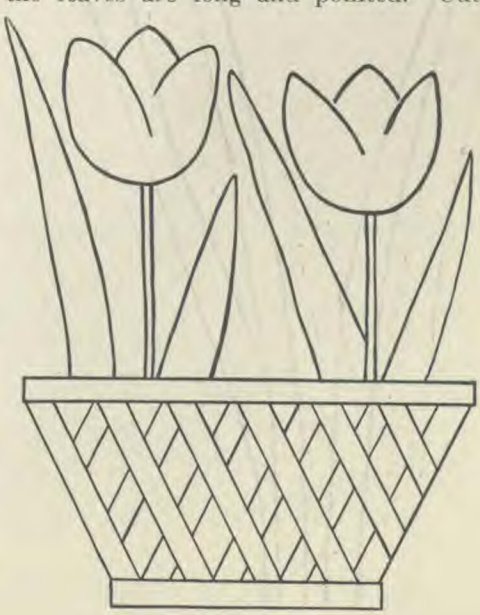
Since we are finishing arithmetic, it is very important that the reviews cover practically all subjects previously studied. There are also certain facts that need to be thoroughly memorized. While perhaps foreign money and the metric system would not be required, yet such essentials as the value of a pound, a yard, a bushel, etc., must be a permanent possession of each girl and boy.

"Last but not least," the wise teacher will watch carefully for weak places, especially in the weaker pupils, so that there shall be no failures that might lead to utter discouragement.

Drawing

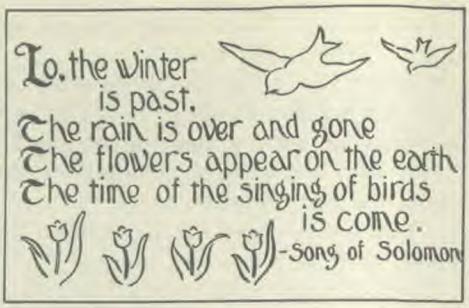
FLORENCE HOWELL

How would you like to make a blackboard border of flowers for April? Here is the tulip, such an easy flower to make. The blossom is like a cup, you see, and the leaves are long and pointed. Cut

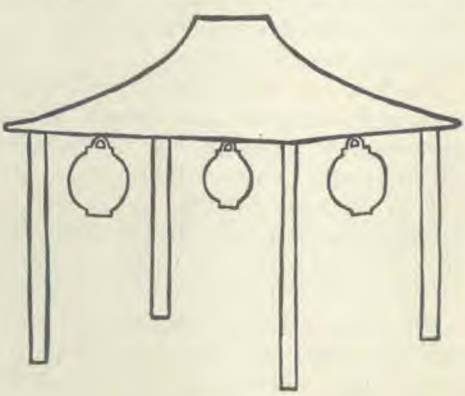


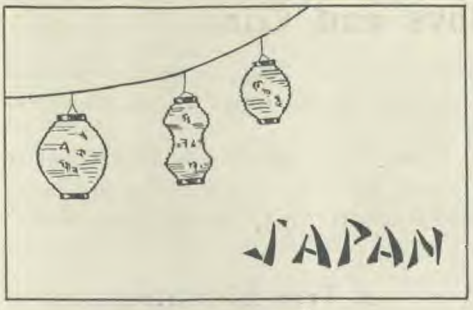
them of red and green paper, put them in baskets made from strips of white paper, and place along the blackboard about two feet apart. Many bulb plants are showing themselves this month. Let us put daffodils in the windows. Here is the pattern. If cut from yellow and orange-colored paper with green leaves and pasted against the windowpane, it will look as if the blossoms are growing in the window, and will be very pretty.

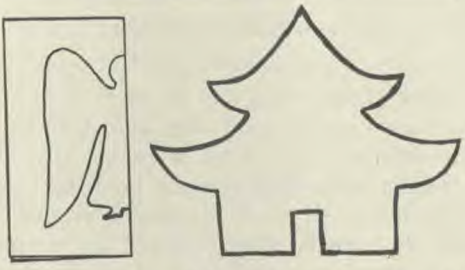
Make memory verse cards and mottoes. Have the decoration in harmony with the words. Do not draw a flower upon a card which, while beautiful in itself, has no connection with the verse. Let the decoration be an illustration of the text wherever this is possible. These mottoes may be passe partout, or, better still, let each child buy a little frame at the ten-cent store that will fit his motto, and hang it on the wall at home. The same designs may be used as postcards and sent through the mail. Have your local printer cut the Bristol board for you 3½ x 5½ inches, and the cards are ready for the children to design. The printing that belongs on the face can be copied from any ready-made postcard. In printing always draw two pencil lines for every row of print, to help make the letters uniform in size. These lines are erased after the letters are gone over in ink. Use India ink, black or brown, for all lettering and outline work in the drawings. India ink can be obtained at any stationer's.



Cut angels from folded silver paper, crease back the wings, and suspend by black threads in the corner of the room. Several of these with a larger one of





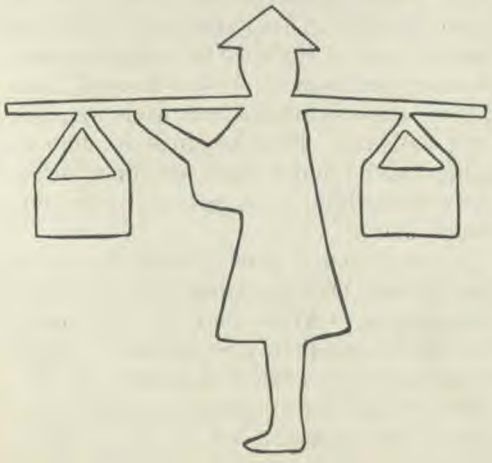


gold paper, can be used to illustrate the coming of Jesus with His holy angels.

This is a good month to study the Japanese. Make paper fans and lanterns. Make Japanese parasols by using a cork painted black for the center, with toothpicks stuck in for ribs. Paste a circle of paper over these and underneath. Use a stick for handle.

Who has Japanese lanterns at home? Bring them to school and we will paint a string of them to decorate our compositions. Silhouette cuttings of Japanese life, in either black or white paper, make interesting borders for the wall.

(Remaining illustrations found on page 245.)



Thirty Thousand Dollars for Bird Pictures

ANNOUNCEMENT was made today that the sum of $30,000 has been placed in the hands of the National Association of Audubon Societies to aid teachers and pupils in the study of wild birds. Children will be taught to build bird boxes, to feed birds in winter, to learn the names of the common birds in their communities, and will be instructed in the value of birds to mankind.

In making the announcement today, Mr. T. Gilbert Pearson, president of

the National Audubon Societies, at 1974 Broadway, New York City, made the statement that teachers who form Junior Audubon Clubs would receive free material to aid in their work of teaching bird study.

"Pupils who become junior members will receive material that costs us $30,000 more than their nominal fees," said Mr. Pearson. "Already more than 1,700,000 children have been enrolled in these Junior Clubs in the schools of the United States and Canada, and we have colored pictures of birds and other material on hand to supply 200,000 more children during the spring months. Teachers everywhere are invited to write and secure free the association's plans for bird study." Address National Association of Audubon Societies, 1974 Broadway, New York, N. Y.

Stories for the Boys and Girls

The Little Indian Canoe

FLORENCE FAIRMAN STOOKEY

"O UNCLE HENRY," cried a small boy, "where did you get that little boat? Isn't it a fine one?"

"That came from up North, Donald," said Uncle Henry. "It's an Indian canoe, and I saw the Indian who made it."

"O Uncle Henry, did you really?"

"Yes, indeed," replied his uncle, "and it took a good deal of skill to make it. Every Indian boy is ambitious to learn how to make a good canoe. How would you like to own this one, Donald?"

"Own it? I own that canoe?" gasped Donald, pleased and surprised at so generous an offer.

"Certainly. That very canoe. Why not?"

"Oh, oh, uncle ——"

"If you will cut the grass in my yard, and do it well, I'll pay you by giving you the canoe."

"Where's your lawn mower?" asked Donald, eagerly, "I'll begin this minute."

"It's in the tool house," answered his uncle.

So Donald ran off to the tool house and soon returned with the lawn mower. For over an hour he pushed it up and down the yard; then he ran into the house and called, "Uncle Henry, please bring me the canoe. I'm all through."

"Oh, are you?" asked his uncle in great surprise, "There's a patch over there by the garden, and another by the kitchen walk that does not look as if they had been touched since last week. Of course, if you'd rather not finish your job, I'll pay you fifteen cents for what you've done. But that little canoe — you see it's made of real birch bark, and by a genuine Indian, and well made, too, sewed and bound firmly and neatly. It wouldn't be right for me to give you that unless you had done the whole job, Donald, and done it well. I'm sorry, but I can't do it."

Back to the yard went Donald. "I'll try it again," he said.

For half an hour longer he cut and trimmed, till the lawn was as smooth as a green rug.

Then he brought Uncle Henry out to inspect the job. "All right, my boy," said Uncle Henry; "here is your canoe."

A True Bird Story

OLIVE THORNE MILLER

Author of "The Children's Book of Birds"

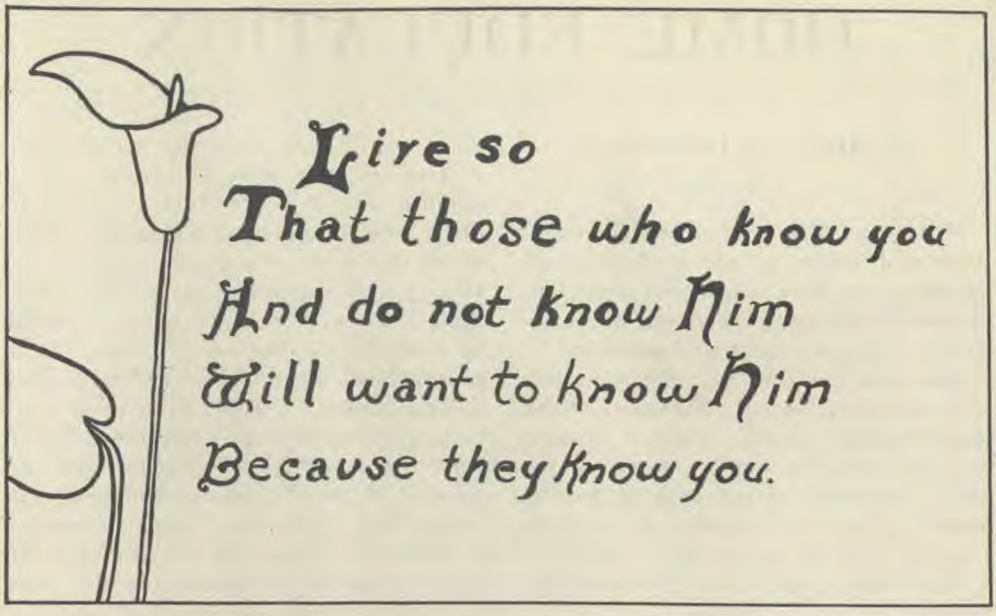
THE young bird has to learn how to do things just as small boys and girls do, although not in exactly the same way.

One of the first lessons he learns is how to fly. He really knows how to do this, but needs practice until his wings grow strong enough to carry him through the air. Many young birds begin this practice before they leave the nest. I have often seen a nestling beating and beating his wings without stirring an inch from his tiny home.

You have heard, perhaps, that the father and mother birds push their babies out of the nest. Do not believe any such thing, because it is not true. I have seen many young birds leave the nest of their accord, but never one pushed out. Sometimes the mother may coax her children, but often they fly out while the parents are away finding food.

After the young bird leaves the nest, his father and mother follow and feed him, for he does not yet know how to feed himself. This is the next lesson he has to learn. He must also know where to sleep, and how to protect himself from all the other creatures that want to catch and eat him. Then he must be able to sing, and no doubt there are many other lessons for him to learn that we do not know about.

Once I had a good chance to watch two young blue jays learn to get their own living. After they left the nest, they lived in a little grove, where I could easily find them when I went to watch. They seemed to be always hungry, and every few minutes one of the parents



would hurry up with a grasshopper or some other insect to stuff into the wide-open mouths. They were fed chokecherries too. These little wild cherries grew on a big tree in the grove.

One day after giving the twins chokecherries, the parents slipped quietly out of sight and stayed away a long time. I could see them perching near, but the young birds could not. The father and mother were not hunting food as usual, but seemed to be taking a rest. I wondered at this, for I had never seen them resting since the little ones were hatched.

The twins, who were quite as large as their parents now, did not try to pull any of the fruit from the trees, although it grew all about and they had often seen it done. They sat idly picking at their toes, stretching their beautiful wings, or hopping from branch to branch.

Soon it was evident that they were hungry, for they began to call. Nothing happened. They called again. Still no food. This must have been a great surprise, for usually their cries brought a parent with food at once. Hungrier and hungrier they grew, and louder and louder they called, but still no parents.

All this time I could see the mother and father birds sitting near, and I also began to wonder why they did not bring something.

At last the mother flew to the children, but with nothing in her beak. Squawking madly, the two hungry youngsters flung themselves upon her. They almost knocked her off the perch. She just hopped out of the way and did not seem to care that they were hungry. Again the twins flew at her, begging for food, and again she calmly hopped out of the way. Then she hopped up to a bunch of cherries and pulled one. The children crowded close, and what do you think that bird did? She deliberately swallowed that cherry herself!

The twins seemed dumfounded. For a minute they did not make a sound nor move a muscle. Then screaming louder than ever, they began jerking at the chokecherries for themselves. At first they were so clumsy they dropped every one, but soon they managed to swallow a few.

Those two young blue jays had learned the great lesson of their lives.— *National Kindergarten Association.*

CHARACTER is higher than intellect. A great soul will be strong to live, as well as strong to think.— *Emerson.*

HOME EDUCATION

The Habit of Obedience

C. L. STONE

MUCH has been said about the establishing of habits in life, and no doubt psychologists have discovered some laws of habit building that are well worth the study of every parent and teacher.

Some one has said that the repetition of an act ten times will establish the habit of performing the act. The law of habit building may be simply stated as follows: Undivided attention must be centered upon the act which is to be made a habit, and the act must be repeated, without exceptions, until it becomes automatic.

It is very evident to all that some habits are easily acquired and some not easily acquired. Habits that are in line with instincts are the easy ones to acquire—all others the hard ones. Among the harder ones to acquire, and those absolutely essential to make life of greatest value, is the habit of obedience. This habit, along with many others, is generally acquired early in life. In "Counsels to Teachers," page 111, we read, "Few parents begin early enough to teach their children to obey. The child is usually allowed to get two or three years the start of its parents, who forbear to discipline it, thinking it too young to learn to obey." "Before the child is old enough to reason, he may be taught to obey. By gentle, persistent effort, the habit should be established."

How many young people sixteen years of age go out from their homes with a well-established habit of obedience, to work or to attend a boarding school? If it is to work, their employer can assign a duty and tell them how it is to be done, and can expect the task to be accomplished as directed. There is no limit to the co-operation except the employer's ability. The employer feels a satisfaction that the work will be done as directed. On the other hand, there is another class who continually carry about a mental reserve that obedience to one's own judgment is paramount; that no matter what properly constituted authority may suggest or dictate, if it conflicts with one's own judgment it should be qualified or discarded. Such young people head straight for difficulty and disappointment. The employer is continually confronting a supposed better way than he has suggested, and the teacher, to avoid friction, finds that the regulations of his school must be revised to meet the desires of the student. It reminds one of the man's dog that was so good to mind. In demonstration of this, he whistled, but the dog, instead of coming to his master, went under the bed. As he saw the dog retreating, he suggested, "Well, go under the bed then." Any young person who has had similar training from infancy will continue to take these liberties, and consider himself greatly persecuted if he is required to obey.

The writer has more than once been in homes where parents would give a command five or six times for the same thing before obedience came, and then usually it was a makeshift obedience. This does not meet the statement that the habit should be established. The child obeys only when he makes sure that the parent has reached the limit of his forbearance and will probably next resort to corporal punishment. When the day arrives that he no longer fears corporal punishment, he follows his own judgment as to whether he will or will not obey. On page 112 of "Counsels to Teachers" the result of such a course is described as follows: "It is impossible to depict the evil that results from leaving a child to its own will. . . . The child who is spoiled has a heavy burden to carry throughout his life. In trial, in disappointment, in temptation, he will follow

his undisciplined, misdirected will." Almost all parents would shrink with horror from the thought of binding a burden upon a child which must be carried throughout his life, but unwittingly the parent who permits the habit of disobedience to develop or who permits others to spoil his child in his early years, has virtually bound a burden upon him for life. Saith the Lord, "As many as I love, I rebuke and chasten." Rev. 3:19.

Common Sense in Managing Children [1]

STELLA LOUISE WOOD

Part II

To quote again from Dr. Adler: "We shall never succeed in making of the child a moral person if he does not realize betimes that there exists a higher law than the law of his own will. And of this higher law the parent is, as it were, the embodiment."

The parent who admits that her little child is beyond control, is cruelly wronging her child in that she is robbing him of the concrete illustration of the power of righteous law, without which concept he is on the road to anarchy and ruin. How can he believe in the force and dignity of the supreme law, if those embodying that law to him are weak, capricious, and without forceful conviction? Common sense will surely remind us that it is the path and not the guidepost that influences the traveler most.

To show him that law is the beneficent underlying structure of the universe, is a task which takes all that psychology, Froebel, and common sense together can compass. In the first place, the child must be trained to meet the inevitable; to admit, and submit to, the fact that the higher law must be obeyed. Perhaps it is in this embodiment of the inevitable that we err most. We let the personal, transitory element creep in, to the detriment of the impression to be made.

A mother calls to her little girl playing in the bathroom with the running water: "Geraldine, dear, come away! Mother does not want you to play in the water, you know. You will get your pretty dress all wet. Come away, dear. Do you hear what mother says? Mother can't have you playing in the bathroom. Do you hear me, Geraldine? Come away, dear. Mother says, Come away."

Geraldine, calmly continuing her delectable occupation, responds with unmoved serenity: "Mother, your voice goes tinkle, tinkle, like a mandolin, all the time."

The small boy plays in the yard; his mother comes to the door and says: "Johnny, lunch is ready. Come right in, for you have barely time to wash your hands before we sit down. Now don't keep us waiting! Your father will be so impatient if you are late again. Don't you hear me? Come right away!"

For a reason easy to comprehend, Johnny believes the last moment has not arrived.

His father comes to the door, and with a brisk cheerfulness which does not for a moment disguise the decisive quality, says, "Johnny! Lunch!" Johnny drops his spade and dashes to the house.

One mother I know took three lively children to the seashore for the first time. The charms of sand and sea were absorbing, yet when the time for summoning them arrived, this mother appeared on the sea wall, clapped her hands to signal the children above the noise of the waves, beckoned to them once, and returned to the house without a backward look. Pails, shovels, all were dropped instantly, and the three children raced after the mother with cheerful acquiescence. The other members of the household gazed with awe and admiration upon this delightful spectacle, a well-disciplined and obedient family. The story of that family is repeated to the summer visitors year after year by the admiring hotel keeper. Such obedience means that the parent has won and deserves the faith which is at the root of it.

[1] Written for the Kindergarten Division, Bureau of Education, Washington, D. C.

Upon us depends the duty of giving the child such an object lesson in the irrevocable quality of law that he will not only form the habit of choosing to subordinate himself cheerfully to the commands given, but that he may grow in faith and in the knowledge that there is dignity and weight back of the ruling force. It is the special crime of the irresolute, wavering, capricious rule that it does not convey to the child the larger principle underlying it. The child under capricious rule becomes fretful, unhappy, and seemingly obstinate.

Nothing is resented more hotly by a child than injustice, and nothing seems harder for him to forgive. How many times a hasty and distracted adult pounces upon a juvenile quarrel and without due investigation punishes the defendant of his rights rather than the real aggressor. The hurt look one receives after such an offense against justice smites one to the heart.

How can the right idea of justice be developed in children except by actual contact with those who are ruled by the impersonal right and who embody it in the daily life of the schoolroom? "The square deal" is a magic term; it has power to stir the dullest to enthusiasm, and to embody "the square deal" is a high commission. To inspire the child to enthusiasm for this "square deal," is part of the work of common sense if training for life in the social order be the task of the school. Justice is surely one of the rules of the game.

(To be continued)

REAL merit of any kind cannot long be concealed; it will be discovered, and nothing can depreciate it.—*Chesterfield.*

THAT which is won ill, will never wear well, for there is a curse attends it which will waste it. The same corrupt dispositions which incline men to sinful ways of getting, will incline them to the like sinful ways of spending.—*M. Henry.*

An American Product

MARY E. ELY

THE only child, that overprotected and unprotected little soul, whose parents are so unintelligent in their desire to be intelligent, so inconsistent in their consistencies!

He is an appealing child, even in his most trying moments, and a word in his defense may soothe and encourage those who at times misjudge and find him almost unbearable:

> "I believe all children's good,
> If they're only understood,
> Even bad ones, 'pears to me,
> 'S jes' as good as they kin be!"

The only child is surely sinned against rather than sinning. He has much with which to contend, this lonesome child having no legitimate vent for his social life with those of his own kind in years and stage of development,— no one who can think his thoughts, play his games, and see his little viewpoint.

> "At evening when the lamp is lit,
> Around the fire my parents sit;
> They sit at home and talk and sing,
> And do not play at anything,"

sang an only child, our whimsical Robert Louis Stevenson. It is companionship a child craves, and an opportunity to establish relations on his own plane with other children.

Of course a little child loves the undivided attention of his elders, to be singled out as an object of attention, the satellite around which those loving him revolve. He is at the mercy of those persons who at times overwhelm him with attention and affection as the mood seizes them, then, when the child leasts expects it, thrust him aside without a word.

He is constantly being experimented with, and by inexperienced parents, who to follow any other profession but parenthood — the greatest one in the world — would fit themselves for it by years of study and research.

A nurse can keep a child physically fit, she is trained for it. Parents should go into training, curb their selfish pleasures, and become sane, balanced, earnest,

lovable, prayerful, in their conduct toward this only child. Then he can build right standards of behavior and control, thus producing the mental, moral, and spiritual qualities essential to good citizenship.

A worth-while slogan provocative of thought, was released at a Child Welfare club: "The chief business of society, to evolve parents fit for children to live with;" to which we might add Froebel's illuminating words, "Come, let us live with our children."

Child Activity

MARY F. WILCOX
Teacher of Manual Training, Westboro, Mass.

CHILDREN like to be active. Of course there are things that the child must do whether he likes to or not, but there is much of entertainment and development that he can gain through the activities which he craves.

Training comes through activity. The use of tools may furnish endless opportunities for helpful, happy activity. The remark of one little girl who used to visit me is significant, "I like to come up here, because I can do things."

Because the child does enjoy creating and doing, he learns unconsciously; and how much there is to be learned through the ends of the fingers! Skilful hands, concentration, observation, forethought, judgment, are all developed, and best of all, respect rather than scorn for manual labor is implanted in the child when he is young and impressionable.

In making gifts to children, give them toys or tools with which they can construct. Many children cannot have a complete workbench, nor join a class in manual training; but any normal child can get hours of helpful, happy activity from the use of such aids as can come within his reach. A hammer, saw, some nails, and a few small pieces of wood; paper, scissors, paste, colored crayons or water color paints, are all excellent mediums for self-expression. Let the child's work be supervised sufficiently to guide his activity into doing well whatever he does and to strive for some definite object. Method in activity is of prime importance, whereas aimless activity neither entertains the child for any length of time nor does it help him to develop skill and concentration. Let whatever the child makes be something which, from his viewpoint, is worth while.

Not long ago I bought a playtime circus for a boy; it consisted of several sheets of cardboard with the outlines of different animals. I gave him a box of the best colored crayons, a pair of scissors, and some paste. With a little supervision, he cut, put together, and colored one animal at a time, and then we began a frieze for his room by pasting them onto a strip of neutral-tinted paper about ten inches wide. He was delighted with the occupation. It called for careful execution with scissors, appreciation for shades of color, imagination, and best of all, he felt that he was producing something worth while.

Of course there are children who are not interested in making toys or household objects, but any child should learn to use his hands by having certain regular home duties and responsibilities. Even a small child feels the pleasure of self-reliance and self-respect that come from responsibility for some regular duties.

A child of three or four can put away and care for his own toys, even when it might be easier for his mother to do so. Ownership entails responsibility, and it may also develop generosity; for without possessions, how can we share? As soon as a child has a little responsibility placed upon him, he begins to develop self-confidence and self-respect; he becomes an intelligent individual who thinks for himself and feels for other people, who senses and respects the rights of others.

As our children are taught to appreciate the feelings and regard the rights of others, the citizens of the future become more humane and less lawless.

Music in the Home

EDNA EVERETT

Author of Everett Kindergarten Songs

In speaking of the needs of a poverty-stricken family of our acquaintance, a friend once said to me, in shocked and disapproving tones, "And they have a piano! Think of it, a piano! And those seven children have not enough to eat, and are always needing help. I think that family deserves no help and no sympathy. A piano, of all things!"

"Fortunate children!" I replied, "Perhaps the piano makes them forget the lack of food and coal and keeps them off the streets. I must call and see that piano," which I did, forthwith.

I could scarcely conceal my astonishment at the transformation in this erstwhile home of poverty and uncleanliness.

The piano, which was the only object worthy the name of a piece of furniture, shone from recent polishing, and the floor and every object within range of vision had been scrubbed and rubbed to make it a proper associate for the piano.

"Sure," said the mother, beaming with pride and blissfully unconscious of the tales concerning the family extravagance, "'tis a grand thing for the children. They don't never go out nights now, and," impressively, "you just ought to hear Mary play — never had a lesson and plays *everything*, by ear. And its the same with Ellen. She plays grand. O, they all take turns! It's too bad the girls ain't here to play for you. And the way they keep the house clean! You see their friends come to see them now."

I tried to look my grief at missing the musical (?) treat, expressed my admiration for the piano, my interest in the welfare of the family, and departed rejoicing. My theory had been vindicated.

Music, in that home, as in every other, is as much a necessity as food and clothing. Why expect the poor to be satisfied with food alone while their souls starve for the things that make life worth-while and, in many cases, barely endurable?

Many complain that the workingman is receiving high wages and "wasting" his money on a piano, a Victrola, or other musical instrument, and in paying for music lessons for his children.

Every child has a right to music in the home. It is essential to health and happiness. It will keep children in the home and cause them to carry with them memories which may save them in times of temptation.

The moral values of "good" music cannot be overestimated, while the degrading, unspeakable "jazz" has no more place in the home than trashy and immoral literature.

Children will go where they find music and song, companionship and happiness. If they find these in the home, they will not search for them elsewhere, and the problem of keeping children at home will have been happily solved.

A Modern Moral Question

[The following is a portion of a leaflet published by the Loma Linda College Press. It was submitted by the "Dress Committee of the Loma Linda Academy," and is well worth reproducing here.— ED.]

Many earnest men and women regard the present indecent and immodest style of women's dress as one of the causes of the "wave of immorality" which is sweeping over the land. The problem has become so serious that we find not only religious workers of various denominations but also the editors of secular papers and magazines, lifting their voices against this grave danger.

That our young women and their parents may be aroused to the importance of this question, the following quotations from some of these writers are presented:

From an editorial in the fashion magazine *Good Dressing:*

"What we must not forget is that there is a distinct point of morals in this question of how a woman dresses. A woman is never better than she dresses, or, what is equally important, than she allows those to dress over whom she has a mother's, or equally responsible, control. In other words, a woman's dress reveals with unfailing accuracy exactly what she is. There is, in fact, no mirror that so clearly reveals the character as a woman's dress. It is unerring and absolutely self-revealing.

"When we see young girls, as we saw them in larger numbers last summer than ever before, brazenly or thoughtlessly displaying in their attire their physical rather than their innocent charms, the fault is not so much with the girls as with their mothers who permit them to buy and wear such clothes. The excuse that

mothers cannot control the attire of their daughters is begging the question; a mother is a pretty poor failure when she has to confess to such an admission. When girls are permitted to buy and wear . . . the waist so thin and transparent as to be absolutely indecent, with sleeves so short and neck so low as to transcend the line of decency, and a skirt so tight that the figure is displayed at every step with stockings of the thinnest transparent silk — there is a question of morals involved that is, to say the least, important.

"Every mother of a young girl is a tremendous factor in this question. She may think that she is only one woman and, as such, powerless, like a drop in the ocean. But she is watched by some other mother; her girl is looked up to by some other mother's daughter; and so the circle widens from one to many, and an influence is set in motion that it is impossible to recall.

"It is high time that every mother should think of herself as a powerful moral factor, and, as such, she should get very busy on the question of her girl's clothes. We cannot be too careful. Then we shall have no after-regrets — the keenest pains in life!"

From an editorial in the Los Angeles *Times:*

"It is deplorable that as the extremists (in dress) jump from extreme to extreme, the presumably decent women follow. They are slower to adopt the full measure of indecency, but each season finds them 'conservatively' following at a respectful distance, so that the modes for decent women today were the extremes of indecency a few short seasons back.

"The modern unchastity of women's clothes, the crude, lewd, wholly indefensible appeal to man's lowest instincts, the deliberate trading on the unclean and lustful side of human nature, is, we repeat, a basic cause of that widespread dishonor and crime that are polluting civilization today. Surely there are enough decent, intelligent, noble-minded women left to halt this mad craze for criminal impropriety. Surely they can and will take the lead for purity and decency and honor, rather than be content to follow at long distance that road which leads to nothing but degradation for all humanity."

Sure and Fast

You've heard of the tale of the tortoise,
Who beat the hare in a race,
And won it by steady plodding,
Though sadly lacking in pace?
The moral of course is a true one,
Quite worthy for ages to last;
Yet if "Slow and Sure" 's a good motto,
Still better is "Sure and Fast!"

— *Selected.*

School Games

(*Continued from page 236*)

Dictionary Potpourri

Select from the reading or literature lesson a list of words that you wish to study. For example, the following list of words has been chosen from a certain selection: knights, procession, vestments, spurs, halberds, Æolian, apprentices, current, honeysuckle, cockchafer, Christmas, eulogium, hoisted.

Each pupil looks up each word in his dictionary, learns its pronunciation and meaning, and then, as a proof that he knows it, he uses the word in an original sentence which he writes in his notebook when time is called. When all have finished writing, the teacher calls on different ones to read, as far as there is time.

Puzzle Geography

In the geography textbook any map is selected on which drill is required. The teacher chooses the name of some place, or river, or mountain, as the case may be, and writes its name on the board. Pupils search their maps. The first to find the place raises his hand, others follow as they find it. When the majority of players have it, the teacher asks the one who first found it to locate it definitely. If still there are others unable to find it, some of those who have it are permitted to point it out. Then let the first who raised his hand write the next word, and so on. Incorrect spelling, illegible writing, failure in locating or in writing the name from memory, deprives a pupil of the next chance to write a word and the teacher writes in his place.

Pupils never tire of this game. Often at intermission they continue a game or begin it anew. We literally wear out the maps, i. e., we work on a map, from time to time, till we can find all important places. The facility the children acquire is almost incredible. I thought for many years that this was a new game, but on explaining it one day to a college man he said that he used to spend hours playing it when a boy.— *Florence M. Christianson, in The School.*

Parent-Teacher Association

Outline for Parent-Teacher Association Meeting

IF your last program had for its subject "Dressing for Health," as outlined in the March EDUCATOR, it would be well next to consider "Modest Dressing," or "The Right Kind of Dress for a Christian."

1. Plainness, neatness, durability of dress.
2. Modesty in color and mode.
3. Extravagance in dressing robs the Lord's treasury — and with this subject the care of clothing when in use and when not in use.
4. Simple, neat hairdressing.
5. Proper dressing of the feet.

Appended are references to material from which may be selected such instruction as may be best given in each church. Besides this, much may be found in old files of the *Review and Herald*, and other papers and magazines. Also see "A Modern Moral Question" in this number of the EDUCATOR.

Matt. 6:25-34; 1 Tim. 2:9, 10; 1 Peter 3:2-5; Isa. 3:18-24.

"Testimonies," Vol. I, pp. 127, 131, 132, 134-137, 145, 162, 188, 189, 217, 251, 252, 270, 275-278, 304, 424-426, 458, 460, 464, 465, 521-525.

Volume II, pp. 66, 174, 175, 180, 181, 243, 297-299, 393, 531, 532, 610-614.

Volume III, pp. 29, 30, 51, 62, 63, 136, 144, 171, 189, 366, 367, 370, 376, 379.

Volume IV, pp. 72, 142, 391, 511, 582, 628-648.

Volume V, pp. 10, 89, 128-131, 156, 188, 189, 205, 207, 437, 456, 498-500.

Volume VI, p. 96.

Volume IX, "Dress Economy in Behalf of Missions," pp. 53-59.

"Counsels to Teachers," pp. 141, 302-306.

"The Ministry of Healing," pp. 207, 287-293.

"Education," pp. 199, 246-248.

"Healthful Living," pp. 118-126.

"Christian Temperance," pp. 85-95.

Parents' Reading Course

"Education," pages 275-297

Preparation

TELL of the mother's great opportunity. What does she many times fail to understand? Compare the effort properly to prepare mothers for their work with the power of their influence. What are some of the things which they should know but which they are likely not to know? Why is this true, and what is the result? What are some of the duties of men and women before taking on themselves the responsibilities of parenthood? Memorize paragraph 3, page 276. What can you say of the training of a teacher, whether it be a parent teacher or one employed as teacher? Enumerate some of the necessary qualifications. What surrounds the youth which the parents' and the teacher's influence must overcome? What must the teacher reveal in his own character? How closely is physical vigor related to the work of the teacher? What is the duty of one who controls children, with reference to unfavorable moods and their cause? Name some things to be avoided by the teacher. What is a good recreation? What can you say of the teacher's general habits of life? What should be his literary attainments? How does all this relate to the parents' work? What can you say of the teacher's administrative ability? Tell of the differences in the children of different families. How does this make it hard for the teacher? In order to cope with all these different difficulties, what is one of the most necessary requisites of the teacher? What is always to be avoided? Tell of the responsibility of parent and teacher. For how many hours a day does the teacher's work last? Why should the teacher improve every reasonable opportunity for self-improvement? What is his measure for himself? What are some of the promises of help? What is the highest preparation parent or teacher can make? Pages 275-282.

Co-operation

What influence counts for most in the formation of character? What supplements that work? What is the meaning of the word "supplement"? Then what is exceedingly important? Where does co-operation begin, and how does the child become co-operative? What is the natural result of home co-operation? What parents do not criticize the teacher? How may the influence of the teacher be destroyed? If there is real reason for criticism, how is it to be made? What is important on the part of parents and teachers? How can the teacher assist when he becomes well acquainted with the parents? How should children be trained from babyhood? What place in the family should the older children fill? How does this benefit both parents and children? What should be the spirit of the schoolroom and the law of its life? How should the restless boy be helped to find an outlet for his superfluous energy? How may self-respect and a desire to be useful be encouraged? Give some Bible illustrations of co-operation. Pages 283-286.

Discipline

What is one of the child's early lessons? How is he taught this lesson? What is the object of discipline? What are the things he must be taught? Is "Thou shalt not" simply prohibitive? To the small child, who stands in the place of God? As he renders obedience to parents, what do they in turn do? What should be the study of parent and teacher? What is important with reference to the will of the child? What are the two extremes in the matter of discipline? What are the results when parents go to these extremes? How can the will be strengthened? Whose work is likely to be valued most highly, those teachers who hold the child's will under absolute authority and demand almost military obedience, or the ones who train to self-control and do not always obtain so quick obedience? What must always be encouraged? Which are better, requests or commands? Why? What can you say of rules? May disobedience be tolerated? How is the parent wrong who says, "I love my child so much that I cannot make him do things which he hates to do"? What is the effect of offering a child some new garment or toy to induce him to do the thing he is asked to do? What is the effect of constant censure? Memorize the last sentence of the paragraph. When only is the object of a reproof gained? What must *always* be preserved? What is said of the work of controlling and teaching children? What is the first requisite of those who would control others? What other qualities *must* be possessed? What do you know concerning public discipline? What was a "city of refuge" of old? What should be a "city of refuge" now? If one must err at all, on which side would it better be, justice or mercy? How are many youth reclaimed? How does the Saviour regard the "rough, sullen, and stubborn" disposition? Whose methods of teaching and disciplining are we to copy? How can a child be helped to meet bravely the duties of life? Should children be taught to be dependent? What is the true way of dealing with trial? How are we to teach the children to regard mistakes and failures? What is the motto with which the chapter closes? How does it apply? Pages 288-297.

Items

OFTENTIMES it is a question how best to supply the teacher with cash to pay for small articles necessary for the schoolroom. Here is one suggestion:

"At the institute (Missouri) it was agreed that the 'registration fee' charged each semester for supplying the teacher with a small amount of ready cash for purchasing small items for the schoolroom, is a very practical scheme."

THE following paragraph is gleaned from a superintendent's letter, and contains a good suggestion for other superintendents:

"This coming year I am planning on

sending a special bulletin to all the school board members. In this paper I plan to keep them awake to their duties and privileges while acting in such a capacity, so be sure to keep me posted on their names and such matters as you think they might need help on."

Three Little Song Books

THE Hope Publishing Company, Chicago, sends them out for 22 cents each. They contain many fine songs for the little people. Some of those old favorites that were sung in your first Sabbath school are there, some of the songs your mother sang when you were just a child, and many new ones are found in "Sacred Songs for Little Voices, No. I," "Sacred Songs for Little Voices, No. II," and "Sunny Songs for Little Folks, No. I." Teacher, these must be the books for which you have long been looking.

Book Reviews

The Story of Cotton

by Eugene C. Brooks. Rand McNally & Co., Chicago or New York. 370 pages. Price, 90 cents.

The author reaches back in the distant past to the very early history of cotton, though its first use for clothing is shrouded in mystery. He shows us that when our forefathers in England, France, etc., were still clothed as barbarians clothe themselves, beautifully colored and woven fabrics of cotton were made in India and elsewhere in the Far East. He tells of the advent of these fabrics into Europe, also of how Europe learned the value of cotton, and how traders found the way to the land of spices, silk, and cotton.

He makes us see the small cotton patches of the early colonists of the South, and their arduous labors in picking, separating from the seed, carding, spinning, and weaving, all by hand. Then as the demand for the lint and the cloth grew more pressing, the necessity for improved methods of handling the different processes became more urgent, and genius and labor produced machinery that made possible increase of production many hundred-fold. We are made to see the great Southern plantation and the wealthy planter with his overseers and numerous slaves. The relation of the cotton industry to the causes of the Civil War is fully explained, and finally the "downfall of the cotton kingdom" is clearly portrayed. Then comes the "Reconstruction Period," and the knowledge that the soil must be handled more scientifically; and lastly, the uses of the by-products of cotton are made clear.

Schools of Tomorrow

by John Dewey and Evelyn Dewey. E. P. Dutton & Co., 681 Fifth Ave., New York. 316 pages. Price, $2.

The authors do not attempt "to develop a complete theory of education" or "to discuss the views of prominent educators," but rather "to show what actually happens when schools start out to put into practice some of the theories that have been pointed to as the soundest and best." They criticize popular methods of education, telling us that we teach the child from the adult viewpoint rather than from the viewpoint of the child,—that we study almost wholly to give him what *we think* he will need as a man, should he ever reach that estate, rather than what he needs at the present hour.

It is felt that the schools of yesterday do not fit for today's needs, and that a change in method must be imminent. Professor Dewey and his daughter believe that they have found in the "experimental stations" they have visited and studied, the schools of tomorrow. These schools emphasize strongly the training of the hand, eye, and brain in useful work. They teach us by concrete illustration. The authors evidently believe the Scripture, "Ye shall know them by their fruits,"—that the results obtained in the experimental schools described, prove the value of the methods employed.

Brightness and Dullness in Children

by Herbert Woodrow, Ph. D. J. B. Lippincott Co., Chicago or Philadelphia. 320 pages. Price, $1.50.

In this interesting book we have a study of the measurement of intelligence. The Binet-Simon measuring scale is explained. Every one has observed that mentally there are great differences between children, and surely every teacher and parent should understand, as far as possible, these differences and the reasons for them. Dr. Woodrow tells us the difference between the mental and the chronological ages, and explains the anatomical age and shows how the development of bones, teeth, height, and weight are related to it. He also shows that race and class make a difference in mental ability, as also does sex. The causes of feeble-mindedness are discussed, and the best education for the feeble-minded. The problem of the exceptionally bright child is also an important one. He should not be retarded by being obliged to follow the exact curriculum of the medium child, much less the subnormal one.

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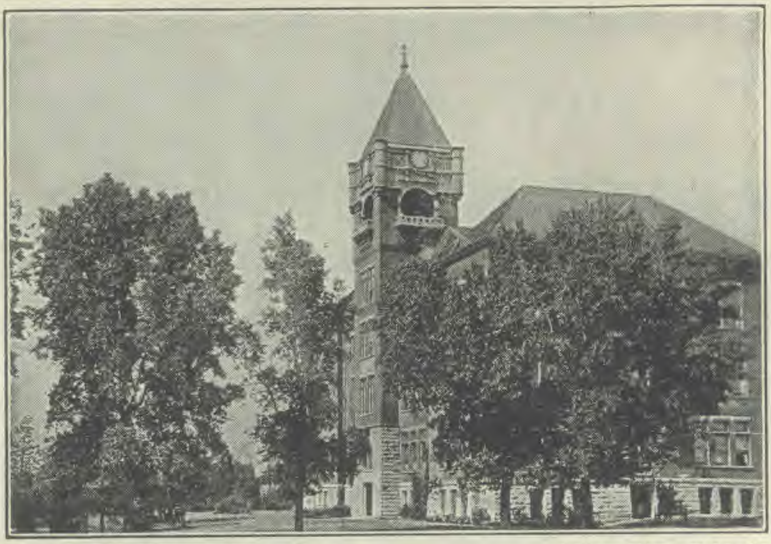

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