

CHRISTIAN EDUCATOR

A MAGAZINE FOR HOME AND SCHOOL

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CHRISTIAN EDUCATOR

W. E. HOWELL, Editor

O. M. JOHN, Assoc. Editor

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No. 5

EDITORIALS

Is Your School Up to Standard?

THE large outlay, both financial and administrative, required to operate denominational schools, might warrant the discontinuance of these institutions were it not for the fact that if properly manned, equipped, and operated they can be made to pay handsome dividends. These profits do not often appear in such forms as large earnings shown on the balance sheet, or great prestige accruing from literary or scientific achievement, but rather in a product consisting of consecrated and trained youthful lives through whose spiritual achievements men and means are won to God.

Success in any enterprise depends largely upon the degree of efficiency maintained. Thus a commercial establishment will employ an efficiency expert to study its plant, and point out defects which are responsible for large leakages in its earning power. Often great sums are expended in reorganizing the entire plant, thereby increasing its output to such an extent that only a few months are required to recover the amount expended and greatly augment former profits.

The same principle applies to an educational plant. The productive power of a school may be greatly increased by introducing and maintaining those standards whose value has been proved by years of trial and observation.

To this end every secondary school should aim to reach those standards which have been adopted by our body of educators. It is planned that each year all intermediate schools and academies be inspected and the report be submitted to its college faculty, its union educa-

tional board, and the General Department of Education.

The benefits of such a plan are apparent. School boards are made intelligent regarding the material needs of the school, also of adjustments in the teaching force which would facilitate and strengthen the work of the school. The faculty itself is again made conscious of its sacred obligations and duties in behalf of the students. The students are provided with their rightful privilege of entrance to college without the embarrassment of examination. The constituency which supports the school is given due reward for its financial and moral support. Lastly, the work of Christian education is advanced, and with it the cause for which it stands.

Is your school up to standard? If not, have it accredited at once. J.

The Teacher's Personality

THERE are few professions where personality plays a more important part than in teaching. Students are quick to recognize the personal characteristics of their teachers and, both consciously and unconsciously, are molded by them. The Christian teacher should strive earnestly to develop those elements in his personality which will add strength and effectiveness to his influence. The following points should not be overlooked: adaptability, dependability, willing co-operation, leadership, true courtesy, sociability, cheerfulness, simple and neat dress, neatness, thoroughness, and promptness. By faithful study, observation, and counsel, any teacher can greatly increase his ability by perfecting these important elements. J.

GENERAL ARTICLES

Practical Methods of Teaching¹

NEWTON EVANS, M. D.

RECOGNIZE the importance of working in harmony with the basic psychological rule of pedagogy, namely, that the student's attention must be stimulated and maintained at a high level in order that he may grasp and hold the subject matter taught. The secret in accomplishing this end, lies in the ability to *arouse interest* on the part of the student in the subject under consideration. This interest in a given fact or set of facts is best obtained by the method of association. We are all familiar with the pleasurable mental reaction from a reference to old associations, from the hearing again of a familiar piece of music, or a visit to some locality well known in the past. Likewise it is easy to elicit interest in a lesson by reference to related facts already familiar to the student from his past study, or by calling to mind related phenomena or methods of procedure which he has already mastered. This fundamental lesson must be learned and followed by the successful teacher.

Be an authoritative teacher. We all learn most and best from men who know their subject from the standpoint of experience. Jesus, the greatest teacher, carried conviction to His hearers because of His sense of authority in the things which He taught. When asked the explanation of His marvelous knowledge, He answered, "If any man will *do* His will, he shall know of the doctrine." So if we are to teach authoritatively, we must actually have done the things we try to teach.

Teach practically. When possible, choose to teach a subject from the clinical standpoint. Too often in arranging with men to take a part in the teaching, we find a tendency to prefer to give a course of didactic lectures, on the supposition that it is a high privilege as

compared with clinical teaching. The student should learn through his eyes and his fingers and not through his ears alone. To this end use many illustrations and examples drawn from your own experience. Make use of charts, models, pictures, and specimens.

All subject matter should be well sifted, selected, and classified. Do not make the mistake of feeling that it is necessary to cover every possible point that might be included in a given subject. There is no question but that it is much more sensible teaching to help the student thoroughly to comprehend and assimilate the essential, leading points than rapidly to pass over many points in an effort to "cover" or "complete" the subject.

The graduate is not a finished product like an automobile, capable of his greatest efficiency at graduation. He is more like a young plant which we are cultivating and which when it gains a good start we transplant and watch: he develops professionally and attains his maximal efficiency years later. We can merely give him a good start. His success will depend on his ability — yes; but also on the ideals he cherishes regarding his work, on his skill in observation, on the accuracy of his methods, and these he will owe to us. The actual knowledge we impart to him is of fleeting value.

Emphasis is placed upon this principle in a report by Sir George Newman, of England, in which he says, "There must be a reasoned effort to eliminate the unnecessary and the redundant, and to concentrate upon the essential things. All through the curriculum we need to impose less on the memory of the student, and to seek rather to draw out his mind and faculties, his interest and perception, compelling him to do things for himself with his own hands and his own head,

¹ Extracts from a paper read before the faculty of the College of Medical Evangelists.

and to observe and to experiment, to study intensively rather than extensively, to think and wonder and investigate for himself."

One of the big factors in successful teaching is the mental attitude of the teacher toward his students and the resultant mental reaction of the students' minds to the teacher. The teacher's purpose and mental attitude must be that of an overwhelming desire to teach — to teach as widely and deeply as possible. This motive must be dominant, and must not be vitiated by the natural tendency of human nature to appear well. You must put yourself into the student's class and help him to gain the knowledge as rapidly as possible. An effort to exhibit one's own knowledge and prowess is not compatible with successful teaching. You must not be concerned with maintaining your own personal dignity, nor fear to expose your own mistakes if those mistakes make good teaching material. The student must know that your purpose in the teaching relation is to teach disinterestedly, and that you are absolutely fair in everything, including your system of grading. You must have the spirit of scientific research, the heart of the seeker after truth, such as is exem-

plified in the life and work of Pasteur. Pasteur's avowed plan of procedure was that he never permitted himself to adopt and proclaim a conclusion in his scientific work until he had proved to himself that there was no possibility of error, until he had exhausted every contrary hypothesis. Such intellectual honesty will react upon the students and will instill itself into their minds. You must undertake the task of teaching with the vim and enthusiasm of play such as you would have in a game of golf or of tennis or other game of skill, if you are to expect results in begetting a spirit of research in the minds of your students.

Make use of the effect of repetition. One educator has said that the secret of success is "reiteration, reiteration without irritation." This repetition without irritation to the student can be accomplished in various ways, such as by the use of repeated illustrations of making the student apply the point in question to some of his own experiences. In a mechanical way it is accomplished by the oral quiz, by the frequent introduction of the written question (the five-minute paper we call it), and by written reviews at suitable periods during the course.

Nutritious Diet and Good Cookery for Student Life¹

MRS. WILLIAM E. ROBBINS

It is useless and perhaps unnecessary in the limited time at our disposal, to enter into a careful discussion of the various food elements and food combinations. Such subjects demand our constant study, and we should make it our business to become intelligent about all that pertains to food and food supplies.

In "Counsels to Teachers" we read: "There can be no employment more important than that of housework. To cook well, to place wholesome food upon the table in an inviting manner, requires intelligence and experience." "The sci-

ence of cooking is not a small matter. The skilful preparation of food is one of the most essential arts. . . . Both physical and mental strength depend to a great degree upon the food we eat. . . . There is practical religion in a good loaf of bread."

Ruskin says: "Cookery means the knowledge of all herbs and fruits and all that is healing and sweet in the fields and groves. It means carefulness, inventiveness, willingness, and readiness of appliances. It means the economy of your grandmothers and the science of the modern chemist; it means much testing

¹ Paper presented at School Homes Council.

and no wasting; it means English thoroughness and French art and American hospitality; and, in fine, it means that you are to be perfectly and always ladies — loaf givers."

The subject of providing a nutritious diet for our students may be divided into two parts: first, providing it; and second, educating our students to believe that we have provided it. It is indeed unfortunate that at home some of our students are anything but health reformers. Hence, the work not done in the home must be done in our schools.

We must do all in our power to eliminate from our school dining-rooms the boarding-house idea. We must in some way make our students believe that it is our business to get for them the best food it is possible to put before them, and that it is our greatest interest to serve their physical welfare. It takes years to build up such a spirit; and with some few individuals it is a hopeless task. The desired end can be readily accomplished for the girls by giving them every possible opportunity to work with the food, letting them share in the responsibilities of preparing it.

We had with us a girl who at first "could never find anything to eat," but who grew to be one of our most loyal supporters as a result of her helping to get the dinners.

We have heard much in the past few years about a balanced ration of 2,500 to 3,000 calories per twenty-four hours; but I believe more can be done along this line by teaching our students to eat slowly and masticate thoroughly, thus giving the body time to register the impulses of a satisfied appetite.

We need to place before our students an abundance of good milk, fruit, green and dry vegetables, and whole-grain foods, with a limited amount of the protein-bearing foods.

We should make an effort to supply something in the line of green material the year round, and should urge upon our families the necessity of eating regularly of such foods.

The ideal way of supplying whole-wheat flour is to buy the wheat and grind it. Home-ground whole-wheat flour is better than any flours purchased as whole wheat or Graham.

Eating refined grains starves the blood and tissues of food elements which they need, and results in exaggerated cases in such diseases as beri-beri, anemia, etc. Under refined grains and other products may be classed white bread, polished rice, cornflakes, and puffed rice, but not granose biscuits and granose flakes which are made from the whole grain.

Everything relating to the cooking and serving of food should be as neat and dainty as time, care, and much thought can make it.

With us on the coast, providing a nutritious diet means an all-year task: packing eggs in February for use in November; canning from June to December for the next six months; attending the garden in order that it may provide the best at all times.

We are endeavoring to raise as much as possible of the garden truck we need, partly because what we raise ourselves is better than anything we can buy, and partly as an object lesson for those who will later be home-makers.

And so while the work of providing the food for our school families may be hard, and at times taxes one's courage as well as strength until we may be tempted to forget the cause for striving in the strife, yet it is a work which calls forth all our energies, and if we are faithful, our children will some day rise up and call us blessed.

Still Peerless

A book review in a leading educational journal of recent date contains the following statement: "We can think of no more stimulating volume, with the exception of the Bible, to hand to an adolescent boy." This, while being a high recommendation for the book, again emphasizes the fact that the Bible stands without peer in the field of literature.

ELEMENTARY EDUCATION

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

SARAH E. PECK, Editor

THIS section of the EDUCATOR is devoted to the education of our boys and girls from their earliest years until they pass from the elementary school. It not only includes the work of the elementary school with that of the local church school board and the Parent-Teacher Association, but it also includes the normal, which trains the teachers for these children, the field officers who extend and perfect the work in the field, and the home where the real foundation is laid.—Ed.

The Teachers' Help-One-Another Band

"They helped every one his neighbor; and every one said to his brother, Be of good courage." Isa. 41: 6.

Nineteen Twenty-one

MAX HILL

OLD FATHER TIME, the elevator man,
With noiseless car
Stops at my floor today —
"Going up, or down?"

This floor where I have lived,
Nineteen twenty —
Shall I remain?
Or shall the elevator man
Take me away?

It was a pleasant floor,
Yet Sorrow often called,
And Worry came,
And cruel Disappointment tried;
I would not ever stay
On Nineteen Twenty floor.

"Going up, or down?"
Not down, Old Father Time,
Not down.
Nor do I care to longer dwell
Upon this floor.

So Father Time,
A minute please —
I'll say farewell
To years gone by —
Swing wide your door —
I'm going up!

(Adapted.)

Happy New Year

At this season of the year it is customary to wish our friends and all the world a new lease of peace and joy. And this is my desire for every church school teacher. But "not as the world giveth."

Not the joy that is greater in anticipation than in reality; not the joy that comes but for a day and then disappears, leaving the sting of disappointment; not the joy that is born of selfishness and personal ease, but that higher joy whose real strength is in actual possession, that joy which is like an everlasting spring — a well of water constantly bubbling forth to refresh some thirsty soul; that joy which finds its life in true Christian service, for in the words of Byron —

"All who joy would win
Must share it,—Happiness was born a twin."

And what greater service can be rendered than to be Heaven's agent in helping a little child have a happy childhood? "What we put into the first of life we put into all of life," and the happiness of early childhood will sweeten many a bitter cup of later life. But no child is happy who is allowed to form bad habits. Virtue and happiness go together. By tidiness in dress, kindness in manner, gentleness in word, by a cozy, attractive schoolroom, you can throw about every child an atmosphere of happiness. In such an atmosphere he will want to study, he will want to learn, he will want to do right; and when the will is on the right side, the child is won. And so I say to every church school teacher, "Happy New Year!"

S. E. P.

What Others Think

[With the record of the recent stir in Michigan over the work done by private church schools still fresh in mind, the unbiased view of the editor of the *Kentucky Educational Journal*, as given in the accompanying article, is both interesting and refreshing. This editor manifests a truly American spirit.]

There is one error in the article, for the teacher receives \$25 a month and board. When Miss Blvin began her work in Yamaeraw last fall, some of the "patriotic" young men of the district decided that it was unpatriotic for such a school to exist, so they banded together and shot through the roof of the house where the teacher boarded. This was repeated on several nights.

Last year the township furnished second-hand desks for the school, but because of the local prejudice they withdrew them this year. Then the county came to the rescue and supplied the school with brand-new desks. The school is progressing nicely, and has won its way through the most stubborn prejudice. The county superintendent told our superintendent, F. E. Thompson, that he was short thirteen teachers, and if we could supply them, they would gladly equip the schools. So the Lord cares for His work.—S. M. P.]

The editor has found real efficiency in school work; and that in a parochial

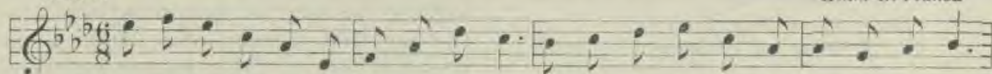
The teacher and all pupils who were not detained because of illness, came in a truck, with their regular textbooks, but no special preparation for their public appearance.

The school had been in session three weeks. The pupils were already well drilled in marching, posture, and in the gentilities of school life. Their neatness was a splendid example even to a teachers' institute; their recitations were illuminating; their general attitude toward their work and the ease with which they conducted it before a roomful of strangers—their very first experience of the kind—may well have caused some teachers of our acquaintance to wonder how many years of young life

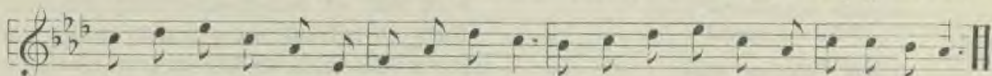
GOD'S WONDERFUL LOVE

A. A. P.

ANNA A. PIERCE



1. O - ver the heav - en so wide and so high, Lit - tle stars shine in the beau - ti - ful sky;
2. Down in a mead-ow like stars at our feet, Beau-ti - ful dai - sies are grow-ing so sweet,
3. High in a branch of a wide-spread-ing tree, A rob - in is sing - ing so hap-py and free,



Each one is shin - ing a sto - ry so clear, "God lives, his won - der - ful love keeps me here."
 Each one is bloom - ing a sto - ry to know, "God lives, his won - der - ful love makes me grow."
 "Cheer - i - ly! Cheer - i - ly! Chee! Chee! Chee! Chee! "God lives, his won - der - ful love cares for me."

school, conforming to the requirements of the common school system and under the supervision of legal authorities. Moreover, the school, numbering about fifteen pupils, contains all the grades, and is taught by a little woman who, in spite of excellent qualifications and training for her work, is paid the sum of \$25 a month, and boards herself! Still further, it may be said, this school is practically a "self-governing" school, with officers elected each Monday.

The school supervisor in McCreary County, having officially visited the Seventh-day Adventist school at Yamaeraw, asked permission of the McCreary institute to bring the entire school before that body for some of their regular work. Permission granted, he got a message to the teacher to be present the next day.

have been wasted in purposeless phillandering through the first days and weeks of school.

Clear enunciation and good expression in reading; legibility in writing, and in some instances real beauty of form; prompt and glad obedience to every direction; total absence of fear or fretting; thorough mastery of material which they had been asked to memorize; poise and good manners,—these were some of the outstanding features of their exhibition.

We hardly think they could have been of "superior clay," either; they looked like ordinary young people, with average intelligence, and certainly with no great opportunities except those found in their little school. They were for the most part children of miners belonging to the Seventh-day Adventist faith, and their

Others May, You Cannot

If God has called you to be really like Jesus, He will draw you into a life of crucifixion and humility, and put upon you such demands of obedience, that you will not be able to follow other people, or measure yourself by other Christians, and in many ways He will seem to let other good people do things which He will not let you do.

Other Christians and ministers who seem very religious and useful, may push themselves, pull wires, and work schemes to carry out their plans, but you cannot do it; and if you attempt it, you will meet with such failure and rebuke from the Lord as to make you sorely penitent.

Others may boast of themselves, of their work, of their success, of their writings, but the Holy Spirit will not allow you to do any such thing, and if you begin it, He will lead you into some deep mortification that will make you despise yourself and all your good works.

Others may be allowed to succeed in making money, or may have a legacy left them, but it is likely God will keep you poor, because He wants you to have something far better than gold, namely, a helpless dependence on Him, that He may have the privilege of supplying your needs day by day out of an unseen treasury.

The Lord may let others be honored and put forward, and keep you hidden in obscurity, because He wants to produce some choice, fragrant fruit for His coming glory, which can only be produced in the shade. He may let others be great,

but keep you small. He may let others do a work for Him and get the credit for it, but He will make you work and toil on without knowing how much you are doing; and then to make your work still more precious, He may let others get the credit for the work which you have done, and thus make your reward ten times greater when Jesus comes.

The Holy Spirit will put a strict watch over you, with a jealous love, and will rebuke you for little words and feelings, or for wasting your time, which other

Christians never seem distressed over. So make up your mind that God is an infinite Sovereign, and has a right to do as He pleases with His own. He may not explain to you a thousand things which puzzle your reason in His dealings with you, but if you

absolutely sell yourself to be His love slave, He will wrap you up in a jealous love, and bestow upon you many blessings which come only to those who are in the inner circle.

Settle it forever, then, that you are to deal directly with the Holy Spirit, and that He is to have the privilege of tying your tongue, or chaining your hand, or closing your eyes, in ways that He does not seem to use with others. Now when you are so possessed with the living God that you are, in your secret heart, pleased and delighted over this peculiar, personal, private, jealous guardianship and management of the Holy Spirit over your life, you will have found the vestibule of heaven.—“*Living Words.*”

“IN His will is our peace.”

The Teacher's Influence

DEAR teacher, some one's watching you,
A child's bright eyes see all you do.
That hat you wear looms up in view;
The dress he criticizes, too;
The style in which you do your hair,
Your manner sitting in the chair,
The gentle voice, the smile, the frown,
Just how and when you go to town,
The song you sing, the way you walk,
The laugh, the joke, and how you talk,
The prayer you make, the way you read —
Of all you do he takes much heed.
So be careful what you do,
For some one's ever watching you.

— *Selected.*

Harvest Ingathering in South Wisconsin

MRS. AUGUSTA BLOSSER-JORGENSEN

OUR Harvest Ingathering campaign by the church schools in south Wisconsin has just closed, and we feel very happy with the results, not only in the amount of money raised, but in the missionary spirit which it seems to have breathed into our hearts.

As our guide, we took the counsel given in "Counsels to Teachers," page 161: "The teacher who has consecrated self to the service of God will be able to do a definite work in missionary service, and will instruct the children in the same lines." Also on pages 176, 177, speaking of the children, "*By their efforts many souls will be won to the truth.*"

Thus encouraged, our 335 church school children with their leaders took hold in earnest of the grand opportunity for service which the Harvest Ingathering presented, and in sixty days we gathered \$1,719.72, an increase of \$719.72 over our goal of \$1,000. Last year about the same number of children gathered only \$343.

We used the Harvest Ingathering coin collectors provided for this work. Some of the soliciting was done from house to house and some on the streets. A chaperon was provided for each two or three children, and many preferred to chaperon only one child at a time. Because of this careful chaperonage we believe the gifts were larger and more freely given. We believe, too, the dangers to the children were thus minimized.

A "Willing Workers" pennant was given to every school averaging two dollars a member. Eighteen out of twenty schools received one. The school raising the largest amount a member is the home school at Almond, where there are only three little children and their teacher. These children with their chaperons have raised \$82.

The following letter from the teacher will tell you better than I can the way the work was done, and its influence upon both teacher and pupils:

"DEAR MRS. JORGENSEN: At last our 'home run' on our Harvest Ingathering goal was made yesterday. You asked how the work was done, so I will tell you.

"First of all, I read different stories to the children out of the Harvest Ingathering magazine. This encouraged them to see that they had a part to do. I thought if they had something definite to say, they would not become so afraid. So I found a nice little canvass for them to learn. It was this:

"I am working for missions. Many people are dying without teachers and doctors. Worst of all, they are dying without Jesus. I have brought you this paper [showing the magazine] which tells you about the work our missionary society is doing in all the world. I have brought this box [holding up the box] to receive your gift. Thank you."

"I drilled them thoroughly on this little canvass. They also practised going to the door, knocking, and smiling. This form worked very well. Some people would ask the children to speak their piece again for them after they had given their offering. I highly recommend the little boxes. People could hardly refuse the children with their smiling faces.

"My children did not only think of the money, but before going out they prayed the Lord to open the hearts of the people that they might receive the truth. One day after school, we decided to go Harvest Ingathering. On our way through the fields one of the little girls said, 'O Miss Purdy, I know something we forgot to do.' Then, quick as a flash, I knew in our excitement we had forgotten to have special prayer before leaving. I told them we could have it yet, so we knelt down out there in the field and prayed. My little second grade pupil said, 'We would never have success unless we did pray, would we, Miss Purdy?' We certainly did have success that evening. Surely the Lord has blessed us, and we give Him all the glory. We sent one adult chaperon with each pupil. They said they as well as the people caught the spirit from the children."

The "Minute Recess"

MRS. C. D. STRIPLIN

THERE are many serious problems confronting the church school teacher of today. I say "of today" because some difficulties seem to be enlarging instead of diminishing. Foremost among these, I believe, is the "leaving the room" question. In many schoolrooms, all day long there is a continual slam-bang, in and out, in and out, leaving the room.

It is true that some children have physical weaknesses, perhaps inherited, perhaps brought on by parental carelessness during the first few years of their lives. Many weaknesses are due, however, to improper training, or rather to no training at all. If a child were trained to care for the bodily needs on schedule, the teacher's burden would be greatly lightened. - Owing to the fact that this training is rarely if ever given in the home, the responsibility falls upon the teacher.

Some children leave the room because they are tired of sitting still. They want a little freedom. Others have been known to leave the room just before a certain recitation period which they dreaded because they were unprepared. Others feel hungry and form the habit of leaving the room in order to eat some of the food they have brought for the noon luncheon; while still others have vicious ends in view. Whatever the motive, the result is evil, and the habit should be overcome.

In breaking up this habit, I have used the following means with good results:

If a child forms the habit of attending to his needs just before school is called, he will have no occasion to leave the room during the first hour. Recess should be given shortly after ten. The time from this recess until soon after eleven should be devoted to vigorous study and recitation. Then that which may be called a "minute" recess is given. Without any order to put away books, the signal "One, two, three, march!" is given, and within a few seconds, all are outside and excused.

Only enough time is allowed for them to care for their bodily needs, when the bell taps and all are in line ready to march in. They feel refreshed and ready for work. Pupils understand that only a short time is given, consequently there is no leisurely walking about, but all may be seen hurrying to and fro to the fountain and elsewhere in order to be ready when the bell is tapped. Only a few moments have elapsed until they are in their seats working even more enthusiastically than before. The time used in giving this "minute" recess cannot be compared to the time worse than wasted by the old-fashioned "leaving the room" process.

There is still another advantage that comes with the "minute" recess. This intermission acts as a safeguard to the reputation of the pupils. A recent experience might re-enforce this statement.

During the noon hour a pupil from another room came to me, saying, "— [one of my pupils] was seen here in the cloakroom eating my lunch."

"Is that so?" I replied. "Who told you?" "— said he saw him."

I immediately called the boy out and put him through a series of cross-questions. After he had enthusiastically volunteered much detailed information, I informed him that I absolutely knew for a fact that this certain boy was not guilty, because no child had been excused from my room that morning as there was no occasion to since we were using the "minute" recess plan.

He seemed bewildered for a moment after he saw the trap he had laid for himself, but nevertheless went on to tell how perhaps he might have been mistaken in the boy, for he was not very well acquainted with the accused one, etc. It is needless to tell all that was said, but after an hour or so he confessed that he himself had stolen and eaten the food.

The "minute" recess thus proved the innocency of my pupils, which probably could not have been done had they been allowed to leave the room promiscuously.

Drawing Plus Sharp Eyes

THE general idea that teaching drawing to children consists of knowing how to secure a fairly good outline copy of some subject and that this depends upon how the pencil is held, is a wrong start. Too, the idea that an eraser should seldom be used, and that erasing is a sign of error may be too strongly a part of the drawing teacher's creed.

The eraser should be intelligently encouraged, for its use is important. A child uses the eraser because he sees wherein he has drawn a fault. The child who does not erase may see no need for its use, but the need may exist nevertheless.

There are other qualities needed for the better progress of drawing, and one of them is observation. If sharp eyes see and keen minds observe, the small hand can then better note with the pencil the true directions. All work and no play may make the little artists dull; and the knowing teacher will invent plays and games to sharpen the wits of the little artists, that when they work with pencil and paper they will be more alert and see every part of their subject.

Development of memory will go a long way toward developing the little artist. Place a number of simple objects on a table and permit the pupils to pass by the table, lingering to observe the group for a few moments. The objects can then be removed from sight and the pupils asked to list the objects. Such a test will very quickly show which pupils have the best memories. Or by holding a simple object, such as is seen every day of a child's life, before the class for one minute, and having them draw it from memory, will prove to be an interesting game. Credit marks can be given for the best drawing each time, seeing who captures some simple memory prize at the end of the month or term.

Another good drill is to paste upon a card a hundred or more different subjects cut from magazines. The teacher then stands with several pupils before the card and says, "I see a lighthouse."

The first pupil to locate is credited with one point, finding who captures the most out of twenty-five or fifty trials. Three or four pupils may play this game of "I See" with a smaller group, the pupil discovering the object in turn saying the next object name. A variation will be to locate a subject beginning with each letter of the alphabet or to list all the animals or the birds, or to write the names of the things that belong to the seaside and of the things that belong to the country.

The little artist should be taught to *observe, compare, and memorize*. Simple questions will often cause astonishing replies. Ask your pupils whether a cow's ears are in front or behind a cow's horns, and note the answers. Probably the teacher will have to look up the exact answer beforehand.—*E. R. Ford, in School Arts Magazine.*

Correcting Written Work

THE written work required of children may or may not be valuable to them in developing habits of logical expression of thought, correct sentence structure, right use of words, correct spelling, correct use of capital letters and punctuation marks, neatness and good form. Whether or not these are accomplished will depend on four things. First, is the way paved for the written work by careful work in oral composition? Second, is so much written work given that the child is almost forced into careless, slovenly habits if he succeeds in finishing the assigned task? Third, is he taught to be careful by being given time to examine his work after the writing is finished and before it is handed in? Fourth, is he required to correct his own mistakes, or does the teacher assume this responsibility?

The Four Steps

First. No teacher who fails to give attention to preliminary oral composition will ever get the best results from written work. If a Bible story is to be

written, the pupils should first be able to tell the story well, and thus become familiar with its phraseology. As the story is developed orally, the teacher should write the topics in logical order on the blackboard, which will afterward form the paragraph outline for the written work.

In this oral work, correct sentence structure and correct use of words will require more or less attention. After this, attention must be given to the spelling of words that the child desires to use. A list of such words as are outside of his written vocabulary should be placed on the blackboard where he can have access to them while writing. This should eliminate any reasonable excuse for misspelled words. Instruction in correct use of capitals, punctuation marks, proper headings and margins, should be reviewed, centering the attention on a few items at a time, and dwelling on these until, to some extent at least, the *habit* has been formed in their correct use.

Second. Guard against too much written work. It is far better to require every paper acceptably written, than to force upon a child careless habits by giving him more than he can do well. "Not how much but how well" holds good here as elsewhere. Let quality precede quantity. Oral composition should far exceed written in quantity. The written work should be chosen from that in which the pupil has been most keenly interested. It is not necessary that all pupils in the same class write the same story. Pupils often do best when allowed to choose their subject.

Third. That it may represent the pupil's best effort, after he has finished writing and before handing his paper in, he should be given time to read his composition or story over carefully, eliminating as far as possible all careless mistakes. This will inspire him to do his work carefully and as nearly perfect as he is able. It is also the pupil's privilege to rewrite his work,

if he desires, before handing it to the teacher. If the work is done carelessly or in a slovenly manner, it should be rewritten before the teacher accepts it, but once handed in and accepted, it should remain as the best work of which the pupil was at that time capable.

Fourth. When the written work is handed in, what shall the teacher do? Some teachers correct the errors, and then return the paper with the requirement that the child copy the corrected exercise into a notebook. Of what value is it to the child to have the teacher correct all the misspelled words, insert the necessary marks of punctuation, correct the errors in the use of capital letters, etc.? How much good would it do a child if you should eat his dinner for him? One is about as valuable to him as the other. If the child is taught to correct his own errors, he must study each one carefully, and he is then less likely to repeat them.

Mere copy work, just for the sake of being able to show a beautiful notebook, is time used to very poor advantage, — time which might far better be used in working on a new exercise. If the notebook contains compositions copied after the teacher has eliminated the errors, the teacher has deprived herself of the best opportunity of noting from time to time the pupil's real progress, the pupil flatters himself that his work is good, and the parent is deceived as to his child's actual standing. Every notebook should at all times truthfully represent the child's own work.

Teaching Self-Help

Here is a good method of teaching a child self-help. Place on the blackboard the following items, which the pupil should keep in mind in any written work:

1. Form — F
2. Thought — T
3. Penmanship — Pen.
4. Paragraphs — ¶, or No ¶
5. Sentences — S, or Sen.
6. Words — W

7. Spelling — *Sp.*
8. Capitals — *Cap.* or *No Cap.*
9. Punctuation — *P*
10. Mistakes of pure carelessness —
X, or *✓*

Every one of these ten points should receive some, though not the same, degree of attention in every grade. For instance; first and second grades, under capitals, should be able to use correctly a capital letter at the beginning of a sentence, in writing any name of the Deity, *I* and *O*, names of people and places, names of the days of the week and of the months, and certain well-known abbreviations, as *Mr.* and *Mrs.* Under "9. Punctuation," they should be able to use correctly a period after known abbreviations; a period, a question mark, or an exclamation point, at the close of various sentences.

In addition to these, grades three and four should use correctly under 8, a capital letter at the beginning of a direct quotation and every line of poetry, names of things personified, the word "Bible," titles of books and holidays. Under 9, in addition to those used correctly by grades one and two, they should be able to use correctly quotation marks when quoting the exact words spoken by some one, the apostrophe in contractions and possessives, the hyphen in known compound words and in dividing a word between syllables at the end of a line.

Additional requirements would be expected of grades above the fourth.

The Teacher's Marks

In examining the written work, the teacher should aid the pupil in correcting his errors by indicating in the margin opposite the error the nature of the error. For instance, a word has been misspelled. Instead of writing the correct form (which the pupil will probably pay very little attention to), let the teacher write *Sp.* in the margin. When the paper is returned to the pupil, it is his business to find out which word has been misspelled, and write it correctly at least three times either in

the margin or at the close of the composition. If the error is in the use of a capital letter, write *Cap.* or *No Cap.* in the margin, and let the pupil discover where the error is. If the error is in the use of some punctuation mark, write *P* in the margin if an incorrect mark has been used, *oP* if an unnecessary mark of punctuation should be omitted, *iP* if a mark should be inserted; or in case of an omission, indicate which mark of punctuation has been omitted and leave the pupil to insert it in the correct place and tell why it is needed.

Under "Form" should be included headings and margins, and in letter writing, the address and the closing. Suppose the pupil has failed to use the proper form for the heading or he has disregarded the use of margins, let the teacher write *Fh* or *Fm* in the margin.

Under "Thought" attention should be given to logical, complete, accurate, and interesting expression of thought. Failure on one of these points may be indicated by placing *LT*, *cT*, *aT*, or *iT* in the margin. The pupil will then study to see how his thought may be expressed in a more logical, complete, accurate, or interesting manner according to the mark indicating his failure.

Under "Penmanship" the points to be noted are neatness, correct and legible letter formation, and freedom of movement.

Under "Paragraphs," ¶ would indicate that a paragraph should be formed where there is none, *No* ¶ would indicate that a paragraph should not have been formed.

Under "Sentences," *S* or *Sen.* may indicate a failure to recognize the end of a sentence; *÷S* may indicate that a long sentence should be divided into parts; *+S* that sentences are too choppy and should be combined; *trS* that a sentence is out of place and should be transferred; *—S* that a sentence is lacking in so many ways that it should be rewritten.

Under "Words," the following points should be noted and marked: *oW*, omit unnecessary words; *iW*, insert necessary words; *mW*, use the right word or word that more closely expresses the meaning; *grW* or merely *Gr*, use the correct grammatical word; *trW*, transfer the word to the proper place.

Mistakes of pure carelessness are serious, for they should have been eliminated before the paper was handed in.

It is not necessary, of course, that these identical marks be used to indicate errors if a better way is known, but in every case *the pupil should make*

the correction himself. It will be an encouragement to the pupil for the teacher to indicate by a brief note in which of the ten points he has done exceptionally well.

The following is a story written by a fourth grade pupil, with the corrections indicated. When this pupil learns that he must correct his own errors, he will be more careful with the first writing. His chief errors aside from spelling are in recognizing the end of a sentence and in the use of quotation marks. It may be that the whole class needs more drill on these common errors.

Cap.

The life of Moses

Sp. Sen.
Sp.
Sen. Sp. Sen.
Sp.

At the time Moses was born, the king of Egypt gave out a decree that all the baby boys should be slain this brought many a mother in great perplexity and trouble. They tried to find a way to escape there was one mother by the name Jochobed she had a little boy and she called him Moses which means drawn out of the water. She pleaded and prayed to the Lord for her to find a way to save her dear loving baby. The Lord helped her wonderfully. She made a little ark out of bulrushes and daubed it with slime and pitch so no water could get into it, The mother put the child into the little ark and set it among flags of the river shore.

P

Sp.

His sister stood afar off and watched him untill the little ark could be seen no more.

Sen.
" iW
Sen. Gr. Sp. "
Cap.
" ' ' Sen.
Sp. Sen.
Cap. W Sp.
oW
÷ S
Sen. Sp.
Sp.

One day the daughter of Pharaoh came down to the river to wash herself, and her maidens walked along the river's side and when she saw the ark she sent her maid to fetch it they had compassion on the baby and said this must one of the Hebrews' children just then come his sister and said to Pharaohs daughter shall I get a nurse for the child that she may nurse it for thee? and she said yes. Moses sister went and called the child's mother she took him and nursed him untill he was old enough to leave the mother than Pharaohs daughter took him as her son.

Moses received a good education and when he he was old enough he went to meet his brethren and saw their troubles and spied an Egyptian smiting a Hebrew Moses slew the Egysten and hid him in the sand. When Pharaoh heard this he sought to slay Moses, but Moses fled to the land of Midian.

Gr. ' Sen.
Sp.
Sp. Sp.
W

The priest of Midian had seven daughters and one of these become Moses wife her name was Zipporah.

Sp. Sp.
Sp.
No Cap.

While he was herding his fathersin-laws sheep one day away off in the mountains, the angle of the Lord called Mosses to lead the children of Israel out of Egyptian into the land of Canaan. Moses was not willing to go because he said he was heavy of speech, so Aroon his brother went along to be his spooksman. It took them forty years of hard work, many difficullties, and great trying times and ways. The Lord gave Moses a Vision and showed to him the promised land.

The Teaching of English in Our Church Schools — No. 4

MRS. WINIFRED P. ROWELL

Sense-Training

ACCORDING to our analysis, in a former article, of the task set before parents and teachers who would "train up a child in the way he should go" language-wise, the first duty is so to train the five senses that they will give as nearly accurate and complete conceptions of the world outside as are possible to human beings under their present handicaps.

Much of the trouble in the world comes from an inability to see or to hear correctly. Many persons live in a continual haze of vague impressions, having nothing to impart to others because they have received nothing as they should receive it. A large proportion are dimly conscious of the vagueness of their mental vision, and for this reason are inclined to follow blindly any one who feels sure of himself and his impressions. These constitute the dupes — the "sheep" — of society. On the other hand, many who see and hear quite as inaccurately have such a habit of mind that they take their faulty impressions for the basis of obstinate opinions, after the order of those formulated by the Blind men in their classic dispute about what the elephant is like. Thus they become "blind leaders of the blind."

How much of the gossip and scandal that spoil human lives might be avoided if from the outset children were taught to distinguish between what they see and what they think they see; what they hear and what they think they hear!

But not only in the negative sense is this teaching needed. The most beautiful nature poem appeals to us because of its fine accuracy. The more accurate our own impressions, the more we appreciate the pictures painted for us by an artist, whether with brush or pen. Moreover, the impulse to tell others what nature and life have told us, is largely an outgrowth of the vividness of the vision we have received; the worth of what we have to tell is measured by its

truth, by the clearness and accuracy of our own conception.

While much of the needful sense-training lies in the mother's hands and should accordingly begin when the child first begins to notice and differentiate sounds and objects, yet few mothers realize or can make the most of the possibilities before them. Hence the responsibility and opportunity of the church school teacher.

The eye must be trained to take accurate impressions of form and color. The artist recognizes in nature certain type forms. The cone, triangle, and ellipse are to him not merely geometric terms or forms, but types under which can be grouped a variety of natural and manufactured objects. The so-called figures of speech by which poets and artistic prose writers visualize nature to us are merely efforts to classify the objects described, under their type forms, or to cause us to see spiritual significance in inanimate objects.

"Spake full well, in language quaint and olden,
One who dwelleth by the castled Rhine,
When he called the flowers so blue and golden,
Stars, that in earth's firmament do shine.

"In all places, then, and in all seasons,
Flowers expand their light and soul-like
wings,
Teaching us, by most persuasive reasons,
How akin they are to human things.

"And with childlike, credulous affection
We behold their tender buds expand;
Emblems of our own great resurrection,
Emblems of the bright and better land."

— *Longfellow.*

Not to every mortal is it given to perceive quickly the spiritual significance of common things, and one must not expect deep spiritual vision in the average ten-year-old boy. Yet it is surprising sometimes to find out what goes on in the busy little brains of the youngsters we think we know so well.

A first grade laddie of my acquaintance, with absolutely no home encouragement, had gathered and pressed a wonderful collection of all kinds of

(Concluded on page 157)

School Administration

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

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

The Point of View

TROUBLE has a trick of coming
Butt end first;
Viewed approaching, then, you've seen it
At its worst.
Once surmounted, straight it dwindles,
Ever small,
And it tapers till there's nothing
Left at all.

So whene'er a difficulty
May impend,
Just remember you are facing
The butt end;
And that looking back upon it,
Like as not,
You will marvel at beholding
Just a dot.

— *Selected.*

The Wheel of Progress

LESS than fifty years ago our first college was established. Three teachers were employed, ninety students attended, and \$500 was the investment. Forty years ago our first church school made its appearance, with one teacher, fifteen pupils, and a total expenditure of \$250 for equipment and maintenance for that first year. We had no schools in foreign lands or in the mission field.

At the close of the school year in June, 1920, the church school plant had grown so that it required the employment of over a thousand teachers to care for the more than 20,000 boys and girls in the first eight grades. Our advanced schools enrolled in round numbers throughout the world 12,000, while our mission schools enrolled about 10,000,—an army of 42,000 energetic, ambitious boys and girls, young men and young women, most of whom having as their objective a part in finishing the work of God. The value of school property alone has increased from a few hundred

dollars to about \$4,000,000, not including the annual maintenance.

Does not this "forty years" sound familiar to our ears? It calls to mind another period of forty years which just preceded the entrance of God's people into the promised land of Canaan. In view of the miracles which God hath wrought in *our* "wilderness wanderings," in view of the fact that today *we* stand on the very verge of the *heavenly* Canaan, and in view of the sad fact that though we are now forty years this side of our departure from "Egypt," scarcely more than 50 per cent of the children of Seventh-day Adventist parents are at present in line getting ready for marching orders,—in view of all this shall we not as secretaries, superintendents, school-board members, parents, and teachers, in a very special and definite way this new year lay our lives on the altar in behalf of these our own sons and daughters, and make 1921 our banner year in progress along the line of Joel's command, "Gather the children"?

At this time, these encouraging words of Jehovah to Joshua as he was about to step across the line into Canaan, seem especially appropriate:

"Be strong and of a good courage: for unto this people shalt thou divide for an inheritance the land. . . . Only be thou strong and very courageous, that thou mayest observe to do according to all the law: . . . turn not from it to the right hand or to the left, that thou mayest prosper whithersoever thou goest. This book of the law shall not depart out of thy mouth; but thou shalt meditate therein day and night, that thou mayest observe to do according to

all that is written therein: for then thou shalt make thy way prosperous, and then thou shalt have good success. . . . Be not afraid, neither be thou dismayed: for the Lord thy God is with thee whithersoever thou goest."

S. E. P.

Free Textbooks in Our Church School at College View

M. E. ELLIS

Chairman of the Church School Board

AFTER trying the free textbook plan for the College View church school for two years, I believe no patron or teacher would recommend going back to the old plan, which has so often proved a barrier to the attendance of the child of poor parents—the buying of a complete set of books for each pupil.

How the Plan Was Introduced

It was no harder to introduce free textbooks in the College View church school than it would be to turn your hand over—though of course it might not be the same everywhere.

This church, with its membership of more than six hundred, at the last quarterly business meeting held before the close of our church school in the spring, talked over the matter of free textbooks for our school for the following year. There were about thirty at the meeting—the usual number for a church business meeting. It was voted to ask all parents who would do so, to donate the books their children had used that year as a nucleus with which to start this innovation, with the understanding that whatever books their children might need the following year would be bought from a general textbook fund.

This plan was presented to the parents at a Sabbath meeting, and when school closed for the summer, nearly every book that had been used that year was left in the schoolroom as the property of the church. During the summer, these books were carefully gone over, missing leaves supplied from the

most "dog-eared" books, and the books needing rebinding had new covers put on. All were then covered with paper covers and labeled.

When school began in the fall, we used these books as far as they would go, and as increasing attendance demanded new books, we bought them from our regular school funds—funds that had been raised by pledges and tuition, and one or two special collections at church.

That's all there is to it. There was never the slightest opposition to the plan from any source, and we never had to go to any special pains or effort to get money to supply what books we needed; and although our school last year, the second year of using this plan, had an attendance nearly double that of the previous year,—our textbook bill for new books being correspondingly heavy,—we actually had no trouble at all in meeting our bills for books.

Advantages of This Plan

It is a great economy. This is obvious, for it largely does away with a duplication of books for a child in successive grades.

It gives the teacher a better chance to teach the children how to use books in general, because they are using borrowed property.

It insures a full set of books for each child without delay. Thus the children do not get behind in their work while waiting for books.

Last and best, we had the satisfaction of seeing an enrolment in our church school last year of nearly two hundred, and the doors thrown open to every child who would come, and all bills paid.

It is better and more satisfactory in every way. Try it.

"OUR people are now being tested as to whether they will obtain their wisdom from the greatest Teacher the world ever knew, or seek to the god of Ekron."—"Counsels to Teachers," p. 255.

Plans for School Buildings

— No. 3

[Blue prints of any of our published plans will be furnished free to any school board or building committee. Address General Conference Educational Department, Takoma Park, D. C.]

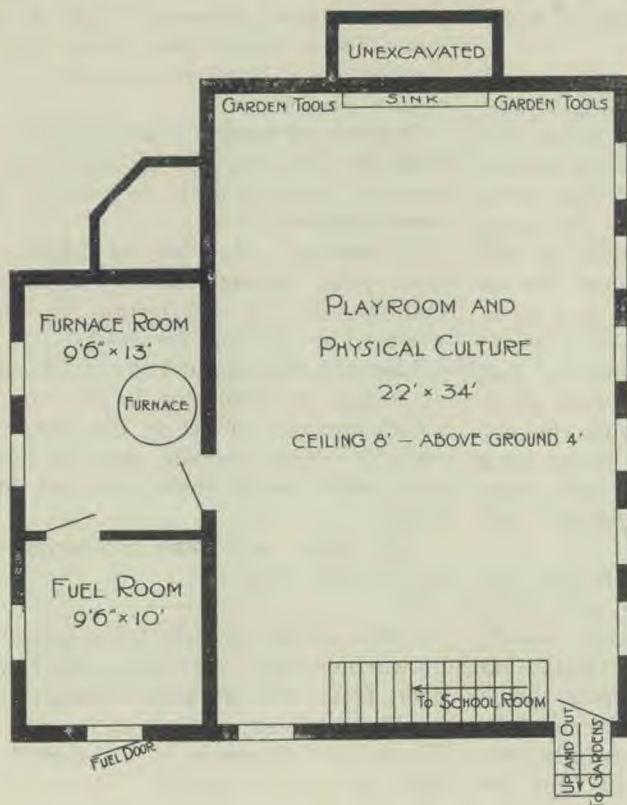
THIS article deals with the model type one-teacher building, at least one representative of which we hope soon to see in every union conference, and sometime in each conference. This is illustrated in the floor plan and basement plan of design No. IV.

The special features of the model type over the A, B, and C types of one-teacher buildings is the addition of water system, and a basement in which are located furnace and physical culture room; also the lifting partition between workrooms and main schoolroom, making available additional space at times

of public gatherings. In this plan the extra space for toilets enlarges the cloakrooms sufficiently to allow for two doors opening into each from the main room, as well as providing for umbrella and rubber cases. Washbowls with drinking fountains are also provided, and in the cooking-room a properly arranged series of cupboards with kitchen sink, drain board, etc. If gas is accessible, gas plates might be preferable to the kerosene oil stove.

The unilateral system of lighting is used in this as in previous designs, and the light comes from the east, which, all things considered, is the most desirable. The furnace is located where all parts of the building can be uniformly heated, and on warm days the benefit of a breeze from any direction can be secured by opening doors into rooms adjoining the main schoolroom.

DESIGN NO. IV—MODEL TYPE—BASEMENT PLAN



Doors opening into the workrooms have a glass panel placed at observation height, which enables the teacher to have general supervision over pupils working in these rooms at other times than the regular recitation period, while the lifting partition between the two rooms enables one teacher to direct the work of both boys and girls during the manual training period.

In the domestic science room the sink, deck, and drain are located with a window in front, thus affording the necessary light, while the flower box outside the window lends good cheer and joy to the kitchen work. Notice the order in which cupboards and sink are arranged. This secures the greatest efficiency with the least loss of time and energy in doing the work. This room repre-

sents an ideally arranged though not elaborate kitchen, in which any girl certainly ought to learn the very best way of managing this part of the work necessary in every home. Though not large, it is large enough for the girls in grades 5 to 8 of a one-teacher school. And it is practical, dealing as it does with conditions to be found in a regular home.

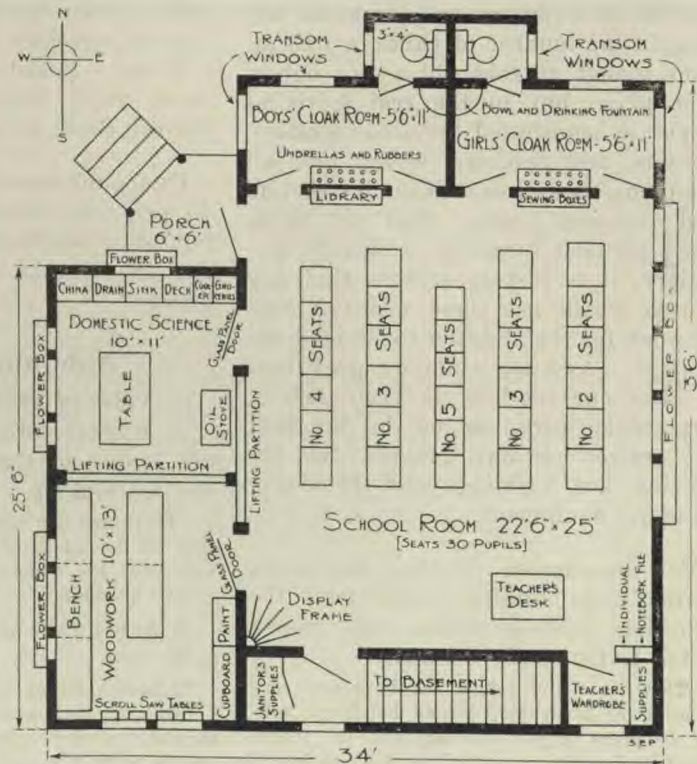
In the woodwork-room, five workbenches with four scroll saw tables will ordinarily provide for boys in grades 5 to 8 of a one-teacher school of twenty-five or thirty pupils. A special place for finishing models with stain, varnish, etc.; built-in cupboards for woodwork materials and models; cupboards for library and individual sewing boxes; the teacher's wardrobe over the basement stairway, containing a supply cupboard; individual notebook files and the display frame; also the place at the head of the stairway for janitor's supplies, are all desirable features which make for order, good discipline, and general efficiency. With the supply cupboard in the teacher's wardrobe, the drawers in the front of the room below the blackboard as previously shown in designs II and III are unnecessary.

The entrance might have been located at the south-west and the work-rooms moved along to the north end of the building. But with that arrangement, while the teacher could pos-

sibly have had somewhat closer supervision over the entrance, yet it would have been farther away from the cloak-rooms, and the supervision of the work-rooms would have been rather seriously interfered with. If this change were necessary, fuel-room and furnace-room should change places in the basement plan, in order that the fuel might be put in at the rear of the building, and that the furnace should be more centrally located.

In the basement the garden tools hang on the wall each side of a long sink. Pupils coming from the schoolroom en route to the gardens, file past the tools, each one taking those that belong to him; then out to the gardens. Returning, the tools are hung in place, while the children, half a dozen at a time,

DESIGN NO. IV—ONE-TEACHER BUILDING, MODEL TYPE



FLOOR PLAN—NORTHWEST FRONT.—EAST LIGHT IN SCHOOLROOM

SIMILAR TO DESIGN NO. III—PLUMBING, FURNACE, PHYSICAL CULTURE ROOM ADDED

wash their hands under running water at the sink, and are soon ready to march upstairs to the schoolroom.

If this design were to be constructed in a mild climate where children can be out of doors for play and systematic exercise on most of the school days, the basement and furnace might be omitted and it still remain a model-type building by providing outdoor physical culture floor of cement, concrete, or macadam, of sufficient size to give the required physical culture drills. It is also easy to see how design No. III could by the addition of the outdoor physical culture floor, thus be raised to the rank of a model school.

In emphasizing the technical features of our work, important though they are, there is always danger of pointing to these outward forms as evidence of success. Let us never forget that the real success of our church school work lies not in buildings or equipment, nor even in the number of children who attend, though all these fill a very important place, but in the real spirit of Christ as manifested by administrators, parents, and teachers, woven into all the plans, as well as into the instruction and training given. And yet while these outward forms are evidently secondary, it is just as evident that any church which has these facilities does its work for the children to decided advantage. And so, while we pray God to bless our teachers in their sacred, responsible work, let us do our best to "answer our own prayers" by improving our buildings and providing standard equipment.

S. E. P.

For the purpose of aiding our school boards and building committees, the following recommendation was passed at the Indianapolis Council:

"That our church school boards, before constructing or remodeling school buildings, submit all plans to the secretary and the superintendent for their approval, in order to insure that the work be done in harmony with the laws of school hygiene as given in the building plans and information to be published in the next edition of the 'School Manual.'"

Some of these building plans are now appearing in the *EDUCATOR*. We hope our building committees will avail themselves of the assistance provided for in the above recommendation, for a superintendent or secretary should be able to give wise counsel and accurate information regarding lighting, heating, ventilating, arranging, and all other matters concerning the construction of school buildings for health and efficiency.

How many of our school boards are using the new record books provided especially for them? If you desire (and of course you do) to do your work "decently and in order," you will find these books indispensable. If you have not already been benefited by their use, why not secure them at once and begin the new year right? Each book contains space for five years' records. Order through your church missionary secretary.

School Board Treasurer's Record Book, \$1.35; School Board Secretary's Record Book, \$1.35.

OUR publishers allow school boards a 40 per cent discount on all our own published textbooks for school libraries. Are these books found in your school library?

Note and Comment

Value of Professional Training

A UNION secretary made a remark not long ago that ought to set some one to thinking. It was this:

"There are two classes of would-be teachers that we do not know what to do with—those who have not finished the eighth grade, and college graduates."

A wide-awake superintendent recently said:

"I have a degree from — College, but still I feel that with a thousand degrees, and the normal training missing, I could never do justice to this work."

Not long ago, a Ph. D. applied for a position as teacher in a high school in Washington, D. C., and was refused be-

cause he lacked the necessary professional training.

Normal Scholarships

G. R. Fattie, educational secretary of the Lake Union, writes:

"In this union it has been our custom now for more than three years, to grant to teachers who have taught three years and hold a diploma from the twelfth grade, and who have done full work at three summer schools, a free tuition scholarship for the last year of college normal course. This is paid by the conference from which the teacher comes, on recommendation of the union department and the educational superintendent in whose territory the teaching was done. We have four teachers here on that basis this year."

Prof. M. E. Cady tells us that in July, 1920, the Columbia Union Conference passed the following action:

"That \$1,500 be appropriated for a normal scholarship fund, which shall be distributed by vote of the union conference committee. Amount of each scholarship shall be \$100."

Fifteen normal scholarships were voted for the present year, eight of which are being used at the present time.

Frm D. D. Rees, secretary of the Central Union Conference, we have the following:

"We already have a plan in this union conference whereby each conference sends one prospective teacher for each three hundred members of the conference, to the normal department, paying a tuition scholarship of \$85, it being understood that the one receiving such benefit, return to her home conference and teach for at least two years. I succeeded in getting through a resolution to this effect at all of our camp-meetings last summer. Some of our conferences are already acting upon this resolution."

On last Thanksgiving Day, in a letter from A. F. Schmidt, secretary of the Northern Union, held November 19-22, we statement, which made us thankful:

"At a meeting of the educational board of the Northern Union, held November 19-22, we adopted the scholarship recommendation for church school teachers without any questioning or altering, and think it will pass in each local conference also."

The recommendation referred to was passed at the Indianapolis Council and is as follows:

"That to all elementary teachers who are within one year of completing our college normal course as outlined by the General Department, and who have taught successfully at least three years in the elementary schools of the union, the union in which said teaching has been done, grant, on recommendation of its secretary and superintendent in whose territory the teaching has been done, a normal scholarship of \$100 to apply on the expenses of completing the normal course in said union."

Who will be next on the list to provide for normal scholarships?

School News

J. W. CHRISTIAN, president of the Pacific Union Conference, sends the following word:

"At the Lodi Academy, we have more than 325 enrolled in grades 1 to 12. Isn't that just splendid! The new normal school building is certainly a great blessing and uplift to the academy."

W. C. Flaiz, of the North Pacific Union, writes:

"On the whole our work is going very well. The enrolment at the college has exceeded four hundred. Early returns from our schools indicate that we shall have fully as strong an enrolment as last year, possibly stronger."

A ten weeks' special course for training teachers for the West Caribbean Conference closed about the middle of December. H. C. Kephart has charge of the work in this field.

I. C. Colcord, from the Western Oregon Conference, writes:

"We have twenty church schools, two academies, and three intermediate schools, with thirty-three teachers, not counting those in the academies. Attendance, more than eight hundred."

"Never before have we had to look fore and aft for teachers, and urge school boards to get busy and hold what they had in sight. We lost several good teachers just because of the tardiness of school officials. But we have as a whole an excellent corps of instructors heading up our schools."

"Where there has been a Parent-Teacher Association much good has come from it—better school equipment, closer co-operation between home and school, a greater interest in the school itself. The 'School Manual' has given us valuable suggestions in perfecting an organization and its conduct."

"The Parents' Reading Course ought to

prove helpful. Better child training in the home is absolutely fundamental if our church schools ever hope to rise to a higher plane with less strain and stress in the matter of discipline. Give us better home government, and our teachers will say 'Thank you' to the fathers and mothers for these better-behaved boys and girls.

"The helps already published in regard to church school buildings have been appreciated in the erecting of a normal building that is now going on at Laurelwood Academy.

"A few Sabbaths ago the Salem schoolboys and schoolgirls handed to Elder Bell a sack filled with \$100 in silver, which they had gathered from their Harvest Ingathering work. The pupils at Silverton had \$20, and the Monitor school more than \$23.

"I just sold a set of blanks last night to a school board. They thought they had better have them and keep school business in better shape and in some permanent form.

"Glad to note that Western Oregon Conference stands second on the list of subscribers for the EDUCATOR."

[Will Western Oregon continue to stand second after our campaign? — S. E. P.]

"I Am Your Worst Enemy; My Name Is Carelessness"

THE following is a list of errors in spelling and pronunciation observed in the language of those who probably know better. A number come from those who hold college degrees. Are we, as educators, guilty?

Errors in Spelling — Correct Them

| | |
|-------------------|---------------------|
| superintendant | figures of speech |
| comparitive | sandwitches (listed |
| didn't | on a college |
| pasteing | menn) |
| repot blanks | alright |
| rubbr | imatative |
| hankerchiefs | pursuade |
| penciles | lillies |
| dramitizition | opinion |
| propogation | Flanigan |
| nerveous | receeding |
| the third angle's | diffirent |
| message | symetrical |
| fortaste | lovliness |

Errors in Pronunciation

| | | |
|--------------|--------------|---------------|
| i'solate | preferred to | is'olate |
| e'vangelical | preferred to | ev'angelical |
| illus'trate | preferred to | il'lustrate |
| deca'dence | preferred to | dec'adence |
| address' | never | ad'dress |
| sug gest | not | su'gest |
| al ternate | not | all ternate |
| al ternation | not | all ternation |

| | | |
|-------------------|-----|-------------------------|
| system | not | system |
| Jerusalem | not | Jersalum |
| biographical | not | beographical |
| inqui'ry | not | in'quiry |
| ought to be | not | awe to be |
| de'fect' | not | de'fect |
| Hercu'lean | not | Hercule'an |
| children | not | childrin or childern |
| hundred | not | hunderd |
| school of | not | school o' |
| health | | health |
| restless | not | res'less |
| locusts | not | locus' |
| occupied | not | ocapied |
| figures | not | figgers |
| coasts | not | coas' |
| program | not | progrum |
| victims | not | victums |
| population | not | popolation |
| rôôt | not | rôôt |
| recognize | not | reco'nize |
| interest | not | int'rest |
| in'teresting | not | interest'ing |
| secretary | not | see'tary |
| quotation | not | kotation |
| da'ta | not | dat ta |
| preced'ence | not | pre'cedence |
| prec'edent | not | preceed'ent |
| pres'entation | not | pre'sentation |
| sta'tus | not | stat'us |
| ally' and allies' | not | al'ly & al'lies |
| introduce | not | interdoose |
| dep'riuation | not | de'privation |
| exper'iment | not | expe'rimint |
| I wish I | not | I wisht I |
| might | | might |
| ex tra'ordinary | not | extra-ordinary |
| hindrance | not | hinderance |
| them | not | thum or um |
| miserable | not | mis'able |
| shall | not | shell |
| entertain | not | intertain |
| encouraged | not | incouraged |
| practicable | not | practi'ble |
| elm | not | el lum |
| el-lipse | not | e-lipse |
| poin set ti a | not | poinset t'a |
| mis'sionary | not | missiona'ry |
| inclem'ent | not | in'element |
| a dult' | not | ad'ult |
| apron | not | apurn |
| dev'astate | not | devas'tate |
| instead | not | instid |
| just | not | jest |
| æsthetic | not | ascetic |

What is the matter with the following expressions?

"We will never finish the work in this generation unless God helps us."

"When you read my signature, you will not recognize it as being any one you ever knew, I don't suppose."

Our Question Box

12. Should our associations be so conspicuous as to lead others to make remarks?

For answer, 1 Thessalonians 5:22 ought to be enough for any Christian teacher.

13. How and when are the prayer bands in a church school to be conducted?

In the "Junior Missionary Volunteer Manual," page 55, is this statement: "The bands [one for boys and one for girls] may meet on different days, for a few moments at the close of the school session, or in the mornings before the opening of school." Much more about the spiritual activities of the school is discussed in this manual. Read the whole chapter on "Devotional Features," pages 51-61.

14. In communities where the people are poor and both parents and children have all they can do to raise the mission goals, etc., how can material for sewing and other manumetal subjects be obtained?

While it is true that some material for sewing and woodwork can be found in mother's scrap bag and father's lumber scrap pile, a small fee should be charged each pupil to cover the expense of other needed materials. Both these lines of study are an essential part of the training of a missionary.

The Bible says, "If any provide not for his own, and specially for those of his own house, he hath denied the faith, and is worse than an infidel." 1 Tim. 5:8. The same thought is emphasized in the spirit of prophecy as follows: "While we should put forth earnest efforts for the masses of the people around us, and push the work into foreign fields, no amount of labor in this line can excuse us for neglecting the education of our children and youth."—"*Counsels to Teachers*," p. 165. Jesus says, "These ought ye to have done, and not to leave the other undone." From these words, shall we not conclude that neither parent nor church is justified in neglecting the needs of the children for any other cause whatsoever? The Bible speaks of some prayers as "an abomination," because

they are repeated for the purpose of gaining or keeping a reputation. What reward will a church be given if it gains or holds a so-called "missionary" reputation to reach financial goals, but neglects the education of its children who, if rightly trained, will become our future missionaries?

15. Please give the name of a good book of games, with price and publisher.

Our "Elementary Curriculum" contains a good list of games appropriate for use with children. Price, \$1.25. Order through your church missionary secretary.

16. How much cramming will a teacher have to do to keep up with the outline for seventh-grade geography?

We wonder if the teacher who asked this question is "up to date" with our outline for geography. At the 1919 Spring Council it was voted to give two years to geography as a separate subject, beginning in the fifth grade. The outline based on this action is published in "The Elementary Curriculum" and its Supplement.

17. Please give us a sample of a good church school program.

See "Supplement to the Curriculum," page 209; also "School Manual," pages 109-114.

18. Which studies should come in the morning; which in the afternoon?

See "School Manual," pages 106-108.

The "Other Side" of the Question Box

(Questions for the teacher to ask herself)

6. Have you this year visited at least once every home represented in your school?

7. Have you visited every Seventh-day Adventist home having children of school age who are not in school?

8. Are you following the outline for manual training in at least one of the following: sewing, cooking, woodwork?

9. Are you giving your pupils the regular daily calisthenic exercises as outlined?

10. Have your pupils had their physical examination this year?

The Home School

"Do not send your little ones away to school too early." "Parents should be the only teachers of their children until they have reached eight or ten years of age."—Mrs. E. G. White.

THIS section of the EDUCATOR is for the purpose of helping parents who wish to heed this instruction. The editor not only welcomes but solicits contributions from any who are endeavoring to follow God's plan for these little ones. We shall also be glad to answer questions from those who are seeking the right way.—Ed.

The Parents' Reading Course Lessons 1 to 4

From "Education," by Mrs. E. G. White

WHILE studying each chapter, underline and memorize, if possible, at least one sentence or thought that has especially impressed you.

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

First Week: "Source and Aim of True Education," pages 13-19

1. What does true education include more than the pursuit of a course of study? What relation has service to true education? Where are the "treasures of wisdom" found? Col. 2:3. What relation do the world's great teachers sustain to Him who is the source of all wisdom? Page 13.

2. Can a true "higher education" be obtained in a university where much of the teaching is contrary to the truth of God's word? Why not? What method did God follow in the education of the father of our race? Job 22:21. Page 14.

3. What four things must we consider in order to understand what is comprehended in the work of education?

a. When Adam came from the Creator's hand, what was his nature?

b. What was God's purpose for man? How was he to reflect the glory of God?

c. What change did sin make in man's threefold nature?

d. What is God's plan for still fulfilling His glorious purpose for man?

Shall we adhere closely to God's system of education, or shall we cater to other systems of educations? Page 15.

4. How are love to God and love to man related to true education? How

were Adam and Eve able to learn of God through His works? What is to be found in nature? Page 16.

5. In our sinful state what do we need in order to interpret nature aright? If our youth are trained after God's plan, what kind of people will our institutions of learning send forth? What character will such education develop? Page 17.

6. Of what value is this true "higher education"? Job 28:15-18. What is God's ideal for His children? Page 18.

7. What is the "passport from the preparatory school of earth to the higher grade, the school above"? Page 19.

Second Week: "The Eden School," pages 20-22

1. What system of education did God give us as a model? Where was the model school located? What was the schoolroom? the lesson book? Who was the instructor? Who were the students? Is it necessary now as then that parents be students? Why were Adam and Eve created but "little lower than the angels"? Page 20.

2. Amid what scenes was the schoolroom—their home—located? What companionship did these parents have in their home school? Do we, as parents, need this companionship in our homes? How did the garden help in their development? What lessons were they able to read from the book of nature? Page 21.

3. From what study did they realize "the highest pleasures of their holy existence"? What was God's original plan for all the homes and all the schools that would ever be established in the whole earth? Page 22.

Third Week: "The Knowledge of Good and Evil," pages 23-30

1. With what power of will was man created? Why was the tree of knowledge of good and evil withheld from Adam and Eve? Has not God for the same reason called His people away from the tree of worldly knowledge today? Page 23.

2. With what evil thing did Eve come in contact when she came to this tree? Is not the same evil one in the tree of worldly knowledge today? What arguments did Satan urge in favor of partaking of the tree? What false accusation did he bring against God? Are we ever inclined thus to defend the tree of worldly knowledge today? Do we ever in our hearts or by our actions accuse God of withholding good from us when He tells us to separate ourselves from the world and our children from the schools of the world? What is the key of true knowledge? Is there any danger that any of us cast away our faith in the system of education that God has given us? Page 24.

3. After Eve had disobeyed God by partaking of false knowledge, how did she feel? Eve *imagined* herself entering upon a higher state of existence; do not those today who partake of the tree of false knowledge have a similar experience? What "opened the door to every species of falsehood and error"? Are we not responsible for closing that door so far as our own families and our own children are concerned? God had created Adam with the "power of choice." When he chose evil, what was he no longer able to appreciate? Why were Adam and Eve driven out of Eden? If we *choose* the tree of worldly knowledge, shall we be able to regain Eden? Page 25.

4. What are some of the lessons that blighted nature now teaches? What lesson is taught in drooping flower and falling leaf? How does the air bear the seeds of death? Why did the spirit of rebellion take possession of the animal creation? Page 26.

5. In what promise is our hope of regaining Eden? Gen. 3:15. How is the hope of redemption taught in the trees and flowers? What does the voice of our Father say in all created things? Page 27.

Fourth Week: "Relation of Education to Redemption," pages 28-30

1. Before man sinned, God was his teacher, and met him face to face. Sin has deprived us of this avenue of knowledge. Through whom may we now commune with God? In what Book is Jesus the Redeemer presented to us? What is our only "means of opening again to us the treasures of wisdom"? While Christ opens heaven and the treasures of wisdom to man, what does the life which He imparts do for man? Page 28.

2. What effect does sin have upon the faculties of the soul? How is the result of eating of the tree of knowledge of good and evil manifest in every man's experience? In all educational effort what should be our highest aim? Why? What is the ambition of the true teacher? With what accomplishments will he not be satisfied? Are we satisfied to send our boys and girls to teachers who are content if their students secure mere technical knowledge? Page 29.

3. How may the student find the Source of wisdom? What opportunities for education in this world are his? Upon what course is he entering? Why are education and redemption really one? Even under the changed conditions, to what plan will true education still conform? In what lies the difference? What should be the true teacher's first effort and his constant aim? Page 30.

How One Little Girl Learned to Read

EVA M. TAPPAN, PH. D.

I HAVE never taught a child to read, but I know how one little girl learned; and in spite of all the theories and all

the "modern methods," I still think that it was the best way in the world.

The child had alphabet blocks, and when she asked what the marks on them meant, she was told the names of the letters, and she learned them, just as she learned the names of common objects, such as chair, spoon, table, dress, etc. Her father and mother did not care to have her learn to read; they thought it was quite as well for her to be interested in roses and ants and little brooks and trees and dolls, and they were not afraid that she would be slow in learning to use books when the time came.

Meanwhile, they read aloud to her, especially story-telling poems; and when they read, she always looked on the book. Gradually it came to her mind that a group of letters stood for a spoken word, and she began to point to each word as it was read aloud. She learned the verses by heart, of course, from hearing them read so often, and before long she was saying them over by herself, making believe that she was reading, and pointing to the words as she spoke them. She lost count occasionally, and in her "Why, Phœbe, are you come so soon?" she sometimes read "W-h-y" as "Phœbe," or "y-o-u" as "come." Sometimes she spelled a word and asked what it was or what it meant.

She was especially fond of "The Blackberry Girl," and before her father and mother realized that she was doing any more than reciting it, she had learned to read its twenty-one stanzas. Moreover, in reading this, she had learned some two hundred fifty words, and could recognize them anywhere: she knew from the context what most of them meant.

Before she was seven years old, she was reading "The Pilgrim's Progress," omitting the sermons, and other books, and no one knew who had taught her. Perhaps this way of learning to read is not according to any of the twentieth century theories of education — but it worked.

New-Year Resolutions

LET me be a little kinder;
Let me be a little blinder
To the faults of those about me,
Let me praise a little more;
Let me be, when I am weary,
Just a little bit more cheery;
Let me serve a little better
Those whom I am striving for.
Let me be a little braver
When temptation bids me waver;
Let me strive a little harder
To be all that I should be.
Let me be a little meeker
With the brother that is weaker;
Let me think more of my neighbor,
And a little less of me.

— *Selected.*

Fathers and Sons

CHARLES F. POWLISON

General Secretary of the National Child Welfare Association

THE four-year-old son of a friend of mine was once asked what he intended to be when he grew up. He was silent for a moment. Then looking up with great earnestness, he said, "Well, I fink, when I'm growed up, I'll hunt around and pick up a lot of thticks and build a house wiv 'em, and be a farver."

Of course the little would-be "father" was greeted with peals of adult laughter. Yet what finer or more natural ambition could he have voiced? We do not laugh when our little daughter talks of the day when she will have a home and children. Why does it strike us as comic that our small boy should long for fatherhood?

One would almost suppose that there is something unmanly about fatherhood, so thoroughly do we discourage the fatherly spirit in our boys. The tiny lad who loves to take his battered old doll to bed with him is teased and shamed out of his allegiance. The youngster of eight or ten who likes to play "house" is frowned upon,—he ought to prefer building a fort and playing at soldiers. We are far more afraid of making our boy a "sissy" than of permitting him to be a bully. Yet if we study the grown men about us, we find that "sissy" is a pretty

rare specimen, while the coarse-grained, selfish, callous bully is all too frequent. There is no great danger of our boys' developing into cowards. There is the greatest danger of their growing into business men and money-makers rather than fathers and home-makers.

Perhaps the words "greatest danger" may seem exaggerated, but let us consider what the right sort of fatherhood means.

To a man himself, being a good father—a wise father and an understanding one—means the greatest possible happiness and satisfaction. It means that he can watch the miracle of an unfolding personality, that he can renew his own youth in his children, and that he can be a coworker with God in aiding, guiding, and inspiring them.

To a child, a good father is, next to a good mother, the best of all heritages. His father is his playmate, his chum, his ideal. His father's political opinions, business principles, and ethical standards are accepted unquestioningly by his admiring son. Some one has wisely said that through loving and admiring the father whom he has seen, the child takes his first step toward worship of the Father whom he has not seen.

To the nation and the future world, good fatherhood means everything. It means that men shall henceforth think not merely in terms of "big business," but of better human lives, that they shall strive not only to bequeath wealth to their children after death, but shall devote their lives to giving their children a treasure of sympathy, love, and guidance.

Therefore I would say to every father, "Know your boy. Begin today to play with him, hike with him, discuss with him, camp out with him if you possibly can. He needs you, and you certainly need him. Don't let his mother have all the responsibility and all the joy of parenthood—get some of that joy yourself. For your boy's sake, for

your own sake, for your country's sake, join the Ancient and Honorable Order of Fatherhood!"

Home and Happiness

If solid happiness we prize,
Within our breast this jewel lies,
And they are fools who roam;
The world has nothing to bestow,
From our own selves our bliss must flow,
And that dear hut—our home.

—Nathaniel Cotton.

Do not worry; eat three square meals a day; say your prayers; be courteous to your creditors; keep your digestion good; exercise; go slow and easy. Maybe there are other things that your special case requires to make you happy, but, my friend, these, I reckon, will give you a good lift.—*Abraham Lincoln.*

"I Will Trust and Not Be Afraid"

A LITTLE girl inquired of her mother one moonlight night: "Mamma, is the moon God's light?" "Yes, Ethel," replied the mother; "His light is always burning." Then came the next question from the little one: "Will God blow out His light and go to sleep, too?" "No, my child," replied the mother; "His lights are always burning. They never fail, because God never sleeps." "Well, mamma," was the little one's reply, "while God's awake I'm not afraid."

The Teaching of English in Our Church Schools

(Concluded from page 145)

leaves. He brought it out very shyly on my first teacher-visit to his home: but when he saw that I was really interested, his delight was unbounded. After that, he brought me a sample of every new leaf he found, and we pressed them and used them as models in drawing, an experience which he greatly enjoyed.

The next article will contain concrete exercises suggesting how sense-training, the fundamental element of language work, may be accomplished.

Child Labor Day

THE National Child Labor Committee has appointed the fourth Sunday in January each year as Child Labor Day. In 1921 it falls on January 23. It is appropriately observed in Sunday schools, churches, schools, colleges, clubs, and other organizations.

The purpose of Child Labor Day is to agitate the question of giving the children of America a "square deal" educationally. It seems incredible, but statistics tell us that on account of child labor, which in some States is on the

increase, almost one quarter of our population is illiterate. Surely every child — our own not excepted — has a right to the very best education that can be given him, and no adult has a right to deprive a child of any part of this heritage by detaining him from school either a short or a long time when school is in session. Perfect attendance and punctuality at school are virtues that every parent should encourage. Habits of irregularity and tardiness formed in childhood greatly weaken character in later life.

S. E. P.

THE HOME-STUDY HABIT

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

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