

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. 6

EDITORIALS

Vitalize Modern Language Study

OUR educational heritage from the polyglot language situation in Europe, together with medieval methods of language teaching, has tended to obscure the vital ends sought in the teaching of languages in Seventh-day Adventist schools. America has few linguistic problems of her own, due to her isolated location and the prevalence of a single mother tongue throughout the nation. Europe has many such problems, and they have been interwoven with philological and literary lore from the Renaissance down. As an educational writer says:

"Her methods of language study have been transplanted to the United States, to the student having no racial attachment for a foreign language; and being told that mental culture is the goal anyway, he has fascinated himself, if he could, with the philological and literary phases of language study."

It is singular that the "mental-culture" idea should prevail so strongly in a subject like that of language teaching. The result of the blind following of this idea shows itself in the fact that when business or practical missionary experience calls for a man to use his knowledge of a language studied in the schools, the brilliant graduate of a course in languages feels a fluttering of the heart and a weakness of the knees.

Another educational writer asks, in "School and Society:"

"How can we justify teaching Latin and algebra to thousands of boys and girls, which only a few ever use?"

Latin teaching is one of our heritages of a bygone age which persists in our schools in the face of many subjects of

infinitely more practical value, that are pressing upon our attention from every quarter. It is usually defended on three grounds; namely, it lies at the basis of a number of modern languages; it is of value in the study of English; and it contributes to that vague result comprehended in the time-worn phrase "mental culture."

Will these aims stand the test of experience? Contact with Spanish-speaking countries in the mission field makes it obvious that the majority of our workers who are preaching and teaching and interpreting in the Spanish and doing it well, never have studied Latin at all. The large Latin element in English makes it possible for one to pass directly from English to Spanish, and with the same amount of effort and the same amount of time achieve efficiency in the use of Spanish with comparatively as much ease as can the Latin student. If, then, the student in school spends as much time directly upon the study of Spanish, or of Italian, or of Portuguese, or of French, as he spends upon Latin, he will achieve working ability in the particular language he studies,—Spanish, for instance,—and at the same time will lay as good a foundation for passing on to the Italian, or the Portuguese, or the French, as if he had depended on two to four years of Latin study to get his start.

Another important consideration is that we now have much Seventh-day Adventist literature in Spanish and other modern languages, the reading of which, and familiarity with the content of which, would go a long way toward saving the student time and effort after he reaches the mission field. We have no

denominational literature written in Latin, and there are no people who speak Latin today, except a few erudite ones who have made a life study of it, and choose to make it the vehicle of disputation or encyclical. The Bible is printed in Spanish, Italian, Portuguese, and French, and many other languages, and it is the great textbook of the soul-winner in every phase of gospel effort.

A recommendation of importance was made at our Boulder council a year ago to the effect that those who study the modern languages in our schools take up

Colegio Adventista del Plata

HERE is a picture of the faculty in our Argentine school. Our readers will recognize some of these faces, and will recognize the names of others they may not have seen. In the center may be seen J. S. Marshall, principal, and Mrs. J. S. Marshall, the normal director, who connected with the school about a year ago. It is easy to see how well Mrs. Marshall is enjoying her work. On Professor Marshall's left is Elder G. W. Casebeer, who has spent ten or twelve years in South America as an evangelist



Faculty of Colegio Adventista del Plata

the study of our own literature written in those languages, and spend their summers in the selling of literature and the teaching of the message to people who use those languages. We do have here in the home field, providentially, a large number of people who still speak languages other than English. Every language of modern Europe, and almost of the world, is represented in our cosmopolitan population. Why should not our schools seize upon this fact to vitalize their language teaching by relating it to present-day conditions, not to a past age, and to the practical aims of our denominational schools.

and teacher, and who is now serving as the Bible teacher and trainer of young men for the ministry and of young women for the Bible work. On the right of the principal, in order, are Prof. and Mrs. Camilo Gil, Brother and Sister E. C. Wohlers (Brother Wohlers is the farm superintendent and Sister Wohlers the matron), and then come Brother and Sister J. M. Howell, he the preceptor and teacher. To the rear and right of the gentleman in white is Mrs. E. G. de Marsico, a Spanish sister of experience who joined the faculty last year. To the right in the picture are other teachers whose names we do not have.

GENERAL ARTICLES

The Principal and His Work

E. G. SALISBURY

Qualifications

THE first prerequisite to success in the principalship of a Christian school is religious belief and consecration on the part of the principal. Our schools are established for the purpose of surrounding youth by an environment conducive to spiritual development, to instruct them in religion, to work for their conversion, and to train them to become promoters of the faith. Failing in these ends, the school has sacrificed its ideals, and has not justified itself as a separate educational undertaking.

It is fundamentally important, therefore, that the principal, who is the delegated and rightful leader, shall be a person of profound religious conviction. A pretense will not do. Youth are too keen observers for the fraudulent to last. It is difficult to understand why one not consecrated to the work should ever undertake the responsibilities of the principal in one of our schools; yet it is within the bounds of imagination to conceive of a situation arising in which a person who has grown up in church relationship might fear to break from it and, desiring a professional career, might enter upon the work of the principal from purely social motives. Such persons will not do.

Health is an absolute essential to success in any undertaking. In no work is good health more important than in that of teaching. Youth are vigorous, active, and keen of intellect, and the school worker needs to be able to meet them on their own grounds. Lacking in health the principal cannot undergo the trials and vicissitudes of his office, which are among the most taxing to be met in any line of work; nor can he maintain that youthful attitude and hopeful spirit needed in leaders of the young. One who cannot eat and sleep well and forget his cares at proper times, should not

undertake this important work of the school administration.

Training for one's profession includes (1) general education, which for the principal of a secondary school should be no less than a general college course taken in one of our own schools. Many have made a success of secondary school work with less preparation, but had they had more the success would have been easier and greater. The prevailing practice in American secondary schools is not good. In European countries the requirements are much higher, and rightly so. The reason for the poorer preparation of teachers in America is largely the demand made by universal education. Teachers must be had; therefore poor quality is utilized. The tendency is away from this practice. In our school work, we cannot afford to take as an example the schools about us in this matter, for "our colleges should be far in advance in the highest kind of education."

No person should attempt the work of teaching without (2) some professional training for this work. It may be secured, as now arranged for, by electing educational courses during the last two years of his college work.

Such of our colleges as are well situated and prepared to do so should provide all the necessary professional training for school workers. One or two of them are starting such work. They should be encouraged and supported. The work in our schools is of such a nature that our school employees need and must have (or suffer a handicap) the training provided in our own schools.

As a minimum preparation for his work the secondary principal should have pursued the following lines of study under good instruction or have diligently investigated by himself: (a) principles of education, with direct ap-

plication to Christian schools; (b) psychology; (c) educational practice or principles of teaching; (d) school administration and supervision; (e) school hygiene; and (f) have read and studied more or less deeply into the specific problems of secondary education. He should also be a subscriber to good educational magazines to keep abreast of the best current educational thought.

The chief ideal for the administrator is to be alive, and this can be the case at any time if he will assume the attitude of contemplative thoughtfulness and purposeful investigation in his profession. Otherwise, his task becomes only routine attention to the minimum demands of his office.

While pursuing his work at college the prospective teacher should (3) do considerable work under expert supervision. If this is done, the actual undertaking later will be more likely to meet with success.

Other qualifications that are essential for the principal to possess are, (1) spiritual insight; (2) business ability and training; (3) public-speaking ability; and (4) diplomatic instinct. He needs to be able to express his ideas clearly and with convincing power in order to carry successfully the burdens of board, faculty, chapel, and conference work. This ability will in many cases be acquired in actual practice. To this end the principal should never neglect an opportunity to speak. He should outline his theme well, and fearlessly and forcefully deliver his speech. It might be added that he should cultivate the habits of brevity, conciseness, and of closing on time. As was brought out above, the greatest work of the principal is to attend to the spiritual work of his school. In this he must be a leader. His object should be to see that every young person intrusted to him each year is helped greatly in his religious life. Those who are unconverted should be helped to experience such change while under his care. No school year is a perfect success unless

it ends with all members of the school in the condition of good, normal spiritual growth. By diplomacy is meant care in the manner of approaching people and problems. The kind of diplomacy that seeks to eliminate responsibility and decision should be avoided. Cultivate rather care in speech, frankness, the golden rule, open-mindedness, feeling for others, sympathy, enthusiasm, and leadership. The school administrator should know that he is put in a place of responsibility to make a success of the work. No matter how trying the circumstances may be, he is required to succeed. Success should be his only thought. *Men succeed.*

Duties

Church work in the local church and conference constitutes a large part of the principal's duties. He is often made an officer in the church. Not infrequently that office is the first eldership, requiring that in reality he serve as pastor of the church. This is more likely to be the case in smaller schools employing no separate teacher of Bible and where the principal must have charge of this work at least in part. Just how much church work the principal should assume is a matter of individual judgment, but he should at least fill the pulpit of the local church when asked to, and should frequently visit the churches of his constituency.

Local interests of the community in which the school is situated claim the attention of the principal, who should gladly respond with his best ability. He should exercise care in his duties, in order to avoid the trivial and to emphasize the essential matters. He should not allow his time and attention to be exhausted on petty items. Such a course tends to impair his ability to handle large and more important things, and robs him of time and strength for those fundamental matters of leadership that determine his success and greater service.

Financial ability. The administrator must be able to meet people well in

his business relationships. He must possess considerable business instinct and have at least an elementary business training. Experience has borne out the desirability of the principal's being also the business manager of the institution. When such is the case, there is but one head. Smaller institutions are seldom justified in supplying two heads, one for the educational interests and another for the business interests. The two officers do not always think alike on matters of expenditure. The better plan is to have the principal named as business manager with an efficient subordinate to keep books, look after the details of the office, and serve as assistant cashier. This assistant may be authorized to look after the industrial work and to do most of the purchasing of supplies.

As an educator, the principal serves his chief purpose. The schools are established for the pupils' education. All other duties of the administrator are only supplementary to the one great end of educating the youth intrusted to him. He should exercise care that his attentions are not diverted from this goal. To the end that he may serve the school in his fulness, the principal should be himself, but governed by the exercise of his individuality. He should be allowed the initial voice in the selection of his coworkers. He should be allowed reasonable liberty in courses and methods. He should be asked to supply the satisfactory finished product in well-trained young people, but should be expected to do largely his own professional thinking. In matters of scholarship and professional leadership he should be himself, but governed by the general requirements of the cause he is serving. His work then becomes that of the school administrator in educational policies and of school supervisor in matters of method, yet all in harmony with the purpose for which the school is conducted. His attitude toward his faculty should be that of an enthusiastic educational leader. He should be their

helpful adviser and friend. He should be their defender and advocate. He should live among his teachers and pupils, leading, helping, inspiring, and directing on every hand.

The Rewards of Service

While the principal should appreciate the fact that his lasting rewards for service rendered come by reason of joy in his work and a knowledge of lives enlarged and trained for the service of God and humanity, there are also other rewards that he should hope for.

He should be assured of financial remuneration sufficient to keep up his professional efficiency, to enable him to maintain a home and to rear his family to educated maturity, and to live in a respectable manner during his life term of usefulness. He should have the esteem and co-operation of his coworkers and the members of the community. Furthermore, his tenure of office should be stabilized. This can be brought about with all safety to the interests of the institution by the following plan:

1. Let the board carefully select the man from only those who are eminently qualified to serve. The judgment of the board should be based upon the spiritual strength, the professional preparation, experience in service, confidential reports from expert judges of the work of the principal in the past, and by their own personal knowledge of him.

2. The principal may be employed for one year.

3. If satisfactory at the end of one year, he may be employed for from three to five years.

4. It should be understood that the board may ask for his resignation at the end of any school year for just causes clearly stated and substantiated.

5. The board should have a definite understanding with him about his salary.

When school administrators are accorded their proper security and opportunity in service, there should be no dearth of workers in this field of important service.

Dormitory Records

BURTON PHIPPS

THE following records will be found helpful in the school home:

Enrolment Record. Ruled for names of students, date of enrolment and date dropped, contains information necessary for business manager.

Information Record. To contain personal and private information regarding each student.

Student's Program. May be placed on reverse side of information record.

House Plan. Diagram of rooms and record of occupants of each.

Campus Absences. Ruled for date, name, place, time of departure, and time of return.

Worship Seating Plan.

Worship Record. Preferably a card index, ruled according to months. Record made thus: 10 M., 12 E., 21 B., indicating on the tenth he was absent in the morning, on the twelfth in the evening, on the twenty-first both.

Furniture Record. List of pieces of furniture for each particular room.

Prayer Band Record. Contains names of leaders, assistant leaders, and members of prayer bands.

Financial Record. Contains record of all expenditures for the room.

Physical Record. File of physical examination blanks.

Discipline Record. Best kept in card index with information in code.

Room Work Record.

Miscellaneous Record. Social affairs, schedule of classes, railroad time-tables, labor list, etc. Best kept in letter file.

Pine Tree Academy

BELOW is shown a view of the beautiful estate recently secured by the Maine Conference for the establishment of an academy. The fine old mansion on the place is in an excellent state of repair and contains twenty or more rooms. The barn nearer the foreground is said to have cost \$18,000 to build before the war. The lower buildings to the right are modern poultry houses. Behind the barn (not showing), is an older barn, also in good condition. The farm contains more than one hundred acres of rolling land, and is nearly all tillable, with some timber on it. It is on a somewhat elevated site, about two miles from the cities of Auburn and Lewiston.

This property was secured for the remarkably low sum of \$8,500, and is only one more instance of the fulfilment of the prediction made by the spirit of prophecy years ago that in the last days properties for our institutions would become available at a very low price. This sum would not be half enough at present to build either the house or the barn. Elder H. W. Carr, the conference president, and Mrs. Jennie Bates-Russell are the leading spirits in this enterprise. Together with their faithful associates, they are determined to raise the last dollar on the purchase price and the equipment before school opens in the autumn of 1921. Maine has always been one of the strongest contributors to the student body of South Lancaster, and has well earned the joy and advantage of having a school of her own.

"HISTORY is one long illustration."



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

Bedtime Prayer

ERE thou sleepest, gently lay
Every troubled thought away;
Put off worry and distress
As thou puttest off thy dress;
Drop thy burden and thy care
In the quiet arms of prayer:

"Lord, Thou knowest how I live;
All I've done amiss, forgive;
All of good I've tried to do,
Strengthen, bless, and carry through;
All I love, in safety keep,
While in Thee I fall asleep."

Night-Watch Prayer

If slumber should forsake
Thy pillow in the dark,
Fret not thyself to mark
How long thou liest awake;
There is a better way —
Let go the strife and strain;
Thine eyes will close again,
If thou wilt only pray:

"Lord, Thy peaceful gift restore,
Give my body sleep once more;
While I wait, my soul will rest
Like a child upon Thy breast."

New-Day Prayer

Ere thou risest from thy bed,
Speak to God, whose wings were spread
O'er thee in the helpless night;
Lo, He wakes thee now with light!
Lift thy burden and thy care
In the mighty arms of prayer:

"Lord, the newness of this day
Calls me to an untried way;
Let me gladly take the road,
Give me strength to bear my load.
Thou my guide and helper be —
I will travel through with Thee."

—Henry Van Dyke.

Teaching Christian Courtesy

FANNIE DICKERSON CHASE

COURTESY is synonymous with politeness, affability, civility, kindness, elegance, refinement, and courtliness. It is therefore of worthy family connections. Though receiving its name from the royal court, courtesy, it is not confined to court or palace. As Milton says:

"It oft is sooner found in lowly sheds, with smoky rafters, than in tapestry walls and courts of princes."

Courtesy is heeding, the apostle Paul's admonition, "Look not every man on his own things, but every man also on the things of others," a good permanent motto for every schoolroom.

Queen Victoria was visiting one of the London hospitals after the wounded soldiers from the South African war had been returned. She was much distressed by the sufferings of one man who had been severely wounded.

"Is there anything that I can do for you?" asked the queen.

"Nothing, your majesty, unless you thank my nurse for her kindness to me."

The queen turned to the nurse and said with tears in her eyes, "I do thank you with all my heart for your kindness to this poor wounded son of mine." Herein is revealed the essence of Christian courtesy.

The Foundation Pillars

Courtesy is a part of the superstructure of the character temple, of which

honesty, truthfulness, purity, and respect for the rights of others are the great foundation pillars. If one of these pillars gives way or is wanting, the character temple becomes a leaning tower.

The teacher's chief thought and effort, therefore, should be to secure and make permanent the temple foundations. These great foundation pillars are constantly subjected to undermining influences from unwholesome school associations, degenerate social conditions, and the treacherous quicksands of adolescent life. But with these four great character principles—honesty, truthfulness, purity, and respect for the rights of others—firmly embedded in the life, the teacher has a solid foundation upon which to build in her teaching of the conventions of good form.

Example the First Requisite

How then shall she teach courtesy, a universal and essential feature of the worthy and attractive character temple?

It was a small lad who cited a necessary and primary element in the successful prosecution of this work. He had been prone to ignore or easily to forget both his mother's and his teacher's instruction as to proper conventions; but finally a change in teachers occurred, and some time afterward the mother called the boy to her and said:

"Son, what does your new teacher say that makes you so careful in your manners of late?"

"She doesn't say anything," he answered.

"But she must say something; you act much better than you used to. What is it?"

"O, she's so polite herself, it makes us feel polite, too!" he finally ventured.

Of course there are boys and girls unaffected by the angelic sweetness of teachers. They are not attuned to the character waves that emanate from the most polished teacher; but these are rare instances. The teacher in such cases must set to work to bring the inharmonious instrument into harmony with the better instrument.

A class of Sunday school girls were transformed through the ministry of their Sunday school teacher, whom they spoke of as "trailing the beatitudes." She lived the beatitudes in her daily life. The church school teacher who trails the beatitudes in her life will be courteous, and will do much toward influencing her pupils to follow her example.

The Importance of Precept

But the instructor cannot trust altogether to her influence. She must make thoughtful and definite provision for impressing her pupils by precept with the importance of every stone that forms a part of the beautiful character temple, no one of which is more important than Christian courtesy.

Of what value is it to teach a boy to tip his hat to a woman, or to remain standing while she stands, if his soul is not possessed of a deep respect for womanhood? Of what value is it to teach a girl the thousand and one conventions characteristic of the well-bred, if she is not possessed of true modesty, purity, and unselfishness?

Not that such conventions should not be taught to those bereft of these high attributes, but their response would be like tithing mint and anise and leaving unnoticed the weightier matters, judgment and mercy.

There is an African tribe that speaks of the ten commandments as the "ten tyings." They say, "God has tied us with ten tyings."

As a teacher, I should use the ten laws of Mr. Hutchins' \$500 prize paper on moral education as "ten tyings," and I should endeavor through God's strength and my own earnest effort to tie my pupils to the right by these ten great laws: The Law of Health; The Law of Self-Control; The Law of Self-Reliance; The Law of Reliability; The Law of Clean Play; The Law of Duty; The Law of Good Workmanship; The Law of Teamwork; The Law of Kindness; The Law of Loyalty.

Prayer and Parables

We are told that that work only is effective which is accompanied by much prayer. I should therefore pray much over the preparation and presentation of these principles. I should have a voluminous scrapbook or file case, and I should read and listen with eye and ear alert to helpful illustrations for impressing these points. Parable teaching was Jesus' chief method.

If I were teaching the law of reliability as given by Mr. Hutchins, "I will be honest in word and in act. I will not lie, sneak, or pretend, nor will I keep the truth from those who have

to instill a love of truth in the heart of every one under my instruction.

Acquaintance by Personal Association

I should associate with my pupils, visit them in their homes, learning their shortcomings and their praiseworthy points. This knowledge would give definiteness to my teaching in character building. One of the great industrial kings of the present day says:

"I give to new foremen just this word of instruction: 'Know your job and know your men.'" Experience has proved this to be as wise counsel for teachers as for mechanics.

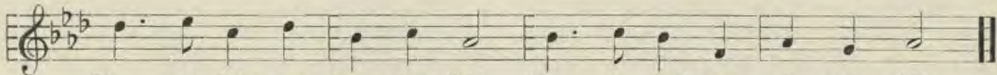
SNOWING

A. A. P.

ANNA A. PIERCE



1. Soft - ly, soft - ly falls the snow, Gen - tly, gen - tly to and fro,
2. Now a blank - et, white and warm, Keeps the ba - by flow'rs from harm,
3. All the earth is clothed in white, What a pret - ty, pret - ty sight!



- | | |
|--|---------------------------------------|
| Lit - tle flakes are danc - ing light, | Lit - tle feath - ers soft and white. |
| Soft - ly sleep - ing down be - low, | Un - der - neath the warm white snow. |
| Still it falls, the pure white snow, | Snow - flakes danc - ing to and fro. |

a right to know it," I should at some point in the lessons use the following or other similar illustration:

"One of the most striking traits in the character of General Grant was his absolute truthfulness. He seemed to have an actual dread of deception, either in himself or others. One day, while sitting in his bedroom in the White House, where he had retired to write a message to Congress, a card was brought in by a servant. An officer on duty at the time, seeing that the President did not want to be disturbed, remarked to the servant, 'Say the President is not in.' General Grant overheard the remark, turned around suddenly in his chair, and cried out to the servant: 'Tell him no such thing. I don't lie myself, and I don't want any one to lie for me!'"

I should in every possible way seek

Correction and Elimination

I should watch for mannerisms and eliminate them. Usually mannerisms violate some convention. For example, take the word "Listen!" with which many are prone to preface a remark. It ordinarily is used in a meaningless way, but if it is really a bid for concentrated attention, it defeats its own end. Few would use it, if they knew the emotions it awakens in some so addressed.

The instruction on good form should be made easy and natural, so that the child will not be self-conscious in his attempts to carry it out. Only a child whose training had been of this character would so sweetly apologize for his sister's shortcomings as did little George recently. He was accompanied by his sister Elizabeth to the kindergarten Sabbath school. It was her first visit.

In the main the small lady was perfectly decorous, but after a time unconsciously lapsed into a forbidden habit, that of sucking her thumb. Little George was sympathetic, but felt called upon to apologize for her, and said to the teacher, "Miss Walter, will you please excuse my sister for sucking her thumb? I think she must be lonesome for mother."

Learn by Doing

When possible have the pupils practise doing the thing in the schoolroom which they should do in their associations outside the schoolroom. Read to them from books on good form. Have them observe courtesies on the part of others, and report them in the schoolroom.

Teach them to speak to people, especially to their seniors. It is for juniors to speak first, though they frequently fail to speak heartily and courteously even when spoken to.

Teach them that conventions are built upon a desire to please others. We are courteous because we respect other people, and desire not only not to give offense, but to give real pleasure.

The church school teacher who instills a truly courteous spirit in her pupils, is worth her weight in gold both to the community and to the cause of God.

The Teaching of English in Our Church Schools — No. 5

MRS. WINIFRED P. ROWELL

LANGUAGE is the expression of thought received through the senses. Not until the senses clearly perceive the thought, can the thought be expressed in language. Therefore sense training exercises are fundamental in securing the best results in language, either spoken or written.

The following is a suggestive list of exercises that have been found useful in cultivating especially the sense of sight. Sight is only one of the five avenues into the mind. The other senses respond equally well to cultivation, as we know

when we consider the marvelous development of the blind.

A. For distinguishing type-forms, sometimes called fundamental images:

1. Find as many leaves as possible of the same shape. Draw.

2. Classify flowers by shape — bell, trumpet, star, etc. Draw.

3. Note and classify the shapes of trees and shrubs — cone, ball, umbrella, etc. Draw.

4. Find in reading lessons examples of comparisons; as,

"He was a mongoose, *rather like a little cat* in his fur and his tail, but quite *like a weasel* in his head and his habits. . . . He could fluff up his tail till it looked *like a bottle brush*." — *Kipling*.

"The Assyrian came down *like the wolf on the fold*,

And his cohorts were gleaming in purple and gold;

And the sheen of their spears was *like stars on the sea*

When the blue wave rolls nightly on deep Galilee."

— *Byron*, "The Destruction of Sennacherib."

Determine whether the purpose of the comparison is to make us see the type-form, or to suggest the spiritual significance of the object described. Are the comparisons true or far-fetched? Give reasons for answer.

Copy and preserve the best comparisons in a permanent notebook.

B. To cultivate sensitiveness to colors:

1. Group together ribbons or skeins of silk of the same color.

2. Group together ribbons or skeins of different shades of the same color in their order.

3. Group ribbons or skeins of colored silks in prismatic order. (Paint and alabastine color cards will help in fixing the names of common colors.)

4. Find a skein or ribbon to match the color of a particular flower. Group flowers for a bouquet according to the principles of color harmony.

5. Classify birds by color and shape.

6. Try to describe a sunset in exact colors.

7. Find in poetry and prose, descriptions that give exact color details. For example:

"The water has grown *dull, like slate*. Stamboul (Constantinople) fades to a *lead mass of smoky purple*, out of which a few minarets rise *black against a gray sky* with bands of *orange fire*. Last night, after a *golden sunset*, a fog of *misty iron* came down, and hung poised over the jagged level of the hill. The whole mass of Stamboul was *like black smoke*; the water *dim gray, a little flushed*, and then *like pure light, lucid, transparent*, every ship and every boat *sharply outlined in black* on its surface; the boats seemed to crawl like flies on a *lighted pane*."—*Arthur Symonds; "Constantinople; An Impression," Harper's.*

C. For accuracy in detail:

1. Let two pupils who have seen a particular occurrence describe it exactly as they saw it.

2. Let two take a walk together and tell exactly what they saw.

3. In talking over interesting happenings with children, question them for exact details—how many, how large, etc.

4. Let two walk past a store window and see how many objects they can recall.

Exercises of this character can be multiplied almost indefinitely.

With modifications, these and like exercises may be used from the primary grades to the most advanced. In fact, the teacher will find pleasure and profit in trying them on herself. She will find that her own pleasure in nature and nature literature will increase with that of the children she teaches. And best of all, she is fitting them to enjoy the pleasures prepared for the pure in heart by the Master Artist.

Rivalry in Education

So far as method is concerned, perhaps the most fundamental difference between true and false education lies in the motive that prompts the activities

of teacher and pupil. True education seeks for right character building, and every school activity is but a means to this end. False education makes the various school activities the great end in themselves and is satisfied to use questionable means if only the desired results can be attained along a chosen line of effort.

The very best possible material for education may be wholly unproductive of noble character if motives of selfishness and pride are employed in using this material. Of what real value is it, for instance, for one to read the Bible through if actuated by a feeling of pride not to be behind a friend or a class? Of what value is it to give a generous offering to missions merely to be able to report a larger offering than some one else? Does that teacher or superintendent have a clear vision of Christian education who creates "a little Christian rivalry" among schools by placing before them the incentive for one school to secure more Reading Course certificates, to raise more money, etc., than the other schools?

In a Harvest Ingathering campaign, is it a right incentive to give a prize or any other distinctive reward to the school raising the largest amount, or even to the school raising the largest amount per member? And what about a badge or a button for a limited number of pupils who reach a certain goal? Does this spirit form a part of *Christian* education? In this comparing ourselves among ourselves, is there not grave danger of destroying the very foundation pillars of the principles of education that should make us a separate people educationally?

It is true that God himself holds out rewards for well-doing, but let us remember that His reward is for "who-soever will." All have an equal chance. Supreme power is within the reach of every one. Not one *need* fail. Even those who enter the race at the eleventh hour have the same reward as those who have borne the burden and

heat of the day. There is absolutely no rivalry in this race. God's reward is based on unselfish love for Him and real heart devotion to His work, and never on the actual number of hours spent or dollars raised or even souls saved. "In honor preferring one another" is the spirit that wins the reward of heaven.

Shall we not, as teachers, as superintendents, as secretaries, help our youth to act from pure motives? Shall we not endeavor to get a clearer vision of the character of the work that God has given us, realizing that we carry the most sacred responsibilities that can be given to human beings? The world is going to ruin on the rocky reef of selfishness, pride, love of display, and self-exaltation. Shall we allow our educational bark to be wrecked on the same dangerous reef? We are called to develop in our boys and girls such characters as will endure the searching test of the judgment.

"The greatest want of the world is the want of men — men who will not be bought or sold; men who in their inmost souls are true and honest; men who do not fear to call sin by its right name; men whose conscience is as true to duty as the needle to the pole; men who will stand for the right though the heavens fall.

"But such a character is not the result of accident; it is not due to special favors or endowments of Providence. A noble character is the result of *self-discipline*, of the subjection of the lower to the higher nature — the surrender of

self for the service of love to God and man." — "*Education*," p. 57.

"Character building is the most important work ever intrusted to human beings; and never before was its diligent study so important as now. Never was any previous generation called to meet issues so momentous; never before were young men and young women confronted by perils so great as confront them today.

"At such a time as this, what is the trend of the education given? To what motive is appeal most often made? To self-seeking. Much of the education given is a perversion of the name. In true education the selfish ambition, the

greed for power, the disregard for the rights and needs of humanity that are the curse of our world, find a counterinfluence. God's plan of life has a place for every human being. Each is to improve his talents to the utmost; and faithfulness in doing this, be

Our Ideal

Is it to be "like all the nations"? Is it to pattern after some great worldly institution of learning? Is it to be as good as, or perhaps a little better than, a sister institution? Or is it to reach God's ideal — His purpose in giving us schools? Let us study, not the customs and practices of other schools, but let us study God's plan. Let us catch a glimpse of the heavenly vision, and having seen, let us spare no pains, no means, no time, no effort to build after His pattern, to reach His ideal.

the gifts few or many, entitles one to honor.

"In God's plan there is no place for selfish rivalry. Those who measure themselves by themselves, and compare themselves among themselves, are not wise. Whatever we do is to be done 'as of the ability which God giveth.' It is to be done 'heartily, as to the Lord, and not unto men; knowing that of the Lord ye shall receive the reward of the inheritance; for ye serve the Lord Christ.' Precious the service done and the education gained in carrying out these principles. But how widely different is much of the education now

given! From the child's earliest years it is an appeal to emulation and rivalry; it fosters selfishness, the root of all evil.

"Thus is created strife for supremacy; and there is encouraged the system of 'cramming,' which in so many cases destroys health and unfits for usefulness. In many others, emulation leads to dishonesty; and by fostering ambition and discontent, it embitters the life, and helps to fill the world with those restless, turbulent spirits that are a continual menace to society."—"*Education*," pp. 225, 226. S. E. P.

Nature Study — No. 4

Snow

FLOYD BRALLIAR

MOST of the children in our schools have snow at hand or can easily get it.

In the warmer districts the teacher may have to watch for an early morning frost for specimens.

As a preliminary to the lesson on snow, have the children carefully examine newly fallen snow or frost, using a magnifying glass if one is available. Call

attention to the fact that snow is made up of crystals. Note that these crystals are built on the plan of three or some multiple of three, and that most of them are six-pointed stars. Let the children try to find two crystals that are just alike. I have never been able to find two exactly alike. Notice that every part of these crystals is triangular.

Teach the lesson that God does not want any two of us to be alike, yet all are equally valuable if we fill our place.

Undoubtedly snow was a result of sin. When the great extremes of temperature came in connection with and following the flood, snow fell over all cold districts, not as a curse but as a blessing, for without it total destruction would have resulted.

Snow crystals are of such shape that naturally instead of packing closely together, they hold considerable dead air. This makes a blanket that keeps everything warm beneath it. Let those who are living where the temperature is very cold, take two thermometers, bury one in the snow and hang the other in the air above or near the first. After a few moments notice the record of the temperature in the air, then uncover the thermometer buried in the snow and notice its record of temperature. The colder the day, the greater will be the contrast.

God's Ideal

"HIGHER than the highest human thought can reach is God's ideal for His children. Godliness — godlikeness — is the goal to be reached." "As the highest preparation for your work, I point you to the words, the life, the methods, of the Prince of teachers. . . . Here is your true ideal." "Never man taught as this Man, for never man lived as this Man. What He taught He was." "This is the secret of power over your pupils. Reflect Him."

This experiment may profitably be varied by placing a thermometer under the snow on the surface of the soil where the grass is, and digging down and reading it at one o'clock on a cold day when the sun is shining brightly, and again a

few hours after dark. These experiments will forcibly impress how God cares for His creatures.

The lesson can also be taught that God can change a curse into a blessing. The same cold that kills, also contracts the air, squeezes out the moisture, and freezes it into snow, which protects the earth. Even frost, far from being a curse, is a wonderful protection. "Black frost" is the most destructive. It really reveals a condition where the temperature falls below freezing and the air is

so dry that no moisture can be squeezed out.

Why is snow white? Would it be more beautiful if it were black or a dull brown? When it is cold, nothing is growing, and everything is cheerless. Does a beautiful covering of white help us to keep up courage? In the long polar night, imagine the gloom and despair were snow black, brown, or even red or blue. Snow magnifies and conserves whatever light there is and gives good cheer to the country.

With snow, as with other things, we should teach the kindness and love of God. Because of sin, hardship and suffering must needs come; but He always "tempers the wind to the shorn lamb."

When snow gets too deep, its own weight compresses it into ice. Press a handful of snow into a ball, and show that under heavy pressure the flakes can be made to melt partly and congeal into a ball of ice. Ice is even a greater protection than snow, at least under some circumstances. Three years ago we had an unusually cold winter with plenty of snow. We tramped a path from the house across the lawn. This path soon became compact ice. To this day the route of this path is clearly seen by the greater luxuriance and deeper green color of the grass, though this path has never since been used.

Questions

Why does wheat winterkill when there is no snow?

Why do birds, such as quail, bury

themselves in the snow on a cold evening?

Why do rose bushes go through the winter in northern Michigan unharmed, when they winterkill in Tennessee?

Why did God make ice lighter rather than heavier than water?

What prevents the fish from freezing to death in the winter?

Why is ice porous?

Can air pass readily through ice even when it is a foot or more thick?

Confidential Talks with Teachers

KEEP your schoolroom neat, floors

oiled, pictures on the wall straight, waste paper in the wastebasket, books in the library right side up, brass on the bell polished, an up-dar, erasers to-date calendusted every night, no broken window panes, a broom that cansweep; all outbuildings or rooms without marks

Look Up and Lift

I WOULD be true, for there are those who trust me;

I would be pure, for there are those who care;

I would be strong, for there is much to suffer;

I would be brave, for there is much to bear.

I would be friend of all—the foe, the friendless;

I would be giving, and forget the gift;

I would be humble, for I know my weakness;

I would look up, and laugh, and love, and lift.

—Howard Arnold Walter.

or remarks of any sort. Pupils should supply themselves with blotters and pen-wipers. Plan to keep your pupils busy. Plenty of *Do* is the medicine for restlessness.

Better not drop classes, as a rule, on Friday afternoon in order to get home early. This means a loss of more than a month's time during the school year. As a rule it is not necessary. Teach your pupils to remember the Sabbath all through the week, and then they will not need to make a "grand rush" to get home just before sundown Friday afternoon with much undone.

Sometimes parents get the idea that

Friday is a short day anyway, with a little sewing or drill work for the afternoon, so they keep their children home to help them do up the Friday's work. Some variation in the program may be made with profit and added interest, but do not drop out too freely the major studies. Call the classes if only for a short period.

I. C. COLCORD,
Western Oregon Conference.

Teachers, we must be *good* disciplinarians. By good discipline I do not mean a prim and proper order in which every bit of energy is suppressed. I mean that adherence to principle that will instill a sense of right-thinking and right-doing.

We hear teachers direct as if they did not anticipate obedience. "Books in the desk, children." "John, did you hear me?" "Kate, what did I say?" "Each child is to place his books in the desk." All these directions are implied in the first. Such reiteration of commands weakens your hold. The children wait for the last chance. When they do not comply promptly, it is because they have not had practice in doing so. Instead of resorting to useless talking, drill the children in taking out material, replacing material, taking position for penmanship or some other exercise, standing or sitting, promptly and together.

Do not overlook the first offense, if you would prevent a second.

Teachers, have you learned how to play with your children? Are you a leader on the school ground? If you are, you have a hold upon the confidence of the children far greater than that gained through the work of the schoolroom.

Some of us are habitually correcting the children. Our words soon become meaningless and we lose our hold. If the teacher is constantly calling for order, the pupil becomes impressed with the fact that the school is disorderly and that the teacher cannot help it. A quiet word to the offender, a look or a

sign, a conversation after school when nobody knows, are far better than the open correction.

"It is not such hard work to manage children, thank God. We have a Helper, one infinitely stronger than we are. O, I am so thankful that we do not have to depend upon ourselves, but upon strength from above!"

FRANCES FRY,
California Conference.

Remember: He who feeds another should have a care to feed himself. The fable of the French chef who prepared the finest food for the guests, yet was found dead from starvation, is an illustration of those teachers who minister to the souls of pupils, but themselves go unnourished by the word of life.

Secret prayer is the breath of life that counts: for "God fades out of the life of those who do not pray." Let not yesterday's mistakes crush you. Talk them over with the Great Teacher, and then remember that *today* is a new beginning. Make the most of it. Have faith in your work. Believe that it merits your best efforts, and then throw yourself into it.

"Oh, do not pray for easy lives; pray to be stronger men. Do not pray for tasks equal to your powers; pray for powers equal to your tasks."—*Phillips Brooks.*

EDITH SHEPARD,
Indiana Conference.

Industrial Arts for Grades Five to Eight — No. 3

Fifth Period — March 7 to April 15

(Boys continue their woodwork)

Cooking for Girls

First Week — Getting breakfast.

Second and Third Weeks — Preparing and serving dinner to parents of pupils in grades five to eight.

Fourth Week — How to prepare a tray for the sick.

Fifth and Sixth Weeks — Preparing and serving dinner to teacher, superintendent, and invited guests.

First Week (Five Days)

MOTIVE: GETTING BREAKFAST
PRACTICE

1 day — How to cook eggs.

3 days — Hot breads: corn bread, muffins, gems. First two days pupils make bread with the help of the teacher; third day, without help. Two kinds of bread made each year.

Preparation of school luncheon continued.

For instruction, see September EDUCATOR.

THEORY

1 day — One story each year.

Story of eggs

Story of candles and light

HOME WORK

During the fourth period, the girls have been preparing or helping to prepare breakfast at home, twenty breakfasts being the minimum requirement for the six weeks. The first week of the fifth period is devoted to further instruction regarding the preparation of breakfast foods. During the remainder of this period the home work should be continued, the minimum requirement for home work being twenty breakfasts during the fifth period.

Second, Third, Fourth Weeks
(Twelve Days)

MOTIVE: DINNER FOR PARENTS OF
PUPILS IN GRADES FIVE TO EIGHT

(A different menu to be prepared each of the four years of the course.)

Dinner Menus

	No. 1	No. 2
Soup	Cream Tomato	Bean
Bread	Raised Bread	Raised Bread
Vegetables	Browned Potatoes	Lyonnaise Potatoes
	Mashed Squash	Spanish Rice
Entrée	Creamed Peas	Succotash
Salad	Apple and Celery	Water-Lily
Dessert	Cocoanut Blanc-mange with Custard Sauce	Prune Whip

PRACTICE

The development of this menu, including the serving of the dinner, will occupy about eight recitation periods. Give review work on soup, vegetables,

and bread. Give advance instruction for the preparation of the entrée, salad, and dessert.

The food prepared on practice days may be taken home by the pupils, served as a lap lunch at a Parent-Teacher Association meeting, or put on exhibit and sold, the proceeds to be used for materials for further class work or for cooking equipment.

School luncheon continued.

THEORY

1 day — Balance of food elements.

2 days — Sanitation: Drainage, water supply, tests for pure water, plumbing, dusting, insect pests. One topic a day.

1 day — The following stories in succession, one each year:

Story of enamelware

Story of asbestos mats

Story of isinglass

Story of ironware

HOME WORK

Surprise birthday dinner for father or some other member of the family. Getting breakfast at home continued.

This is the second dinner served by the class at the school. It may include all the parents if too many families are not represented in the school. The work should be well organized, each pupil having a definite part to act. The pupils should wear appropriate aprons and caps, each girl having made her own in the sewing class.

Written invitations should be sent out two or three days previous to the day of serving the dinner. These invitations may profitably form an exercise in language.

In the art period, place cards may also be made which will serve as pretty souvenirs. If this dinner is well prepared and well served, it will be a strong tie to bind together the interests of home and school. As in the case of the dinner served to the school board in the third period, it may be served on the afternoon of some school day between five and six o'clock, or on Sunday.

(Continued next month)

23. What would you do with the big boy who wants to read at recess, and the big girl who wants to crochet? Would it be best to insist on their going outdoors?

It would hardly seem best to leave the "big boy" and the "big girl" alone in the room while the other children and the teacher are out at recess, and yet it may not always be best to insist on their taking part in the recess exercises. If their "bigness" seems to be the difficulty, try leaving them by turns to look after the room—giving it a good airing, cleaning the blackboards and erasers, putting some written work on the board for the teacher, building a fire and brushing up around the stove, distributing materials that will be needed immediately after recess, etc. Try also having them learn to take charge of an outdoor calisthenic drill or some game in which a group of children need direction or help. They can do this beautifully if you will teach them how.

24. As a school board member, what would you say if the teacher "keeps company" with a friend who is not a Seventh-day Adventist?

In the "School Manual," page 61, one of the "Duties of Teachers" is thus expressed: "To keep his reputation with reference to his relations to the opposite sex, beyond criticism and above reproach." If a teacher during the school year "keeps company" with a friend, criticism will almost surely follow, whether there is any just reason for it or not. An example of this kind set before young boys and girls, between whom it is often very difficult to preserve right relations, is almost certain to be detrimental. For these reasons, every teacher who loves God's work supremely will avoid even the appearance of evil. If "the friend" is not a Seventh-day Adventist, the evil is multiplied a hundredfold. In fact, any church school teacher who is thus careless of his influence is unqualified to act as a shepherd of the flock, and should be earnestly labored with.

ALL that's great and good is done just by patient trying.—*Phæbe Cary.*

Seed Thoughts

"BLESSED be the weight, however overwhelming, which God has been so good as to fasten with His own hand upon our shoulders."

"PLANT patience in the garden of thy soul; the roots are bitter, but the fruit is always sweet."

"STAND by your post of duty. Do not try to pull up the post and remove it to some other place, or seek another post. God will move or change the post at the right time."

ANGELS are waiting to co-operate in every department of the work.—*Mrs. E. G. White.*

IF ever educational methods should be simple, practical, effective, this is the hour.—*Woodrow Wilson.*

THOSE who are accepted at last as members of the heavenly court, will be men and women who here on earth have sought to carry out the Lord's will in every particular, who have sought to put the impress of heaven upon their earthly labors.—*Mrs. E. G. White.*

IF you cannot realize your ideal, you can at least idealize your real.

WORK is the *highway* to happiness. There are other *ways*—health, wealth, pleasure, fame, friendship. But these are only byways; *work* is the highway. The one sure way to be happy is to learn to be happy in your work.—*Edward Earle Purinton.*

"HE knows, and loves, and cares,—
Nothing this truth can dim,—
And does the very best for those
Who leave the choice with Him."

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.

Plans for School Buildings — No. 4

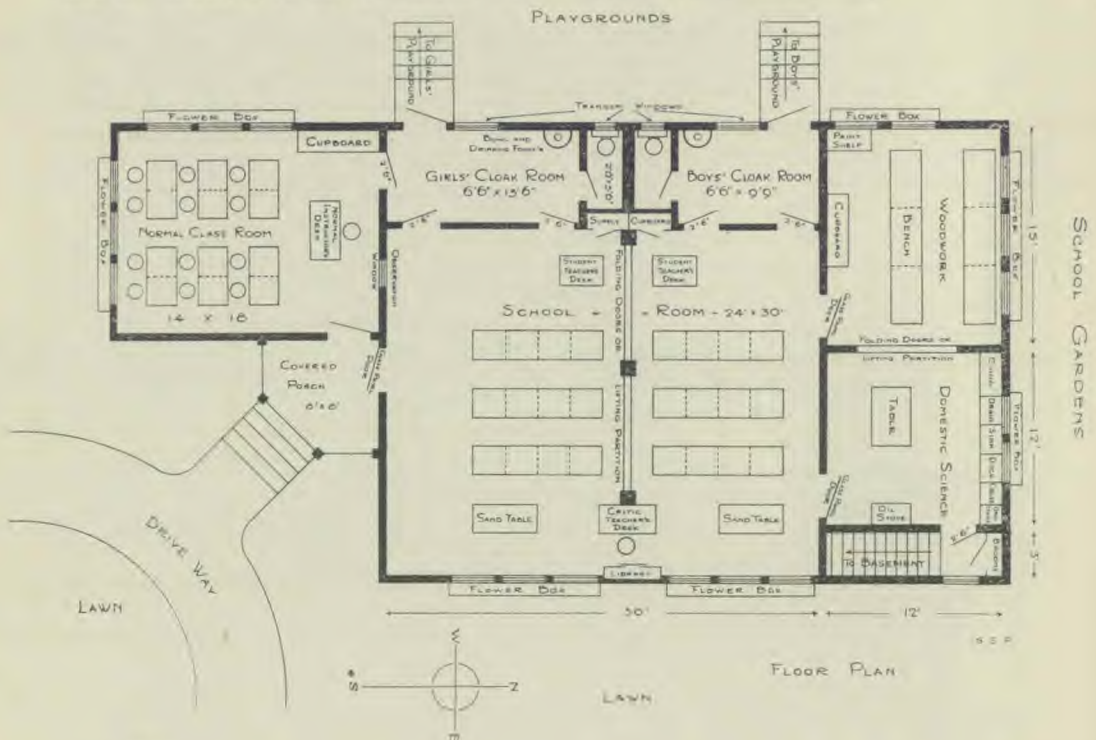
A One-Teacher Standard Normal Building

EVERY succeeding year the calls for trained teachers for our church schools increase. Although for about fifteen years our colleges have conducted normal work, the supply of trained teachers is still far below the demand. Yet year by year definite, substantial progress has been made, one difficulty after another having been met and conquered.

In the normal school much more than in the work of a local church school, loss is sustained if the building and the equipment are inefficient, for not only do the children of the one school suffer, but the children of all the schools that

will be taught by the normal students receiving training under these wrong conditions. Therefore, it certainly behooves every college or academy giving normal training to give this question thorough study, that this "nicest" of all work may be carried forward advantageously.

The present article deals with the one-teacher standard normal building such as is needed by some of our academies carrying normal work. In the accompanying cut, with the exception of the normal classroom, and the lifting partition which divides the main school-room into two parts, the building is practically the same as any regular one-teacher standard building.



Pupils enter the main room directly from the outdoors. The cloakrooms being on the long side of the room, it is easy to have two doors opening into each. Indoor toilets are provided, and a washbowl with drinking fountain is placed in each cloakroom.

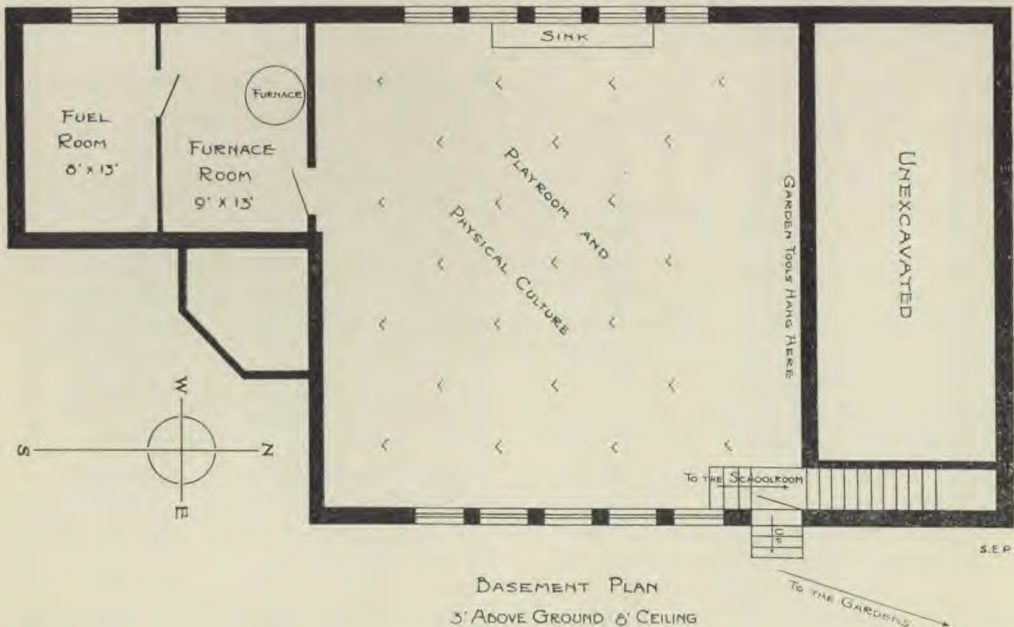
In this design each cloakroom has an exit to the playgrounds. These doors are for use only at recess periods. There are several advantages in this arrangement. First, after the pupils have assembled in the morning, the main entrance may be swept, and kept neat and presentable during the remainder of the day. This will make a favorable impression upon visitors. It also gives the student teachers the advantage of separate entrance, which helps the children to have a proper respect for them and their work.

The transom windows in the cloakrooms should be large enough to provide plenty of light and ventilation, and high enough not to interfere with the molding for hat hooks.

In passing to the playgrounds through the cloakrooms, the children must pass by the toilet and drinking fountain, thus reminding them of nature's needs,

and simplifying attention to these matters. Two exits necessitate two lines of pupils, both in passing out to and returning from the playground; but with the lifting partition thrown up, the teacher standing between the two student teachers' desks has both lines in full view, and with a small school these lines would not be long. There is also the added advantage of having boys and girls in separate lines.

In the main room, as in former designs, east light is provided and it comes from the pupil's left. In immediate connection with this room are rooms for woodwork and cooking. These are patterned after the same models as have been described in previous articles. The doors between the main room and the workrooms have glass panels at observation height, thus enabling the teacher, without appearing to watch, to keep track of pupils who work at other than the regular manual training period. The lifting partition between the two workrooms throws these together and enables one teacher to supervise the work in both at the regular work period. The main light in both these rooms is from the north, which is not only a



soft, pleasant light, but north rooms provide a cool place for work on warm days.

The normal classroom is seated with six double commercial desks, providing for twelve students. The lighting in this room may be criticized, but the outside symmetry of the building seemed to demand windows on the south. The difficulty may be overcome by drawing the blinds to these windows during class recitations. By means of the observation window opening into the main room, the normal instructor can know what is going on in the children's room without interrupting their work, even while conducting normal classes. The glass panel in the door opening onto the porch is also for observation. The cupboard in the normal room is for supplies and models. The normal students have direct access to the girls' cloak-room, the playground, and the main schoolroom.

The main schoolroom is arranged for practice teaching. Where this feature of the training work is not carried, the lifting partition which divides the room into two parts may be omitted. When the practice teaching forms a part of the training, the lifting partition will be closed when student teachers are at work and open when the regular teacher has charge of the entire room.

The location of the critic teacher's desk enables her to supervise the work of two student teachers at one time, which could not so well be done if the student teachers had their classes in small recitation-rooms shut away from the main room. This arrangement is also an advantage to the student teacher, as she gradually learns how to conduct a reciting class and oversee the study classes at the same time. This is important as it affords an excellent opportunity to gain experience in school management and discipline.

The library is conveniently located back of the critic teacher's desk, while the supply cupboards are conveniently located near the practice teachers. The

flower boxes at the windows, with their good cheer and uplifting influence, should not be forgotten.

The basement is reached by a stairway from the domestic science room. Near the foot of this stairway is the exit to the gardens. The basement is well lighted and large enough to provide physical culture space for twenty-four pupils. If the space under the workrooms were excavated, there would be physical culture space for thirty pupils.

The furnace is conveniently located, heating both classrooms. The fuel-room receives the fuel from the rear of the building, and in this location it is not necessary for heavy fuel wagons or trucks to cross the playground or the lawn; nor will the noise of delivering fuel interfere seriously with the recitations of the children.

The garden tools hang on the north wall of the basement, where they are accessible to pupils on their way to the gardens. On returning from the gardens, the pupils in single file pass in, hang up tools, wash hands at the long sink on the west wall, and finishing the circuit of the room, pass upstairs to their studies.

S. E. P.

Perspiration Essential to Success

A. W. ANDERSON

Australasian Union Secretary

THE reason why so many men fail to make a real success of life is because they lack "the infinite capacity for taking pains." They are deluded by the idea that success depends upon inspiration—that there is no perspiration. Yet every great writer, every great musician, every great artist, every great author, knows that there is no fame, there is no possibility of success, except through the most prolonged and painstaking drudgery.

When Paderewski played before Queen Victoria, she said to him, "Mr. Paderewski, you are a genius." "Ah, Your Majesty," he replied, "perhaps.

But before I was a genius, I was a drudge."

Dr. Blackford says, "The genius of any great man consists principally in his wonderful capacity to labor for perfection in the most minute detail." Surely such a power is worth developing. Genius, greatness, or capacity for carrying great responsibilities in life are not the result of accident or birth or mere natural endowment. The greatness which we covet can be attained only by following the track that all great men have followed; viz., to develop "the capacity to labor for perfection in the most minute detail."

The highest possible attainment can be reached only by faithful service, by diligent attention to detail, and by a willingness to sacrifice self. The man who spends time pitying himself, and ruminating upon his hard luck, and wishing instead of working, hoping to get an inspiration instead of working so hard that he develops a perspiration, will never succeed. We must learn to be faithful in the little things of life, and then there is every possibility that we shall be intrusted with greater responsibilities.

In his book, "Up from Slavery," Booker T. Washington tells the story of his wonderful life. This famous man, who started life as the child of a slave, and who had no educational advantages whatsoever as a child, was determined to remedy this defect in his youth. Without money, and with no one to help him and everybody to discourage him, he determined to enter the Hampton Normal and Agricultural Institute of Virginia, which he had incidentally heard was established for the people of his race.

This institution was five hundred miles from his home, but by dint of hard work and amid appalling discouragements, he ultimately reached it. His appearance after such a journey under such conditions naturally did not make a favorable impression upon the head teacher, and so she at first refused to

admit him into the school. After some hours, during which time he had tried to impress her that he was worthy, the head teacher said to him: "The adjoining room needs sweeping. Take the broom and sweep it."

"It occurred to me at once," said Washington, "that here was my chance. Never did I receive an order with more delight. I knew that I could sweep, for Mrs. Ruffner had thoroughly taught me how to do that when I lived with her.

"I swept the recitation-room three times. Then I got a dusting cloth and I dusted it four times. All the woodwork around the walls, every bench, table, and desk, I went over four times with my dusting cloth. Besides, every piece of furniture had been moved and every closet and corner of the room had been thoroughly cleansed. I had the feeling that, in a large measure, my future depended upon the impression I made upon the teacher in the cleansing of that room.

"When I was through, I reported to the head teacher. She was a Yankee woman, and knew just where to look for dirt. She went into the room and inspected the floor and the closets; then she took her handkerchief and rubbed it on the woodwork, about the walls, and over the table and the benches. When she was unable to find one bit of dirt she quietly remarked, 'I guess you will do to enter this institution.'

"I was one of the happiest souls on earth. The sweeping of that room was my college entrance examination, and never did any youth pass an examination for entrance into Harvard or Yale that gave him more genuine satisfaction. I have passed several examinations since then, but I have always felt that this was the best one I ever passed."

The Price of Success

An unknown author has compiled the following outline which those who desire success should follow:

"You want success.

"Are you willing to pay the price for it?"

"How much discouragement can you stand?"

"How much bruising can you take?"

"How long can you hang on in the face of obstacles?"

"Have you the grit to try to do what others have failed to do?"

"Have you the nerve to attempt things that the average man would never dream of tackling?"

"Have you the persistence to keep on trying after repeated failures?"

"Can you cut out luxuries?"

"Can you do without things that others consider necessities?"

"Can you keep your mind steadily on the single object you are pursuing, resisting all temptations to divide your attention?"

"Have you the patience to plan all the work you attempt; the energy to wade through masses of detail; the accuracy to overlook no point, however small, in planning or executing?"

"Are you strong on the finish as well as quick at the start?"

"Success is sold in the open market. You can buy it; I can buy it; any man can buy it who is willing to pay the price for it."

School News

Spring Week of Prayer

THE date of the spring week of prayer has been recommended by the Department for March 12-19.

Especially in our work for the children, the spring week of prayer is usually the most fruitful occasion in the year. The mid-year week of prayer is like the seed-sowing time, the daily teaching of the word is the cultivation of the seed, and the spring week of prayer is the harvest. The Lord has promised that His word shall not return unto Him void. Why not claim the promise to its full this year?

Immediately following the council I made a trip through Texas to visit and

standardize the schools. I was much pleased with the work that was being done. Most of the schools in Texas are well equipped except for libraries, and most of the schools are in cheerful quarters and employ two teachers. We have two mission schools at San Antonio and Laredo. These schools are for Mexican children. It was an inspiration to see the bright faces of those little Mexican children, and to hear them read the lesson in their broken English. The teachers require them to translate their English into the Mexican in order that they may be sure that the children understand what they are reading about. These Mexican schools are just being established. We are planning to equip them and to place them upon a firm basis for another year.

A. W. PETERSON,
Southwestern Union.

In our new school building here at Nashville, we have a room twenty by thirty feet, to be used in the teaching of manual training. The school is a ten-grade school, and we mean to provide for all necessary manual training. We expect to provide equipment for the doing of standard work.

JOHN C. THOMPSON,
Southern Union.

We hope to get all our teachers to take the Teacher's Reading Course this year. I am going to send in my own personal order at once. From the description of the books in the leaflet, I should judge there is much of help to our teachers in this year's set.

N. H. SAUNDERS,
Eastern Canadian Union.

I am pleased with the work that most of our church schools are doing this year. We have more pupils than at any previous time, I think. Another year we hope to have more schools, and two teachers in some of our schools where there is now only one, as some of our teachers are overworked.

ELIZA WARNER,
Florida Conference.

Our Question Box

19. Why on pupils' period reports is there no place for deportment, but a number of tedious items instead?

Among the treasured relics of my early childhood is the first report card I ever received. This card is somewhat less than half a century old; therefore it is interesting. It reports four items only—attendance, punctuality, scholarship, deportment. Surely none can condemn it on the basis of its being burdened with "tedious items." But as the years have gone, parents have desired to know more particularly the items that make up "scholarship." Later report cards, therefore, mentioned spelling, reading, writing, geography, and a number of other subjects. I wonder if some teachers at that time regarded it a tedious work to account for so many details. Still later some really interested parents wondered what was the matter when Johnnie was marked low in "deportment." Was his shortcoming one of idleness or noisiness or disorder or lack of courtesy, or had he committed a real misdemeanor, such as using bad language or taking what was not his or telling falsehoods or fighting with other boys? How much she would like to know, that she might understand how to help correct the evil! But she hasn't time to visit the teacher and the teacher visits her only once or twice a year. So, dear teacher, since these items under "general conduct" are for the information of the parent and for the good of the child, we hope you will find it a real pleasure to report on every one.

20. Which is better to have in grade one, oral or written spelling?

Spelling as such should not be undertaken with first grade pupils until the second semester. The first semester's work on oral phonics, ear training, visualization, and phonic word building is the foundation for the later work in spelling. In addition to these exercises, all of which should be continued during the second semester, spelling, both

oral and written, should be added, but the written work should predominate. Words for the spelling exercises should consist of well-known sight words, word "families," and phonetic words employing only known phonics either simple or compound. A complete list of such words is given in the "Curriculum."

21. What would you suggest to help a boy who seldom has his spelling lesson?

Spelling should not be a "bugbear" to a child who has had thorough work on phonetics. If a child has never had this work, it should be given, no matter what grade he is in. "Flash spelling" is another helpful drill for any grade. In addition to these drills, try *studying* the lesson *with* him. Point out the words that are purely phonetic. These will require no further study. Then center the attention on the "peculiarities" of the difficult words. Help him to pronounce these words in syllables and get him to *believe* that each syllable by itself is easy. Disillusion his mind of the idea that spelling is difficult. "Faith is the victory."

22. What would you do with tardy pupils?

Try working up a spirit against tardiness by explaining the evils of it in school, and the harm that is sure to come in later life to the man or woman who has formed this bad habit. Explain how it will militate against any one's success in life. At the end of each period, fix a star on the pupil's period report card in the proper column under "General Conduct" opposite "Times tardy;" or if the pupil is neither absent nor tardy, let the star be placed after "Half days absent" and "Times tardy." At the end of the year present our "Attendance Merit Card" to all who have a star for every period. If this does not help the situation, get your conference superintendent to start an Honor Roll for all who are not tardy during the year. If you know any better suggestions, please pass them on to the EDUCATOR.

(Continued on page 179)

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.



"Where Is the Flock That Was Given Thee?"

We've neither gold nor talent, Lord,
To bring to Thee today,
But living gems, our offering —
Accept our gift, we pray.

Twelve precious jewels, of priceless worth,—
Our "beautiful flock," dear Lord,—
Take them, our gift, to work for Thee,
To teach God's living word.

No matter when, no matter where,
We will withhold not one;
But only ask in heaven we meet
When Thy great work is done.

O parents dear, thy prayer I hear,
Thy sacrifice I own!
Worth more to Me than hoards of gold —
Thy blest reward, Come home.

S. E. P.

A Fireside Consecration Prayer

ALMIGHTY GOD, . . . we commit to Thy care our fireside. May our home be to us a holy of holies, a refuge from cares, a haven from storms, a fountain of joys, a shrine of peace. May the joy and sorrow of each of us be the joy and sorrow of all of us, as is the case with those who voyage together. May love be the foundation beneath us, the walls about us, the roof over our heads, the bread by which we live.

To each other may we give loyalty and confidence, to our friends hospital-

ity and good cheer, to strangers welcome and refreshment; and may all be given gladly as unto Thee, who art disguised in the sons of men.

This, the consecration of our fireside, we make for all the days of joy and sorrow, health and sickness, prosperity and adversity, which we shall share together; and through all these days help us to give freely as we receive.

We ask this help and Thy companionship for Thy name's sake.—*Home Department.*

The Parents' Reading Course

Lessons 5 to 8

From "Education," pages 33-70.

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: Read "The Education of Israel," pages 33-44

1. Read page 33. Where was the first family school? After the fall, what was the divine plan of education? What plan of education prevailed in the days of the patriarchs? What plan was instituted by those who departed from God?

2. Read page 34. Why was Israel unprepared to carry out God's plan of education? How did God seek to strengthen their faith? What was the standard of character which He placed before them as the goal of all education?

3. Read page 35. How did God seek to impress Israel with the holiness of His character and requirements? Why did God tell them to make a sanctuary? How was Moses expressly directed to make everything connected with the sanctuary?

4. Read page 36. How did God teach Israel the lesson of pardon of sin, and power for obedience? How was the beautiful temple erected in the wilderness a symbol of the gospel? How was it a symbol of the human temple?

5. Read page 37. What special preparation did the workmen need in building the temple? Why were all the people to co-operate? Is it as necessary in carrying out God's plan of education today that all the people co-operate? Note that perfect order was the result of perfect co-operation. Would co-operation on the part of all be of any value in maintaining order in our schools today?

6. Read page 38. What relation did obedience to the principles of health have to retaining the presence of God? Why was there not a feeble one in all

their tribes? What shows that the law of God is to be our guide today?

7. Read page 39. To what uses was song put in this school of God?

8. Read page 40. What promise was given to Israel if they would walk in the ways of obedience? How would they then be regarded by the nations around them?

9. What explicit command was given regarding the instruction parents should give their children? Deut. 6:6, 7.

10. Read page 41. How did God make use of the object method of teaching? Why? How did He gratify in His children the love of beauty? How did He provide for their social needs?

11. Read page 42. On what three yearly occasions did God call Israel together for special instruction? How did the people occupy the time as they journeyed to Jerusalem to attend the feasts? What was the purpose of the Passover service? the Feast of Tabernacles?

12. Read page 43. How much of each year was thus devoted to purposes of education? Are we too busy with the cares of this life to employ one twelfth of our time each day to studying the instruction God has given us? What was every seventh year used for?

13. Read page 44. For what purpose did God require a tithe? For what purpose did He require a second tithe? Would not this same plan today "kill out all narrowing selfishness," and "cultivate breadth and nobility of character"?

Second Week: Read "The Schools of the Prophets," pages 45-50

1. Read page 45. Did Israel continue to follow God's plan for the training of the youth? What was the result of this indifference and failure on the part of parents? In this connection, read 1 Corinthians 10:11, 12.

2. Read page 46. To meet this growing evil, what did God provide to aid parents in the work of education? Who were the teachers? How were they appointed? Who established the first

normal school? How were these schools intended to promote the prosperity of the Jewish nation? What was the character of the students of these schools?

3. Read page 47. How did the students sustain themselves? How were many of the teachers supported? What were the chief subjects studied? What part did prayer have in the daily work of the students? What was the result to the nation of these schools?

4. Read page 48. Because these principles had molded David's life, what did God call him? How were the results of God's method of education seen in the early life of Solomon?

5. Read page 49. What corrupted the faith of Solomon? What was the result to Solomon of departing from God's plan? to the nation?

6. Read page 50. Where did the downfall of Israel begin? How do we know that God's plan of education for Israel today is the same as for Israel of old? With us, as with Israel of old, upon what does success in education depend?

7. To which, then, shall we apply ourselves—endeavoring to make our courses of study, etc., conform to the great schools of the world, or shaping our work as fully as possible after the pattern given us of God?

Third Week: Read "Lives of Great Men,"
pages 51-61

1. Read page 51. Name some illustrious men whose lives reveal the results of true education. What great changes of fortune were found in the life of Joseph?

2. Read pages 52 and 53. What shows that Joseph bore alike the test of adversity and of prosperity? What early home training had laid the foundation for this strength of mind and firmness of principle? How did these lessons of his childhood influence him in the crisis of his later life?

Would not the telling of Bible stories to *our* children, a simple life amid the scenes of nature, and a definite part to act in the regular work of the home,

be at least considerable help to *our* children in developing men like Joseph?

3. Read pages 54 and 55. What test was Daniel called to endure? What enabled him to meet it victoriously?

4. Read page 56. As a result of Daniel's loyalty to his early home training, how was he able to influence a king of the world for God? If the home training of our boys and girls is according to God's plan, we are told that our children will be called to witness for the truth in kings' courts.

5. Read page 57. What does God desire to reveal through the youth and the children of today? What is the greatest need of the world?

6. Read page 58. Where were the early years of Elisha passed? "Country life," "useful work," "a home where God was honored," "faithfulness to duty"—why may not *our* children have all these advantages that Elisha had? How did Elisha learn to co-operate with God?

7. Read page 59. How much influence did "worldly advantage" have in turning Elisha away from service for God?

8. Read pages 60 and 61. As a youth at home, Elisha had learned to be "faithful in that which was least." For what did this training fit him in later life?

Fourth Week: Read "Lives of Great Men,"
pages 61-70

1. Read page 61. What was the character of the training that Moses received from his mother? When he became a man, how did Moses manifest his loyalty to the true God? Heb. 11:24-26.

2. Read page 62. As the son of Pharaoh's daughter, what education did he receive? In spite of this worldly education, what shows that the training which he received before the age of twelve had made a more lasting impression on his life? Heb. 11:24-26. Because of the influence of Egyptian training, how did he plan to deliver Israel? What had to be done to teach him the lesson of dependence upon di-

vine power? How long did it take God to undo in Moses' life the effect of the worldly training of Egypt?

3. Read page 63. What made it possible for Moses to endure "as seeing Him who is invisible"?

4. Read page 64. Under what influences was Saul of Tarsus educated?

5. Read page 65. How was this Pharisical training manifest in Paul's later life? What experience was given Paul to rid him of the evil effects of his early training?

6. Read page 66. Though the greatest of human teachers, how did he regard physical labor? What experience shows that he had correctly studied the book of nature?

7. Read page 67. What experiences show that he had studied the various nations from the correct viewpoint—the viewpoint of human brotherhood?

8. Read page 68. What shows that Paul had a victorious life?

9. Read page 69. Which is the more enduring, the laws of Egypt or the laws of Moses?

10. Read page 70. How lasting will be the work of Moses or Paul or Daniel or Joseph? What is it worth to have such a life? What will it be worth in eternity to witness the results of such a life-work?

Sending Children to Bed for Punishment

PROF. M. V. O'SHEA
University of Wisconsin

SOME parents have the habit of punishing their children for wrong-doing by requiring them to go to bed during the daytime. There is danger in such punishment. Children who lie in bed unoccupied are likely to develop bad habits. A child should not lie in bed at any time while he is awake unless he is kept busy in some wholesome way. When he is sent to bed for punishment, the chances are that he will not be occupied, and the consequences are liable to be harmful.

Some parents encourage their children to remain in bed and rest after they awaken in the morning. It would be better for them to arise at once. If they really need more rest than they can get from a night's sleep, they should form the habit of taking a nap at a regular time when they are tired and sleepy.

Parents who discover that their children have already acquired bad habits from lying in bed unoccupied, should explain in a frank but kind way the dangers arising therefrom; such parents should follow this explanation with redoubled efforts to keep the attention of their little ones filled constantly with wholesome thoughts and occupations.

Evil habits are probably acquired more largely through the practice of lying in bed awake or being sent to bed for punishment than from any other one cause.

Physical Education

"MRS. MALONE, and did the settlement visitor see you this morning?"

"Sure she did that; came telling me about sanitation and high genny, and telling me to give my baby civilized milk, and I said, ses I, 'Have you any children?' And she ses, 'No.' I ses, 'Then what do you come telling me how to bring up children? I guess I knows; I buried eight already.'" — Kern, "*Among Country Schools*."

A VERY absent-minded man was Pasteur, the noted scientist. While dining at his daughter's house it was noticed that he dipped his cherries in a glass of water before eating them. As this caused some amusement, he held forth at length on the dangers of the microbes with which the cherries were covered. Then he leaned back in his chair, wiped his forehead, and unconsciously picked up his glass and swallowed the contents, microbes and all.

I WILL find a way or make one.—*Hannibal*.

NORA ARCHIBALD SMITH has said: "Just as the gardener knows that the miraculous life principle exists in every seed he sows, and will develop under the right conditions, so Froebel believes that in every child there is the possibility of a perfect man, and that it is the task of the educator to provide the conditions which will develop that possibility."

SAYS one wise father, "I have tried not to let my appreciation of the temptations my boy must meet, and the necessity which exists for fitting him to cope with them, drive me into the feeling that he can gain ability to conquer

evil only by hardness in his training."
— *Mother's Magazine*.

SPEAKING of the religious training of his little boy, one man says of his wife: "I used to feel I never loved her so deeply as I did when she sat rocking the boy in the Sabbath twilight, telling him Bible stories or singing him some of the fine old hymns." — *Mother's Magazine*.

"It was not intended that mothers should live or love without labor, nor that they should labor without love."

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