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CHRISTIAN EDUCATOR

W. E. HOWELL, Editor — O. M. JOHN, Assoc. Editor

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EDITORIALS

Human Engineers

TEACHERS who may be inclined to feel that their work does not compare favorably with that of other professions, will find encouragement in the following extract from the *N. E. A. Bulletin:*

"Teachers are experts in human engineering. Great business concerns have gladly paid high professional fees for the services of mechanical, electrical, or other engineers. The Great War exalted the profession of engineering. Most of all, it emphasized as never before the value of education in a democracy. Training men, directing them, and knowing how to get the most from them, was the problem of 'human engineering' which transcended all other engineering problems. In a democracy, education is the big word for human engineering, and teacher is the big word for the human engineer.

"Since the Great War has so greatly exalted the calling of the human engineer, it is but natural that there is a deep-seated and greatly increasing demand throughout the country for adequate recognition of our experts in this line of work."

It is possible that in this day of commercialism and professionalism we may fail properly to estimate relative values. The importance of a work is often measured by the salary it brings, or the social or commercial or political standing it creates. Its true value, however, is based upon the degree of service it may be made to perform for God and humanity.

We would not depreciate other professions, for through them the consecrated life has unlimited opportunities for service. On the other hand, the Christian teacher who trains the youth, directs them, and knows how to make them most productive in fulfilling the divine program, is doing a work which transcends all purely technical lines.

J.

Graduates Who Win

[The following article, appearing in "Institute for Public Service," is worthy of study by every prospective graduate in our schools:]

ONE hundred graduates leave school on the same day, after the same instruction by the same teachers, and so far as any one can tell, with equal capacity and equal promise for business. Which graduates will succeed?

Graduates Win First and Best

1. Who are and seem happy, vital, brimful of joy of living and of doing.

2. Who are "easy to look at" and to be with.

3. Who are noticeably clean and neat — hands, hair, face, clothes, shoes.

4. Who have good posture, are erect, rosy, and have a voice pleasant to hear, low, soft, round.

5. Who are punctual in arriving, in coming when called, in starting when sent, and in returning.

6. Who are courteous and thoughtful to everybody, not merely to superior officers.

7. Who are deferential to elders, especially to parents and to persons responsible for their work.

8. Who are ambitious to rise by proving their interest, ability, and trustworthiness in the job and task at hand.

9. Who are reliable, to be trusted, willing and eager to carry responsibility.

GENERAL ARTICLES

Friedensau Mission and Industrial School

DR. E. MEYER

BECAUSE of various circumstances, a detailed report of this school has not appeared in this paper for years. The readers will therefore be interested in a short survey of the work since the school's beginning.

At the German Union Conference, held in the summer of 1899, it was decided to find a suitable location where a school for the training of workers could be built. In the course of the next few months such a place was found in the precinct of Magdeburg, which is now called Friedensau. Only a windmill was there, and this still stands. In November of the same year, school was started in the mill building, with seven students. Brother Otto Luepke, recognized by the state as a teacher, was called to be teacher and principal of the school. He entered upon his difficult task with great zeal.

Since means were very scarce, one-story buildings were put up to make room for the ever-increasing number of students. Soon Brother Luepke could propose larger quarters, as the steady increase of students, coming not only from Germany but from some of the adjoining countries, could no longer be accommodated. As a result more teachers had to be employed. In 1902 the foundation for the school building was laid. Two years later, with another addition, the building was completed. But year by year the work grew. During the years 1909 to 1911 another large building was erected.

More than two hundred students were then in attendance, and more than a dozen teachers employed. Students of eighteen different languages sought their preparation for the missionary commission to their homelands. Russia was represented so strongly that it was agreed to arrange for a special Russian course under the direction of Brother Itzmann. During the first fourteen years of the

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10. Who are teachable and studious, grateful for every hint which will show where their work or manner can be improved.

Graduates Stumble or Lose

1. Who are or seem to be unhappy or sullen.

2. Who are hard to be with or to look at — who "grate on the nerves" of fellow worker or employer.

3. Who are untidy, unclean of person or clothes, slovenly, careless, flashy, untastefully dressed.

4. Who are lopsided, stoop shouldered, head down and ungraceful, stiff, "born tired," fidgety, shrill or loud or indistinct of speech.

5. Who are late in arriving, inattentive, slow in beginning, dawdling, shirking.

6. Who are discourteous, ill mannered, "fresh," obsequious, thoughtless, loud of dress or speech.

7. Who are not deferential to elders and official superiors, especially at home, where manners and attitudes and successes are made.

8. Who are gamblers, wanting advancement without earning it by efficient work and conduct in today's job and task.

9. Who are not reliable, avoid responsibility, do only what is required, work well only when watched.

10. Who do not admit, and learn from, their mistakes, are satisfied with the least their employers will tolerate, never volunteer or suggest, and resent evidence that their work and manner can be improved.

existence of the school, hundreds of students, having been richly blessed, were enabled to go out into the needy fields to serve in various capacities.

Because of the illness of Brother Luepke in 1913 it was necessary for him to take a leave of absence in order to regain his health. Upon his return he again took up the work that was so dear to him. But in April, 1914, it was evident that he must lay down his work again. It was hoped the mild climate of Tyrol would be beneficial to his health. But God ordained it otherwise. After a hard cold which caused his sickness to take such a decided turn, he was laid to rest in August, 1914, far away from his home. The writer was then temporarily appointed to take charge. About this same time the health of several other teachers failed, and they were compelled to leave the school to regain their strength. Later also Brother Itzmann, then in Russia, was taken from us by death.

But greater tests were to be brought to bear upon our school. When the World War was declared, most of our students were at home for their vacation. Without even being permitted to return to Friedensau, a large number were called into the army. Many fell in the service. At the opening of the school in September, 1914, very few new students came, and most of these were sisters, who took up the nurses' course. One by one the boys were called into service; the ranks became thinner and thinner till finally only the sisters remained, together with the Russian students, who were regarded by the government as civil prisoners. The teachers were also called, one by one, to serve their country.

To show the government our philanthropic and patriotic spirit, we offered the sanatorium building as well as one of the school buildings as hospitals for the wounded. After due consideration the state authorities accepted our offer, and arranged for one hundred beds to be placed in our buildings, eighty of which were in the school. After the beginning of 1915 the hospital was filled with wounded soldiers. During the two years following, hundreds of soldiers were privileged to hear the present truth proclaimed in the chapel. Some accepted the message later. Because the writer was himself called into service as army physician in 1917, this hospital work had to be closed, as no one could be found to take his place. Consequently the Nurses' Training School was also temporarily closed. The last students left the school in the summer of 1917. The leading brethren could devise no plan to keep the school running. The rooms, once the scenes of intense activity, looked forsaken and desolate indeed. Every one felt he was in a special school of Christ.

When most of the young men had returned from service, early in 1919, one of the first problems considered by the leading brethren was the school question. The great need of workers in the field was apparent. The school must be opened again at the earliest possible time. We could not, however, hide the great financial struggle this would mean. The scarcity of food, together with the blockade in traffic, would make it very hard. Finally it was decided to conduct a Bible course for two months, principally for those students who were called into service. This study was given from the middle of May to the middle of July. Sixty students enrolled. Elders L. R. Conradi, H. F. Schuberth, G. W. Schubert, Brother W. Müller, Brother H. Tieche, and the writer assisted in giving instruction. The weekly expenses were placed at 15 marks for each student.

At the completion of this successful course, we went at it courageously to open up our regular school work in the fall. With joyful gratitude to God we saw sixty students and two teachers resume their work on Oct. 1, 1919. The administrative committee consisted of but three persons, — Brother William Müller, Sister M. Birkner the preceptress, and the writer.

Nov. 20, 1919, we celebrated the twentieth anniversary of our mission school. Gratefully we looked at the past, hopefully upward, and courageously into the future.

In the meantime further efforts were put forth to rebuild and strengthen the school work. At the beginning of the second semester, February, 1920, the services of Brother Bennewies were secured, and the next month, Sister Christel Zybach, who had spent several years in Switzerland to regain her health, returned to her former position in Friedensau. Twenty-seven new students were added. In July, 1920, for the first time in six years, a conference was again held in Friedensau, attended by workers from various parts of the world. Brother Daniells, president of the General Conference, was present. Special attention was given to the educational work, and since further plans were considered at the Zürich conference in August, we are justified in hoping that not only our Friedensau school will be filled to its utmost capacity, but that through the church school system a great work will be done for our children. Now we are facing the problem of getting teachers.

Beginning with the new term in September, 1920, a large number of our loyal soldiers of Jesus Christ entered the school to be trained for home and foreign missionary work. At present the enrolment numbers 106 students, twenty of whom are sisters. The various nationalities represented are German, Swiss, Austrian, Hungarian, Polish, Tschechen, Ukrainian, Hollandish, Danish, and Norwegian. Of these, forty-six are from the East German Union, twenty-six from the West German Union, and fifteen from the Central European Union. The rest come from outside unions and mission fields. Since 25 marks a week was not sufficient to cover the running expenses during this prevailing famine, the unions voted to raise the rate to 30 marks a week, retroactive to September, 1920. Since then, however, prices have increased, especially on foods, and the 30-mark charge was found insufficient to cover the expense; so the unions decided to make up the deficit. It must be mentioned here, that nearly one half of the present enrolment of students are receiving help from the educational fund.

Although the Lord has sent many trials, we are happy in the knowledge that we are ever in God's hand. We know that in times of greatest obstacles and when things seemed to be at a standstill, the work assumed vast proportions. We trust that the future may continue to show definite progress, not only in the school work, but in every other interest of the cause, and that we may fully realize that this is accomplished, not by might, nor by power, but by the Spirit of the Lord.

Friedensau, Germany, December, 1920.

Reckless Spending

THE extent to which the recent widespread wave of reckless spending has affected schoolboys and schoolgirls has been shown by recent figures compiled through efforts of the Savings Division of the Treasury Department. Records made during one week in the public schools of La Crosse, Wis., show that the high school pupils spent $1,471.14 for candy, sweets, movies, and other amusements. During the same week, the grade school pupils expended $1,289.39 in like manner. These figures were secured from questionnaires answered by 970 high school pupils and 3,044 from the grade schools.

	H. S.	GRADES
Movies	$ 5,865.99	$14,874.60
Other amusements	31,864.56	20,297.94
Candy and sweets	19,643.91	15,113.67
Total	$57,374.46	$50,286.21
Grand total		$107,660.67

The results of the La Crosse investigations are being widely used in Parent-Teacher Associations in an effort to check extravagance and inculcate habits of thrift and saving among pupils of the schools.

School Dormitories

B. H. PHIPPS

It is a mistake to think that because we must erect our buildings economically we should neglect their serviceability or architectural beauty. Usually a building is made expensive by its fancy windows, porches, cupolas, and other ornamentation. If our buildings are to be a witness to the neighborhood of the message that we believe, they should be built as simply and serviceably as possible.

In the early days of the message many of the dormitories that we built had no clothes closets in connection with the students' rooms. We have lately discovered that this was not a principle of economy, and not conducive to right training of young people, so nowadays we do not neglect this important feature of the dormitory. We are also beginning to realize that in order to keep the student in health, we must give him sufficient light and ventilation; consequently, our dormitory rooms have two windows and a transom.

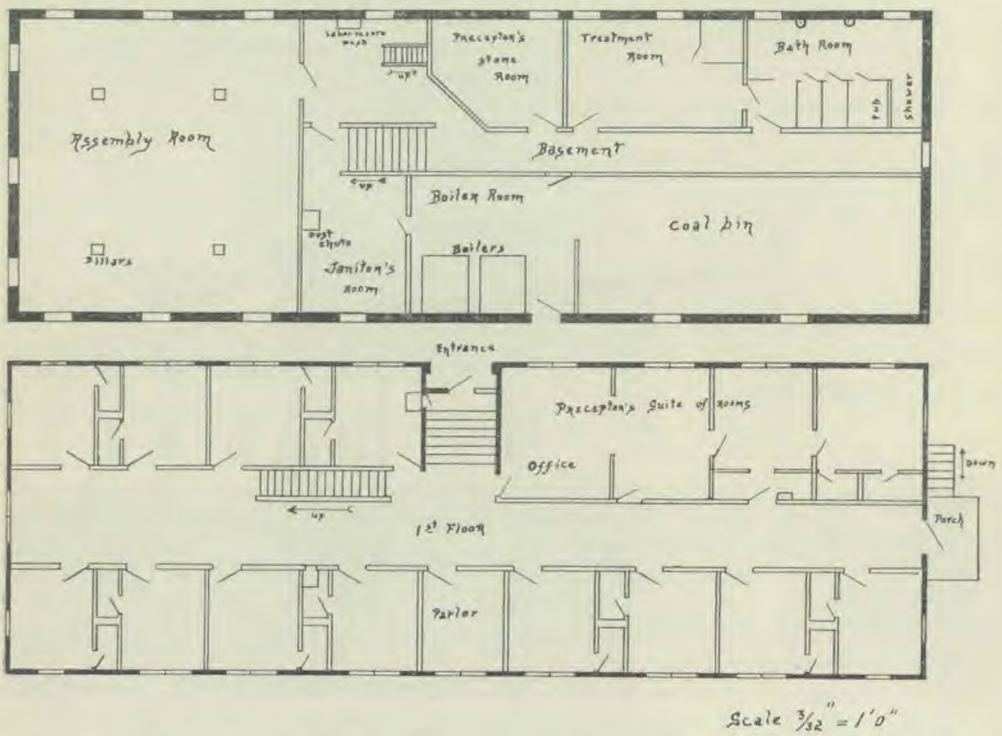
We should not neglect having proper facilities for toilet and bath. In some of our dormitories these rooms are dark and insanitary. I believe it is a mistake to have these rooms in the basement. However, where the dormitory is small and the basement is well lighted and ventilated, it is not necessarily unsatisfactory. We are glad, too, that in these days we are realizing that the shower bath is much more convenient than a tub. In fact, when students are depending upon the bathtub for baths, it is hardly possible for them to prepare for the Sabbath day without beginning about Wednesday evening to take baths, unless there is a bathtub for about every ten persons. With the shower bath, this is not the case. I have seen as many as forty boys on a Friday afternoon get a bath with a shower. It is an excellent plan to have in connection with the bathroom, a treatment-room for the use of the dormitory students. Many times a young person will have a cold or some other illness which can be remedied without his going to the school hospital or sanitarium. This treatment-room can be fitted up very simply, and will be a great convenience to the home.

Young Men's Dormitory — Bethel Academy

The assembly-room is many times placed in the basement, and this is permissible if it can be properly lighted and ventilated. However, this room should be pleasant and fitted up so that it can be used also as a parlor if there is no other parlor provided. In many of our dormitories very little attention has been given to our assembly-rooms. In some cases it is a room that is not properly sified and so placed in the storeroom that they can be easily obtained.

Let us not forget, also, to provide a room for the janitor. Let this room be in the basement, and have it provided with places for taking care of all the janitor's supplies. If the building is provided with a dust and paper chute, let it terminate in this room.

One of the things which has been a



drained, and is covered with water after every rain. Surely this is a very inappropriate place for worship.

It is best to have a reception-room near the front door, where parents and friends of the students may meet them. In some cases the students have taken pride in furnishing and taking care of such a room at their own expense.

In building a dormitory, one should not forget a room for trunks and storage. This is better placed in the attic rather than in the cellar, but a trunkroom should be so arranged that each trunk is accessible at any time, and the extra beds and other furniture should be classified and so placed in the storeroom that they can be easily obtained.

Let us not forget, also, to provide a room for the janitor. Let this room be in the basement, and have it provided with places for taking care of all the janitor's supplies. If the building is provided with a dust and paper chute, let it terminate in this room.

One of the things which has been a trouble to all preceptors is that there is always a strong demand for some rooms, while it is almost impossible to get persons to occupy other rooms. In planning a dormitory, why not make all rooms as nearly alike as possible, so there can be little chance for dissatisfaction?

One of the most important features of the dormitory is a suite of rooms for the preceptor. In times past our supervisors of dormitories were asked to live in one or two rooms, possibly with very poor accommodation and conveniences; but our schools are beginning to realize that the preceptor has longer hours and less time for personal pleasure than any

other person on the faculty, and therefore should be provided with rooms where he can live in comfort while overseeing his flock. In the accompanying plan the reader will notice that the preceptor has an office near the entrance, and next to this is a living-room, and beyond this is a dining-room, kitchenette, bedroom, and bath. The position in which the door to the preceptor's office is placed, enables one to sit at the desk, which should be near the door, and see every movement that is going on in the building, whether it be at the front door, in the basement, or upstairs. The benefits of this plan are apparent.

Arrangement, Attendance, and Conducting of Worship in the School Homes[1]

E. P. WEAVER

In Volume VI of the Testimonies, we read that the religious feature of our educational work is the most important of all. The many young people coming to us from various environments must have their motives, desires, aspirations, entirely converted; and furthermore, they are to be trained for the Lord's work. The morning and evening worship in the homes may, and ought to, do a large part of this work. Not only this, but these various elements must be molded into a harmonious Christian family. To do this requires no small amount of study. It places a grave responsibility upon the one in charge.

Every member of the family should be regular and prompt in attendance at these services. Careful study should be given to both the general school program and the individual's program, that this may be possible. The one in charge should be prompt, both in beginning and in ending the services. While we should put forth every effort to make these exercises interesting and profitable so that all will desire to be present, yet if this fails to bring a regular attendance, some device should be employed that will produce the desired result. Let the morning worship be not more than fifteen minutes long, with a few verses of Scripture, read either with or without comment, followed by prayer. If one desires, this may be varied by use of the Morning Watch. The one in charge should make a careful study of the deportment of his family and of the spirit that prevails generally, and mold it with the influence of his evening talks and studies. These periods, it seems to me, should determine the "pulse beat" of the school home life. The observant administrator can accomplish a great deal in warding off or quieting a spirit of unrest, and perhaps prevent serious disciplinary trouble by properly arranging and presenting his studies. A course of positive studies through the early part of the school year will do much to avoid the necessity of negative instruction later. Inviting other members of the faculty to present certain topics at the worship hour helps to break the monotony. One evening a week devoted to prayer bands is valuable help to the home life.

Let us unite with Paul in the determination to teach nothing but "Jesus Christ, and Him crucified." That is, not simply to teach moral ethics according to worldly ideals and standards, but to exalt Christ as our example of true courtesy and Christian devotion.

[1] Digest of paper presented at School Homes Council.

That is best which lieth nearest;
Shape from that thy work of art.
— *Longfellow.*

In simple manners all the secret lies;
Be kind and virtuous, you'll be blest and wise.
— *Young.*

ELEMENTARY EDUCATION

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

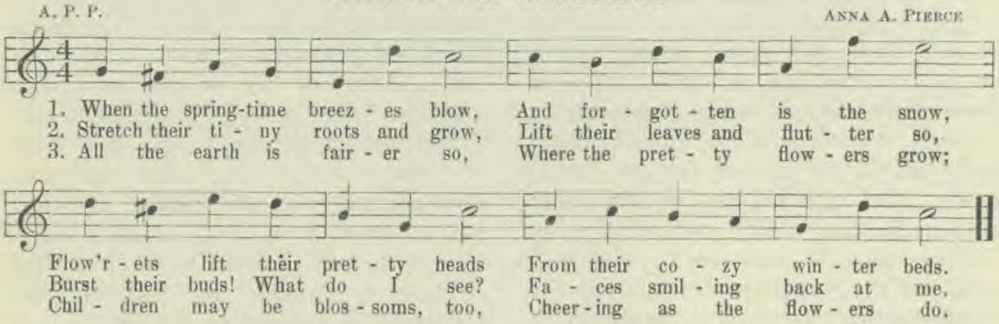
FLORA H. WILLIAMS, Editor

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

SPRINGTIME BLOSSOMS

A. P. P. ANNA A. PIERCE



The Teaching of English in Our Church Schools
No. 6

MRS. WINIFRED P. ROWELL

Thought-Training

THE second duty of the language teacher in the list enumerated in a former article, is to teach her pupils to think. This suggestion may seem unnecessary. But it is a truism to say that a careful analysis of much that passes for teaching will show that a cramming process is substituted for a teaching process. I remember hearing of a girl who, under one teacher was rated as an excellent student in history, because she could give the words of the text verbatim in answer to his questions. Under another teacher with different standards and methods, she was found to have absolutely no understanding of the facts she was memorizing.

But while all true study must develop the power to put ideas together logically, it is peculiarly in the province of the language teacher to help her pupils properly to relate the disjointed ideas that flit through busy young brains, or to waken thought in passive minds. I can suggest here only a few practical devices.

Most children enjoy telling about what they have seen and heard, many times with embellishments that need to be pruned away before the real truth can be discovered. What an opportunity does this story-telling instinct provide for the teacher who wishes to develop accuracy and reasoning power in her charges!

Language lessons from pictures are a

well-known means of helping children not only to observe details accurately, but to reason from cause to effect and effect to cause.

One way such a lesson may be given effectively, especially to advanced grades, is to study an interesting picture carefully with the class,— such pictures as "The Gleaners" and "The Angelus," by Millet, or any good story-telling picture. Let the pupils name the picture after its meaning has been developed by subtle questions. It will be interesting to see how near the names suggested come to the heart of the picture and to the name given it by its author. Then as a complementary lesson, while the first picture study is still fresh in mind, let each pupil bring to class a similar picture with a set of questions framed to assist another to find the meanings he has found in it. After exchanging pictures, the pupil may write a study of the picture he has received, answering the questions already asked, adding others if these do not seem adequate.

Another thought-developing exercise is to read or tell a short incident pregnant with meaning, and by pointed questions cause the pupils to make this meaning clear to themselves and others.

Character study has a place here. For example, in the story of the Pharisee and the publican, what character qualities are signified by the expression, "stood and prayed thus with himself"? What by the words, "God, I thank Thee, that I am not as other men"? What by the enumeration of good deeds in, "I fast twice in the week," etc.? What kind of man would the Pharisee be as a friend? As a neighbor? As a husband and father? What is signified by the expressions, "standing afar off," "would not lift up so much as his eyes unto heaven," "smote upon his breast"? Are these actions caused by qualities or moods of the publican? What is the difference between moods and qualities?

The question, "Why?" is perennial in the mouth of an active-minded child, and even after he is ashamed to ask it, it keeps his mind alert to the discovery of causes for what he sees and hears.

I must merely suggest two other useful thought developers — outlines, and careful sentence analysis. As soon as a child is old enough to put sentences together in a composition, he is old enough to make his "plan," to decide what he is going to tell and in what order, before he has told it. A fitting preparation for this exercise is to discover the plan of the story, description, or exposition he is reading. (See note below.)

How much more easily he can remember his geography or history lesson if he has mastered its plan. Years of experience have taught me no better way to train pupils in orderly thinking.

The last exercise I have space to mention for thought-training is sentence analysis. In the little language class referred to in an introductory article, taught by Professor Bell, seven- and eight-year-olds were made from the beginning to tell what the sentence talked about and what was said about it. We quickly developed a sense for subject and predicate and modifiers, although we did not know them as noun, verb, adjectives, et al. A child so trained grows easily into grammar, and better than that, he is developing the logical sense that will enable him to think straight through many of the tangled problems of his later years.

NOTE.— Without finding the plan, he misses the deepest truths of the best literature he reads, those which differentiate it from common stories. For example, the plan of "The Great Stone Face." Theme: The only lasting power is character.

Examples: 1. Power through wealth goes with the wealth. 2. Power through physical force goes when force is exhausted. 3. Power through intellect ends when intellect is weakened. 4. Power of genius fails if genius does not live up to its high calling. 5. Power through character alone reaches the ideal where it lives on in increasing degrees of influence.

"A GENIUS is an impossibility until he appears."

Reviews

MANY of the readers of this article have a vision of the past rising before them as they read the word "Reviews." They perhaps hear some teacher saying, "Review all the lessons from page 90 to page 110;" and the next day, she attempted in her limited time to ask all the questions given in those lessons, but of course did not succeed.

Our review should usually be a *new* view, unless it be a simple drill. All the year through, the lesson of the day is put into its right relation to past lessons by calling up related facts. Having these fresh in mind, the fact before unknown is fitted into its proper place, and is understood through this past related information; calling up these facts is *one kind* of review. Memory is aided by repetition and association. The more thorough the teacher's daily preparation, the more clearly will she see what facts already learned are related to the lesson of the day and should therefore be called to mind. Not every day's lesson is developed in this way; but where it should not be, two or three pertinent questions on yesterday's lesson will aid the memory, and help the pupil to get the right perspective. This means, of course, that the teacher has studied carefully, and has at tongue's end the important points around which the minor related features are grouped. The teacher seeks for a new way of calling up the old facts. This has been likened to climbing a mountain from all sides. If one has stood on only one side of the top, he will have a very one-sided idea of the region round about. But if he has stood on various sides of the summit, and looked out over the expanse of land before him, he has a correct and comprehensive conception of the surrounding country.

In the everyday lesson, the teacher has perhaps questioned thoroughly with reference to each topic of the lesson. In the weekly, monthly, or period review she may assign by topic, either individually or in general, asking each to tell fully the story of his topic or topics. A haphazard telling is not accepted; it must be told in such a way that the teacher knows that the pupil has a concise knowledge of the ideas or happenings that should come under that topic.

Again, the teacher may write headlines or a sort of skeleton on the board, the pupils watching the while, and then see how many can complete the story by filling in the blanks. At another time the subject of the review is announced, and the first child gives briefly one fact; the second child another, the third child another, and so on, the class watching carefully to see that no mistakes are made.

At still another time the pupils may have a real or imaginary audience composed of those who know nothing about the subject in hand, and it is the business of each child to explain his subject so carefully that such an audience could understand. Or perhaps one child may start the story, all being on the alert, ready to catch it up the moment the teacher calls for a change. If the pupil called on fails to be able to take up the story, he must be marked accordingly. And if a mistake is allowed to go by without the raising of hands, the mistake must be credited to all. Very interesting, helpful reviews of some subjects may be conducted by means of questions written on cards, the recitation being transformed into a game between two sides.

It is said that variety is the spice of life, and that is surely true as relating to reviews.

Sometimes it is a wise idea to choose sides as in an old-fashioned spelling school, and have a rapid fire of questions first at one side, then at the other, the ones who miss or fail to answer being seated. This kind of review should be announced beforehand so pupils may make preparation. It will readily be seen that any one of these devices for reviewing cultivates alertness and a mastery of oral language.

It might be well to caution the inexperienced teacher to be careful about engendering undue rivalry. A too heated spelling match might help to

make good spellers, but very poor Christians. To make good Christians is of more vital importance than to make good spellers; so there must be no intense or unpleasant feeling of rivalry engendered.

There should be reviews at the close of the divisions of a study, and at the close of the year. The pupil should in some subjects be able to see the subject much more clearly than when he studied it first, for he may then fit each subdivision into its right relation to all others. For instance, one may have a much clearer idea of the work done by the food eaten, after he has studied the blood and its circulation, or he may have a more exact idea of state government after he has studied national government. A review should be something more than an exercise of the memory; it should use the reason and judgment and other mental faculties.

Drills have an important place in the work of the schoolroom, and may be so conducted as to be interesting as well as profitable. How much arithmetic would a child learn without drill? It is a matter of almost constant drill — drill in addition, drill in subtraction, drill on the multiplication table, drill on weights and measures,— in fact, drill almost everywhere. We must drill for rapidity and accuracy. If this aim were accomplished in the lower grades where it belongs, much time would be saved for other work in the upper grades. In these days much of the drill work is accomplished by means of games and devices. An exchange of games and devices would be of value to our teachers. F. H. W.

Promotion

We are nearing the end of the year; soon the time for "those conference examinations" will have arrived. And perhaps some little teacher is thinking, "Will all my boys and girls be promoted, and especially my eighth graders? I fear for John. I have worked conscientiously for him; but I know his work is not what it should be."

In one teacher's school, John is bright enough, but it seems that he was born with a dislike for books. He would rather run his father's engine or work on the farm. And although he doesn't want to be found behind those in his grade, still he follows the line of least resistance.

In another school, John is really a dull boy. He works hard, does his best, is conscientious, but a year's work for an average boy is more than a year's work for him.

Miss Teacher feels that although she has done her best, she has not succeeded in getting inside John's brain what she desired and worked to fix there. And since it is human to worry, she worries *at least a little*. And so she tries her best to stir up the boy to do his best on the "home run." She has tried to fix the lessons learned or supposed to be learned by proper reviews. But she worries! She knows that John's parents will blame the teacher if he fails of promotion. She has heard it said by other parents, "My boy has just lost a year because the teacher has failed to teach him anything, and now he'll have to take that grade all over again," and more of the same. She also knows that John will be very much annoyed, perhaps irritated, if he doesn't receive a promotion card. So the poor little school mistress feels that she really has a serious matter on her hands. She also feels that her reputation is at stake. The conviction grows upon her that John *must* be promoted, and so she works with renewed energy to teach in two or three weeks that which was supposed to take months to learn.

But does it necessarily obtain that if the boy is *not* promoted, his time has been wasted, his year lost? This is a matter that parents should squarely face. Perhaps the boy has barely gotten through other years; maybe his work has not been as good as it should have been all along. Possibly his first-grade teacher hastened him along into the second grade a little sooner than was for his best good. We submit that it may be very unfair to

place the blame on his eighth-grade teacher. First, the blame often rests almost entirely with the boy, and secondly, it may, some of it, rest with a former teacher or teachers.

However that may be, is it promotion or development for which parents are anxious? The fact that a child has not been promoted does not signify that he has not developed at all during the year. The sooner parents and teachers lose sight to a certain extent of promotions and grades, the better for the children. The sentiment of the parent is transmitted to the children; they feel that their advancement is measured wholly by grades, and they study to recite well that they may get high marks, and they review and cram for examinations so that they may pass and be promoted. With the extra high marking and the promotion comes the feeling of superiority,— the feeling, "I am above you; you are *below me!*" We must use great care not to stimulate that which will bring undesirable results. It is easy to develop a great deal of selfishness.

Perhaps John's future may be better served if he isn't passed. More painstaking care and more thoroughness may be built into his character if he does not receive a promotion card and is required to do the grade work over again. If parents took that view of the matter, the child would get from the experience more nearly what he is intended to get. And certainly if the child is really subnormal, it is manifestly unfair to expect of him the same work in a given time that is expected from the child who is naturally brilliant. Let us not be too sparing of praise and encouragement when the dull boy has tried to do his best.

We should not forget why we are sacrificing to educate our children. The purpose of education is "to restore the image of God in the soul." F. H. W.

EDUCATION makes one an articulate member of the higher whole.— *Dr. Wm. T. Harris.*

Victories Gained as the Result of the Daily Bible Lessons

ELIZABETH BLAKE

FROM the Bible lessons our pupils receive the foundation principles of life. These lessons, studied and recited each day under the influence of the Spirit of God, lead to the development of spirituality in the school.

The teacher's success depends largely upon the spirit which is brought into the work. The Lord calls upon His shepherds to feed the flock with pure provender. He would have them present the truth in its simplicity. When this is done faithfully, many will be converted.

We church school teachers have the grand opportunity and the divine privilege of feeding the lambs of the flock. Think of the childish voices that chime in to help tell the Bible stories, and listen to the little ones as they make the application of the lesson taught.

As they study "Creation," they are taught of God's infinite power, even the power of His word. "Let there be, . . . and there was" — implicit trust in the power of His word is instilled. Then the "Fall of Man" and the "Plan of Salvation" bring their tender hearts and minds to their Redeemer. The Old Testament characters,— Noah, Abraham, Isaac, Jacob, Joseph, Moses, Samuel, David, and Daniel,—each in his turn impresses the children with God's justice, mercy, and boundless love.

As they study of Christ and His disciples, of Paul, of Timothy, and of others, they are drawn to Christ.

Some ask, "Do small children so see the principles of righteousness in the characteristics of these men that they can make a personal application?" I well remember several years ago a first-grade girl who of her own accord confessed to the breaking of a dish which a younger child was supposed to have broken. This was the result of a Bible lesson on Jacob's deception practised upon his father in taking advantage of his brother Esau. This child, who had

had a bad temper before, became gentle and mild under the subduing influence of the Holy Spirit.

Many times have I seen the eyes moisten during these Bible recitations. We can never tell the good that may come from this study. I again call to mind a girl who was in the fifth grade. After studying about the victories gained and the insurmountable things surmounted through asking God's help, she came up to the examination at the close of the year, and after passing in her paper, said: "I know I will pass; but I felt I must fail until I thought, I will just ask Jesus to bring those things to my remembrance. And He did." She meant every word of it, for one could see the joyous expression of victory. Do these impressions stay with the children? This was the only church school she ever had the privilege of attending, but she still clings to the Sabbath school, though not another member of her family attends church services.

The lessons on the life of Christ bring out many principles regarding what a true Christian should be. One girl, after taking Bible for a year, said: "I thought long ago that I was a Christian, but I have now learned what conviction and conversion are, and what it means to live the life of Christ." She is now preparing to enter actively and understandingly into the work of the church school teacher. This is the natural fruit of the daily Bible lesson with the Holy Spirit to impress its importance.

A Parable

NELLE P. GAGE

BEHOLD, a builder went forth to build. He was possessed of many tools and much land and lumber and mortar and stones. So he called his servants to him and said unto them, "Build ye me a house," and he left them and went into a far country.

Now this man's servants knew not what manner of house it was, and there arose much questioning among them and a great confusion, whilst one servant builded a stairway, another a door, and yet another digged a cellar, each man as he listed. Not a great while after, their hands grew heavy, and each man departed from his work to think on many things.

As the time drew nigh, the builder returned and found some of his servants feasting and making merry while others slumbered and slept, and his house not builded. And he said unto them, "Why stand ye here all the day idle?"

They said unto him, "Because no man hath told us what to do."

And the builder wept with many tears and knew not what to say.

Hear ye therefore the parable of the builder. The builder is the teacher who goeth forth to teach; her tools are her talents and training; the material, the books and equipment of the schoolroom. The children are her servants whom she calleth to her and saith unto them, "Take the next lesson," and leaveth them and goeth unto the far country of other classes.

Because they know not what manner of lesson their teacher wanteth, there ariseth questions and confusion and rustling of many leaves, which gradually subsideth into lethargy for the indolent and mischief for the active.

When class time cometh with the questions, "Why learned ye not your lesson?" and, "Why sit ye here idle?" the answer justly comes, "No man hath told us what to do."

And the teacher of that school weepeth and knoweth not what to say.

EVERY man must educate himself. His books and teacher are but helps; the work is his.— *Webster.*

KINDNESS — a language which the dumb can speak and the deaf can understand.— *Bovee.*

What Is Your Dress Saying?

MRS. MARION E. CADY

NOT, What are your lips saying? but, What does your dress make you say?

One writer, in comparing what we see with what we hear, says that we remember three times as much of what we see as of what we hear.

God himself teaches in His word that what we *see* has a far more powerful influence on our lives than what we *hear*. For by beholding we become changed. The counsel not to be a "forgetful hearer" also shows that much of what we hear is forgotten. But that which the eye beholds leaves an impression on the mind that is never wholly effaced.

The teacher stands before her pupils from four to six hours daily. Every moment of that time her deportment in general and her dress in particular are talking to her children, teaching lessons of courtesy and refinement or of coarseness and vulgarity.

Should you and your children look out of the window some day and see a young man walking along the street dressed in a navy-blue blouse with a sailor collar and a black silk tie knotted in front and wearing a small round hat and trousers very wide around the bottom, the children would exclaim at once, "Why, there comes a sailor!" Not a word of explanation would be necessary. The dress would talk, and tell them that the stranger was a member of the United States Navy and in the service of his country.

What is your dress saying to your pupils? It should say, "I am a Christian, pledged to the service of my God: I know that my body is the temple of the living God, and I will not defile this temple by obedience to mandates of fashion that have no foundation in reason or comfort or convenience." Or, paraphrasing the words of Paul in order to make this lesson more impressive, could God say to you: "Thou that teachest the words of the law, 'Thou shalt have no other gods before Me,' dost thou bow down to the god of this world by obedience to its fashions?"

Once a young woman was teaching a church school in a large city and living several miles from the school. For two years, day after day, she took practically the same car in going to and returning from her school. Near the close of the second year, as she was returning on the car, an elderly woman of unmistakable culture called her attention to the beauty of the setting sun over the waters of the bay. After a few minutes of conversation, she politely inquired of the young woman if she were not a Christian. When she gave a rather surprised affirmative, the elderly woman smiled and said, "I was sure you were. I have observed you so often on the car, and you always seem so *different* from the young women one commonly sees."

Let me quote from a pamphlet printed under the direction of the United States Army surgeon for the nurses of this land who are engaged specifically in the fight against those horrible diseases that afflict mankind through transgressing moral laws. Strange as it may seem, the very first chapter is on the subject of dress, and teaches that by the dress one can help or hinder in the fight for clean minds and bodies. The words that follow are worthy of serious consideration by every one who professes to be a teacher of children and youth:

"Dress speaks of the refinement or coarseness of the wearer, of good taste and bad taste, and otherwise reveals character. Some dresses talk loudly, some very softly; some are demure, others laugh boisterously and joke familiarly. The greater number smile bashfully with dimples in their cheeks and say prettily, 'Please look at me. I am a very nice, sweet girl.' A few speak in hard voice, 'I have no time to bother with men. Good day.' And still others toss their heads and say — well, they say things that men who are considerate of women do not like to hear. The women who wear dresses of this last sort — *extremely thin, conspicuous, or suggestive*

garments — often have not the slightest idea of what their clothes are saying to men. But the men are often embarrassed or tempted by such means. . . . A woman dressed so that her body is strikingly apparent, finds numerous masculine eyes turned in her direction. She often estimates this attention as true admiration, whereas it more often means simply physical sex attraction, and sometimes sensuality, derision, astonishment, or disgust."

This statement by an army man of wide experience shows that the world well understands the language of dress, and it also shows that the world understands as well the close relation existing between dress and morals.

Some of the educational institutions of the world also show a keen appreciation of the influence of the dress of the teacher upon the character of her pupils. I quote from the regulations of one of our best State normals:

"1. No diaphanous waists are to be worn.

"2. No tight skirts.

"3. No thin hosiery.

"4. The skirt must reach the shoe tops.

"5. The waist must not be lower than one inch below the little hollow in the throat.

"6. The hair must be plainly dressed."

Shall our Christian teachers adopt a lower standard than the State holds up for its teachers? No, the Christian worker goes still farther in that which is laid aside when he enters the service of the Lord.

"O Mrs. Brown, do you wear a wedding ring?" gushed May, the first morning of school. "'Cause Aunt Elsie told mother if *you* did, she was going to, too. She didn't think it was wrong, anyway."

Fortunately the teacher had studied the question of jewelry, and a short time before had taken hers off in accordance with the Bible teaching.

After the apostasy at Mt. Sinai, God sent this message to the people: "Ye are a stiff-necked people: I will come up into the midst of thee in a moment, and consume thee: therefore now put off thy ornaments from thee, that I may know what to do unto thee. And the children of Israel *stripped themselves of their ornaments* by the mount Horeb." And the promise God made them when they made that whole-hearted preparation for true service for Him, was: "My presence shall go with thee, and I will give thee rest."

We are further told, "Chaste simplicity in dress, when united with modesty of demeanor, will go far toward surrounding a young woman with that atmosphere of sacred reserve which will be to her a shield from a thousand perils." —*"Education," p. 248.*

Dear teacher, in that day when "the fire shall try every man's work of what sort it is," will it be seen that the work of character building which you are now doing will stand the fires of temptation and desire which your pupils must pass through in these last days when the world itself is appalled at its own moral weakness and laxity?

"Darkness shall cover the earth, and gross darkness the people." "Therefore, beloved, seeing ye know these things before, beware lest ye also, being led away with the error of the wicked, fall from your own steadfastness."

"A Device or Two"

In a small school, where a spelling class consisted of only two, the teacher wished to give variety to her spelling reviews, so the boys chose sides, and the names of imaginary pupils were chosen, each child's choice being placed in his own column. When a word was misspelled, a line was drawn through one of the names belonging to that side. This was continued till all the names on one side were gone. This of course decided which side won.

Who'll be next with "a device or two"?

School Discipline

ELLA KING SANDERS

THERE is school discipline and there is school discipline, the same as there are teachers and teachers. As you see, two kinds of discipline are indicated. The one smacks of the military, and has the policeman's club behind it. Where the ruling is done by force, obedience is obtained through fear,— an obedience that lasts only while the club is in sight. The other is that discipline that brings a cheerful obedience, and springs from the right relationship between the teacher and the pupils.

What is discipline? We agree with the writer who says it is "development, not repression." The object of all true discipline is self-control, self-government which brings good order. Do not confuse discipline with punishment, though to properly discipline — that is, to develop — proper punishment is often required.

What is good order? The condition in the school where "work is done faithfully, quietly, and well, the voice of but *one* being heard, unless in unison, for all study to be polite and to use self-control." All are busy, but not bustling. No school is well disciplined where the pupils take advantage of the teacher's temporary absence or of the fact that she is busy at the board or with visitors.

The first step in reaching this goal is for the teacher to be the embodiment of the condition desired in discipline. The next step is to have the right relationship established between teacher and pupils. The third is to be fair in dealing with pupils under all circumstances. The fourth is to be firm, and the fifth is to use good common sense, the necessity we sometimes call tact.

With these principles before us, let us note some helpful suggestions under each.

First, the embodiment of real order in the teacher. Many teachers have a wrong conception of this good order. It means complete self-control, the strength for which comes from above. This important item is thus summed up by Phillips Brooks: "Be what you expect your pupils to be." Pupils are quick to detect an assumed condition. Intuitively they know the love the teacher has for her work and for her pupils. This teacher has a calm, quiet manner in the schoolroom, her tones being pleasant but firm. She speaks in a conversational tone. In emergencies, when she feels the hot words struggling for utterance, she just waits in silence, with heart uplifted for grace and wisdom. "In no case are teachers to lose self-control, to manifest impatience and harshness, and a want of sympathy and love." Teachers, there is power in the *unsaid*. Just stand in silence and wait. Ponder the following: "There is often no safety but in silence — the most effective help in discipline that any teacher can use, the most soothing influence that could fall upon any disturbed school. There is ever a mystery surrounding the unsaid,— a mystery that holds in check the untoward influences. Curiosity has never been harnessed into school management for the real help it could give."

Right here let me add, if you would save time, never give directions nor begin a recitation until you have silence and the attention of all. Just wait for it. One thing completed, pause, and then begin the next. Beginning with silence and attention is like putting a capital at the beginning of a sentence; then be sure to put the period at the close. This requires self-control in the fullest sense on the part of the teacher. To teach self-control, the pupils must be trusted. Leave the room occasionally. On returning note the points of disorder, instructing the offenders, as a usual thing privately. When company is present, follow the same course. Help them to see that to be trusted is something desirable. Be free to commend good traits openly. Help pupils to feel that you are their friend, dealing

with them patiently, gently, but firmly. If one persists in not being trusted, let him follow you as you leave the room, or stand by you at the board, and be excused from the room when company appears. Give the instructions for these moves privately. Others may understand, but not by what you have said publicly. "Never seriously admonish an erring one before others," is good advice. In your private talks with a disorderly pupil, try to help him to see the desirability of being a good citizen in the school. Show him the class of citizens that make it necessary to have police and officers of the law. Illustrate by telling how a very small animal can cause disturbance and much trouble. Even a mosquito can keep several persons from enjoying rest. Try to give him a vision of higher ideals.

There is no one point in discipline more important than the next one,— the right relation between the teacher and the pupils,— a point never gained by letting down in discipline. How shall this bond be established? "If the teacher has the love of God abiding in his heart as a sweet fragrance, a savor of life unto life, he will bind the children under his care unto himself." Sympathy, that all-powerful, all-conquering force, is the keynote in this step. Kind words and kind deeds in the schoolroom, and pleasant greetings outside of school, are cords that bind. By kind words is not meant the twentieth-century sirup, "My dear." Many a troubler has been won by the teacher's taking an interest in his personal affairs, by visiting his home.

Pupils do have their grievances. At the proper time listen patiently to them and give help if possible, but be *firm* to punish when fully deserved, yourself guided by the right motive. "It is the *certainty* of things that trains and teaches." The child soon learns that fire burns. Let your words be so well chosen that they know that you mean what you say. I never heard of a teacher's talking too little to secure good discipline. Confidence in what she says will help to establish the right relation between teacher and pupils.

The point of fairness is especially important in dealing with boys. The "cut and dried" rules of many schools do not coincide with the real boy's idea of fairness. That "the innocent should suffer with the guilty" is far beyond him. "The pupils must feel that the teacher will be absolutely impartial and fair under all circumstances. Before any punishment is given, a teacher should investigate thoroughly to be sure that she is right. It always pays a teacher to think the matter over carefully and to consider all sides of the question." This excludes hasty punishment.

We agree with the boys that the "cut and dried" rules are "no good." Just ask the pupils to do what is right. Then in a real offense, one is left to punish as seems best. A wish expressed or a suggestion given is far better than a command, and a command is better than a rule. If you cannot enforce the former, you surely cannot the latter.

This brings us to the point of firmness, — staying by your plans and purposes, not being driven about without good plans and desired ends to be reached. This shuts out haphazard work, so destructive to good discipline. Our success is measured by results. Be sure that your pupils know exactly what you want of them. This requires attention on their part when assignments are given. Ask one or two pupils to give back the assignment. Do this for a *few* times until the habit of giving attention is formed. There is no need of going on day after day receiving the excuse, "I didn't understand what the lesson was." It is equally important that requirements be carried out. Will-power figures in this, but lest it become ironclad, just yoke it up with what we term tact.

But what is tact? It is just a good common-sense way of getting at the thing you want,— just to be careful what you say and how you say it. Compliment the good even when administering rebuke. Make requests pleasantly. To

illustrate: One teacher will say, "Less noise in putting away your books;" and another will say, "Let us see how quietly we can get our books into their hiding places." In another place you will hear, "You may all write that whole lesson over again; not one paper is decent." In another room you will hear, "Children, I have written some secrets on yesterday's language papers. Nobody is to know them but you and me." One paper said, "Try, keep trying." Another said, "Is this your best?" You need not be told which teacher used tact. Many times when a child is out of order, a look or a motion of the teacher's head will right him, and the attention of others is not disturbed. This might be called wireless. Why not use that medium in the schoolroom? If the right relation exists, a line can soon be established between teacher and pupil. If not, just quietly step to his side and whisper the message. It goes deeper than to call the attention of the whole school to his disorder.

In closing, here are a few suggestions that may help in this grand work of developing the pupils committed to your care.

Often the restlessness in the room may be quieted by singing some favorite song, or by throwing open the windows and giving some physical exercises. I read of one teacher who brought about desired results at such times by memorizing a verse or a stanza, or if one already memorized fitted, she asked for a suitable verse; as when one day trouble arose on the playground, she called for a verse, and this quickly came: "He that is slow to anger is better than the mighty; and he that ruleth his spirit than he that taketh a city." The storm was calmed. On particularly trying days, keep sweet, and have something special — a story perhaps, which is always appreciated and has a soothing effect.

Never tell pupils what they can find out for themselves. This plan gives them more to do, and avoids trouble.

Teach courtesy by example and precept. Children that are courteous are not usually troublesome.

"To stop whispering, let everything else stop till it stops. The majority of pupils would rather be going than stopping."

Don't use sarcasm. "Sharp words and continual censure bewilder the child, but do not reform him. Keep back the pettish word; keep your own spirit under discipline to Christ."

"Teachers should aim at perfection in their own case that the pupils may have a correct model." Have the ideal, then strive daily to reach it.

Practical Geography

MYRTA KELLOGG LEWIS

Do you ever find difficulty in keeping the children interested in geography?

Last January, when those pilots of the United States Naval balloon which was blown from near New York City were lost in the Far North, every one was interested, hoping they would find their way to safety and home. The papers gave their probable route by dog team and trail and where they would strike the railroad at last, and finally they told how they landed and found their way to Moose Factory. Many of us had never heard of that place, but there it was on the map not far from James Bay, the southern arm of Hudson Bay.

I remembered the story of Henry Hudson and his disappointment as told years ago by a teacher to a fascinated class of children. Children now love those true romantic tales of the early days.

Just as the papers were unfolding the story day by day the National Geographic Society published a bulletin, which gives so many interesting facts that I am going to quote a part of it here:

"Henry Hudson — 'Hendrik' Hudson to his Dutch employers — was responsible, strangely enough, for putting on the map both the starting and ending point of this recent chance balloon trip. In 1609 he anchored his famous 'Half

Moon' close to the present location of New York's Goddess of Liberty, and the following year, still searching for the elusive Northwest Passage, he sailed into Hudson Bay and followed its eastern shore south to near the present Moose Factory.

End of Hudson's Dream

"It was there in James Bay, the shallow southern arm of Hudson Bay, that Henry Hudson suffered the keenness of disappointment that can come only to the world's great dreamers. His dream was to find a passage to the 'South Sea,' and therefore a short cut to India. When he sailed into Hudson Bay and found that it was a great body of water, he was sure his dream was about to be realized. But when he reached the shallow James Bay, and nosing across, found that there was a west coast to the great expanse of water, his dream came to an end.

"It was on the shores of James Bay, that Hudson and his surly crew wintered following his discovery, and only a short distance to the north that the great explorer met his tragic end the next spring, when, bound by mutineers, he was set adrift in a small boat with a handful of sick men, to perish."

People at that time had little idea of the size or importance of the new continent.

Right to Make War

"'The Company of Gentlemen Adventurers Trading to Hudson's Bay,' which carved dominion for Great Britain across North America, established its first post near Moose Factory soon after King Charles II signed its charter in 1670 and blithely made its members 'true and absolute lords' of three quarters of a continent, vested them with trading monopolies, rights to pass laws and impose punishments, and even gave them power to make war on non-Christian peoples. During the three and a half centuries since that time Moose Factory has remained one of the important posts of the Hudson Bay Company, gathering a rich harvest of furs. It was the scene of many raids and counter-raids in the early days between the French and the company employees.

"Hudson Bay is one of the most characteristic features on the map of North America, standing out as strikingly as the Gulf of Mexico and covering almost as great an area. Though it falls far short of furnishing a passage to the 'South Sea' as the early explorers hoped, its westernmost coast is on the very center line of the continent. Much of the surrounding territory of the bay is unexplored wilderness. This is especially true of the eastern coast toward Labrador."

There are still wonderful possibilities for development in that north country.

Shorter Route to Liverpool

"On the west coast are Port Churchill, the bay's best port, and about a hundred miles to the south, Port Nelson. Both these ports are to be connected by railroads with Winnipeg and the wheat and cattle country to the west. Sailing vessels ply Hudson Bay between July 15 and October 1, and steamers for a slightly longer period. When the railroads increase the importance of the Hudson Bay ports, it is believed that ice crushing ships will make possible the shipping of cargoes between June 15 and November 1. By the Hudson Bay route Edmonton, Alberta, is one thousand miles nearer Liverpool than by the Montreal route.

"Moose Factory at the southernmost reaches of Hudson Bay, though isolated from the settled parts of Canada by forests and swamps in summer, and frozen wastes in winter, is only about as far from New York as Chicago. The distance from Ottawa to Moose Factory is about equal to that from New York to Pittsburgh."

Such items, gleaned from current happenings, will make your geography the "best" class of the day to the boys and girls, and they will be on the watch for just such items if they know the teacher is interested. The history class will come in for its share too.

Our Question Box

33. Why Is a Teacher's Contract Necessary?

A TEACHER'S contract is not an innovation. It is not an experiment. Neither is it a dream. It is a reality born of an apparent need very clearly discerned by both contracting parties, except by some occasional individual who, like the writer of a letter received recently, seems to question the motive as impugning the integrity of the contracting parties.

The issuance of teachers' contracts is a plan devised by our best educators assembled in council. It is adopted by the General Conference Department of Education, and has been in general use for many years.

The written contract is no more binding, legally, than is a verbal one given before witnesses, but it is far safer. People change their minds, forget, neglect. The written contract is the greatest safeguard against misunderstandings.

If there is any feature in the printed form which is not desirable in a given case, it may be altered, other clauses may be written in, and in any particular it may be made to fit, and when agreed to and signed by the contracting parties, it becomes valid.

Once again let it be stated and clearly understood, that the signing of a contract is not a manifestation of lack of confidence in either teacher or board, but is simply placing in definite and concrete form the mutual agreement so as to avoid future misunderstandings.

Should the Lord's business be conducted in a less painstaking or business-like way than one would conduct his own? "Not slothful in business; fervent in spirit; serving the Lord." "Seest thou a man diligent in his business? he shall stand before kings; he shall not stand before mean men."

C. A. RUSSELL.

MY strength is as the strength of ten,
Because my heart is pure.

—*"Sir Galahad," by Tennyson.*

Lilacs

IN lonely gardens deserted — unseen —
Oh! lovely lilacs of purple and white,
You are dipping down through a mist of green
For the morning sun's delight.
And the velvet bee, all belted black,
Drinks deep of the wine which your flagons hold,
Clings close to your plumes while he fills his pack
With a load of burnished gold.

You hide the fences with blossoms of snow,
And sweeten the shade of castle towers;
Over low, gray gables you brightly blow,
Like amethysts turned to flowers.
The tramp on the highway, ragged and bold,
Wears you close to his heart with jaunty air;
You rest in my lady's girdle of gold,
And are held against her hair.

In God's own acre your tender flowers
Bend down to the grasses and seem to sigh
For those who count no more by hours —
Whose summers have all passed by.
But at eventide the south wind will sing
Like a gentle priest who chanteth a prayer,
And the purple censers he'll set aswing,
To perfume the twilight air.

— *Edmonton Bulletin.*

A Book of Rote Songs for Our Church Schools

SINCE it is impossible to answer individually all the interesting and helpful responses that have been received with reference to the preparation of a book of rote songs for our church schools, I take this opportunity of thanking our superintendents and teachers who have so willingly and so generously responded to the request of the General Department. It has been especially pleasing to note that in so many instances the children themselves have made the selections of songs that have been sent in. It may be impossible to secure the right to publish some of these songs, but we want to assure both teachers and pupils that we shall do the very best we can, and we trust that the result will be satisfactory to all. Not all the returns have yet been received, but we hope they will be sent soon.

S. E. P.

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.

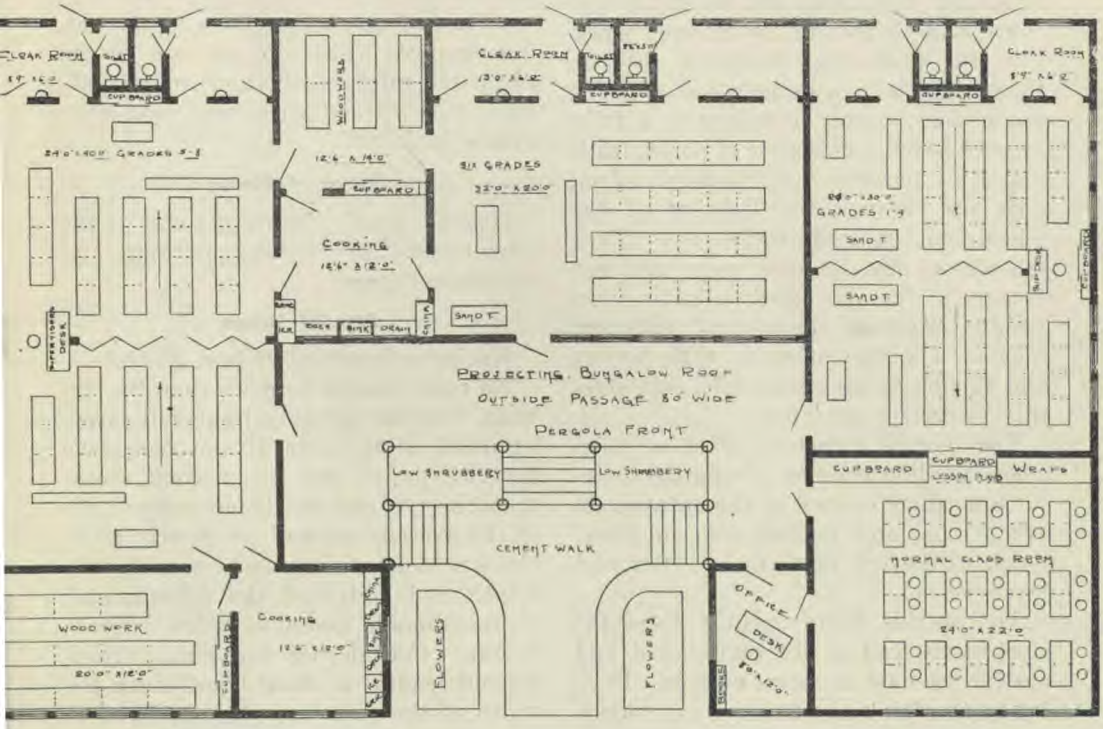
Plans for School Buildings — No. 6

A Three-Room Normal Building

THE building plan illustrated in the accompanying cut provides for a few more than 100 pupils in grades one to eight, and 30 students taking normal training. With a school of this size and a building thus arranged, a maximum of 40 normal students could be given the standard amount of practice teaching, provided the normal enrolment be about evenly distributed between juniors and seniors.

Thirty-eight pupils in grades one to four may be seated in the large room on the east, 40 pupils in grades five to eight in the west room, and 24 in six grades in the room between. In this way our ordinary one-teacher church schools and our two-teacher church schools are represented, and the prospective teacher has opportunity for experience under critic supervision in both these classes of schools.

The arrangement of cloakrooms and toilets is the same as in plans discussed in previous articles of this series. The rooms for woodwork and cooking are arranged with the practice teaching in mind, making each division of the gram-



FLOOR PLAN 60'0" x 95'0"
SCALE 1/8" = 1'0"

mar-room as well as the six-grade room, a complete school with woodwork and cooking facilities provided. Under some circumstances it might be an advantage to throw together the adjacent woodwork- and cooking-rooms, using one room thus made for cooking and the other for woodwork. In this way the two lines of work would be separated and conducted by different teachers as is usually the case in a two-teacher school.

As in the plans for a one-teacher normal and a two-teacher normal, the practice teaching is all done in the main schoolroom, which may be separated into two divisions by folding doors or lifting partitions and yet both divisions be under the immediate supervision of the critic teacher. The cupboards in the main rooms are about the same as in plans previously given, providing for library, school supplies, and individual sewing boxes.

The entrance to this building is worthy of notice. It consists of a beautiful open court 32 x 45 feet in its extreme measure; the projecting bungalow roof on three sides with a pergola top over the porch floor, makes unnecessary a fully covered porch. This style of porch, while giving a pleasing architectural effect, does not destroy the lighting of the schoolroom located under it. Each schoolroom has its own steps and entrance, a feature which always saves trouble between pupils of different rooms. The cement walk, with flowers and shrubbery on either side, completes this attractive entrance.

The normal director's office occupies a commanding position, giving the director immediate control of the entrance to every room and putting him in direct touch with every pupil as he enters and leaves school.

The outside doors opening from the cloakrooms lead to the playground and are for use only at recess periods. Passing by the drinking fountains and toilets, serves to remind the children of nature's needs, and is likely to prevent a good deal of interruption caused by leaving the room between recess periods. Another advantage of these exits is that after pupils have entered school in the morning or at noon, the front porch can be swept and put in order for the session, and thus always be presentable when visitors call.

SUMMARY

The following is a brief summary of points requiring special attention in schoolroom construction:

General

For safety, health, and discipline it is desirable that all rooms be on one floor.

Economy

Economy must necessarily be considered. That building is most economical which embodies such facilities for educational development as lie within the power of the church or the conference to give.

The use of good material is economy.

A substantial method of construction is economy.

" Extravagance consists in incorporating features which do not add to the physical, intellectual, and moral efficiency, or attractiveness and good taste of the building."

Shape of Room

Oblong; pupils' facing the end of the room brings them within easy range, and economizes space.

Size of Room

Minimum height of ceiling, 12 feet.

No room should be more than 24 feet wide, " for the distance light will carry, admitted at the side of the room, the distance pupils can see without strain upon the eye, and the distance the words of the average teacher are clearly audible, are determining factors as to the length and width of the schoolroom." No room should exceed in width twice its height. Considering the most advantageous lengths of wood floor joints, the width of the room may be restricted to 23 feet.

If the room is more than 32 feet in length, the desks of some pupils, in order

to receive the greatest amount of light, may be placed too far away from the front blackboard to see without straining the eyes.

Floor Space

Fifteen to 19 square feet per pupil is the standard amount, but in rooms adapted for practice teaching the amount should be from 18 to 21 square feet.

Air Space

About 200 cubic feet per pupil.

Aisles and Seating

Five rows of seats and six aisles are most economical.

The following show sizes of desks needed in church schools:

Size No.	Length of Top	Floor Space	Dist. from Front Edge of Desk to Back of Seat	Age of Pupil
2	24 in.	27 in.	12 in.	14 to 16
3	21 in.	26 in.	11 in.	12 to 14
4	21 in.	24 in.	10 in.	10 to 12
5	18 in.	22 in.	9 in.	8 to 10

Five rows of seats (mixed sizes) require 8 feet 9 inches of the width of the room; 4 inside aisles (minimum 24 inches) require 8 feet; 2 outside aisles (minimum, 2 feet 6 inches, and 3 feet is better), 5 feet. Total minimum width of any schoolroom, 21 feet 9 inches.

Open space in front for class work, 8 to 10 feet.

Length of room for 30 pupils (5 rows, 6 to a row), on the basis of 18 square feet per pupil, should be 25 feet.

To seat 40 pupils, a room should be 23 x 32 feet, the maximum size for any schoolroom. In such a room there should be not more than four grades of pupils in two groups. Grades 1 to 8 are grouped as follows: Group 1, grades 1, 2; group 2, grades 3, 4; group 3, grades 5, 6; group 4, grades 7, 8.

Light

Windows — square headed, not round top.

Unilateral system: from the pupils' left, massed, preferably from the east.

Reaching as near the back corner as possible — 6 inches to 1 foot.

Space between windows — 6-inch casing, only.

Amount of window surface should equal one fifth of the floor space.

Distance of glass from the ceiling — 6 to 10 inches. The upper one fourth of the window gives one third of the light.

Distance of glass from the floor — 4 feet to 4 feet 6 inches, above the level of the eyes when seated, thus preventing reflections from desk tops.

Transoms, when needed for ventilation, may be placed on the side of the room opposite windows, but should be not less than six feet from the floor.

In a room 20 feet 6 inches by 26 feet 6 inches, 5 windows with 2 panes of glass 3 by 3½ feet, will give glass surface equal to about one fifth of the floor space, and the front window will be 8½ feet from the front corner.

Sunshine

"While the north light is really the safest and mildest on the eyes, it is **not** at all advisable to have a room faced so as never to receive the *direct rays of the sun*. Such rooms are likely to contain damp air and to be unhealthful for children. They are deprived of the health-giving principles of the sunlight, which science recognizes as a most effective germicide. As southern and northern exposures are not desirable, we therefore advise eastern or western light, preferably the former. If a room opens toward the east, it receives the first rays of the morning sun, which may remove the damp and cool atmosphere of the night, 'take the chill off,' and purify the room for the reception of pupils for the day. In this way we avail ourselves of nature's methods of disinfection and sanitation."

Color Scheme

Wall — a soft, light-green-gray, as near to white as possible and without gloss, absorbs the least amount of light and is least taxing to the eyes. Sand finish (not rough) takes tint better, is freer from cracks, and does not reflect light.

Ceiling — white, always.

Shades — translucent, same tone as the walls, but a trifle darker. Should roll up from the bottom, or be adjusted to slide up or down.

Blackboards

Green composite board.

Distance from floor — grades 1 to 4, 26 inches; grades 5 to 8, 30 inches; mixed grades, 28 inches.

Width — 42 to 48 inches.

Location — wherever wall space permits, but never between windows.

Dust trough — 2½ inches wide.

Cupboards

Built in and roomy. For teaching apparatus, library, sewing boxes, woodwork material and models, and all schoolroom supplies, such as chalk, ink, paper, etc.

All cupboards should be inclosed to exclude dust. Doors sliding past each other occupy the least space.

Outside Doors

Open outward.

Entrance door to main schoolroom — one only; near teacher's desk.

Floors

Hard wood always; finished with two coats of linseed oil.

Cloakrooms

Minimum width, 5 feet; two doors opening out of the classroom; none at all into the main hallway. (For disciplinary purposes.) Should be well ventilated; lighted by windows 5 to 6 feet from the floor.

Seating Capacity

Maximum: 20 to 25 when 6 grades in 3 groups are represented; 35 to 40 when 4 grades in 2 groups are represented.

Toilets

Located for teacher's supervision; separate for each room; on the way to the playground.

Woodwork and Cooking

In direct connection with the main schoolroom.

Primary Room

Large enough for sand-table and display frame.

S. E. P.

The Tour of a Smile

My papa smiled this morning when
He came downstairs, you see,
At mamma, and when he smiled, then
She turned and smiled at me;
And when she smiled at me, I went
And smiled at Mary Ann
Out in the kitchen, and she lent
It to the hired man.

So then he smiled at some one whom
He saw when going by,
Who also smiled, and ere he knew
Had twinkles in his eye;
So he went to his office then
And smiled right at his clerk,
Who put some more ink on the pen
And smiled back from his work.

So when his clerk went home, he smiled
Right at his wife, and she
Smiled over at their little child
As happy as could be;
And then their little child, she took
The smile to school; and when
She smiled at teacher from her book,
Teacher smiled back again.

And then the teacher passed on one
To little James McBride,
Who couldn't get his lesson done
No matter how he tried;
And Jamesy took it home and told
How teacher smiled at him
When he was tired, and didn't scold,
But said, "Don't worry, Jim."

And when I happened to be there
That very night at play,
His mother had a smile to spare
Which came across my way;
And then I took it after a while
Back home, and mamma said,
"Here is that very selfsame smile
Come back with us to bed."

— *Selected.*

There's something in a noble boy,
A brave, free-hearted, careless one,
With his unchecked, unbidden joy,
His dread of books and love of fun,
And in his clear and ready smile,
Unshaded by a thought of guile,
And unrepressed by sadness,—
Which brings me to my childhood back,
As if I trod its very track,
And felt its very gladness.

— *Nathaniel Parker Willis.*

"There's nothing so kingly as kindness,
And nothing so royal as truth."

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.

Injustice Causes Pouts

ELISE UNDERHILL EATON

THE Unbiased Observer was visiting the Heath family, in which there are three children,— Max, who is thirteen; Gwen, eleven, and Dolly, four. The boy and the baby are generally easy to discipline, but there seems to be constant friction between Gwen and her mother, so much so that continual pouting bids fair to spoil what nature intended to be a really beautiful little face. To the Unbiased Observer, the fault appears to lie largely with the mother, and if the case were an unusual one, it would perhaps not be worthy of record; but similar misunderstanding so often exists between parent and child that consideration of the following incidents may be of value.

Gwen is not a bad child, but her mother seems to expect disobedience from her, or, at least, a lack of cheerful obedience. For example, Gwen had been sent to bed at six o'clock Sunday evening, ostensibly because her mother thought she was tired and needed extra rest. The child was not given the real reason, however, and she went upstairs full of the rebellious feeling that a most unmerited punishment had been meted out to her.

Max, for his supper that evening, was given a large, fine banana, one of several which had been bought as a special treat. The next morning at breakfast two similar bananas were put at the places of the two older children. Gwen was particularly delighted, for she, of course, had had no banana the night before. She was smiling and happy when she took her place at the table, even though Max did announce triumphantly that he had already had one.

Then Dolly, the baby, arrived, and began to whimper because she had been forgotten in the distribution of fruit.

"Give Dolly half of yours, Gwen," said her mother.

Gwen's smiles faded.

"But, mother," she said rather plaintively, "why can't Max give her some of his? He had one last night" (which would appear to be a logical and a decidedly reasonable question).

The mother did not think so, however. "Give me your banana, Gwen," she demanded.

Gwen passed it over without a word, evidently having learned the futility of expecting justice from that quarter.

Her mother cut the fruit in half, gave one part to the baby and put the other on her own fruit plate, where it remained untouched until it was removed to the pantry. Max, in the meanwhile, devoured his prize with gusto.

Gwen made no comment of any kind, but she ate the rest of her breakfast with small appetite and with a face wherein sulkiness had replaced smiles, and with a very sore little heart she departed for school.

"Don't you think I did right?" asked the mother afterward of the Unbiased Observer, who didn't feel so very unbiased after all.

It was no time for polite camouflage.

"If you really want to know," came the reply, "I think you did entirely wrong. Gwen was quite logical in her question, and perfectly courteous. I should have thought she was lacking in intelligence if she hadn't objected."

The mother looked surprised.

"But she is so sulky about everything," she complained. "I want her to learn to mind cheerfully."

"She'll never do that," remarked the Observer, "while she feels such injustice in the 'powers that be.'"

"Do you think it was unjust to send her to bed last night?" the mother went on, in a slightly injured tone.

The Unbiased Observer paused — but she had been asked for an opinion and she gave it.

"What heavier punishment could you possibly inflict if she is ever really bad?" she asked. "Social ostracism — just because she looked cross! What would happen if our sins were punished in the same ratio?"

And now the Observer wonders if she will ever be invited to make another visit!

Punishments

LOUISE H. PECK

MANY parents long for the time when their child shall "show reason," and then the majority of them proceed to check the development of their little one's reasoning power by resorting to methods of punishment which tend to fill him with fear! Not infrequently they resort to slapping, or even telling terrible lies, in order to frighten him into obedience.

This kind of training naturally produces a lawless child; for through fear of unjust punishment he resorts to dishonesty in self-defense. Let parents reverse this process. Be honest and kind but firm with the tiniest child, and teach him the importance of obedience and consideration for the rights of others; the cultivation of these qualities forestalls much trouble. When a child is disobedient, let the parent "talk it over" with him in a reasonable, self-controlled way, and reach a fair conclusion.

A mother cannot begin too early to train her little one. Before the child is old enough to understand words he understands the difference between her smiles and frowns, and by the expression of her face she can teach even a little baby the difference between right and wrong. For example, take the habit of pulling the tablecloth from the table; let her look directly into his eyes, her smiles all gone, take his hand from the cloth and shake her head with, "No, no!" She must have patience to do this well, but by these first lessons in obedience she is saving much future trouble for him, for herself, and for society.

Of course there are times when discipline and punishment are necessary, and when parents need to correct their children they should do so in private. To permit another person to enter into the discussion or even to overhear it and smile at such a time, utterly ruins the effect of the punishment; and the lesson is lost if it is not clear to the little one that right conduct brings approval, whereas wrong-doing merits disapproval and discipline.

A very effective form of punishment is social isolation. For example, excuse a child from the room and make him sit facing a corner in another room by himself; at another time send him to bed early; at another, have him eat his meal alone, away from the other members of the family. If he quarrels with his playmates, make him play alone while the other children are happy together, until he is willing to be agreeable. Another form of discipline is to make a child go without something of which he is very fond; no dessert for dinner is a punishment which has a good effect. But to lock a child in a dark closet, or to threaten him with terrifying lies, is harmful and useless, for such treatment instills dishonesty and cruelty into him.

Let grown-ups cultivate self-control and justice, and remember that wise parents never punish when they are angry, but wait until they can see the child's misdeed from an impersonal point of view.

To associate anger with physical blows is to plant the seeds of war in tiny children. Before we can replace war with arbitration among nations, we must do so in the home.

THE lessons Jesus gave are for all.

The Parents' Reading Course

Lessons 17 to 20

From "Education," pages 99-120

WHILE studying each lesson, underline and memorize at least one sentence or thought that has specially impressed you.

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

God in Nature

1. Of whom does nature testify? How? What causes the motion of the earth around the sun? What is seen throughout all nature? What works in man? What is it that controls human life? From whom comes all life? How does one get out of harmony with the universe? Page 99.

2. What should the world be to all of us? Who especially should be taught by nature? How can this be done? Who in past ages were quick to learn from nature? To what great painting does the parent call the attention of the child? How *only* can nature's teaching be read aright? What may be read on the face of nature? Pages 100, 101.

Lessons of Life

3. How did Jesus do some of His most impressive teaching? May we follow His example in this? To how many are such lessons adapted? From what else besides nature did He draw His illustrations? What should we teach the children to see? What is one of the lessons we are to draw from this? Pages 102, 103.

4. What seems to be the one object in the life of the grass, the flower, the tree, the bird, the beast, the sun, in all creation? How does "Give, and it shall be given" apply here? Page 103.

5. How does every seed grow and every plant develop? Where lies the power to make the word bring forth? How *must* the sowing be done? Who is the one that comes "with rejoicing"? What are the conditions of growth? What is the order of growth? What is the object of sowing seed? Pages 104-106.

6. How shall parents and teachers apply the lesson just learned? Tell of the development of Jesus. What beauty should always be seen in the human being? What one quality of the teaching is impressed? How is childhood compared to the growth of the plant? Pages 106, 107.

7. Compare the miracle of the loaves with the miracle of the harvest. What gives life to the seed? In eating the grain, of what do we become partakers? Pages 107, 108.

8. In nature what follows cause? What is life's harvest? To what is a single life or even a single act compared? What has been the fruit of the "two mites"? Pages 108, 109.

9. How is liberality taught here? How is the seed multiplied? Through what does life come? If we would be workers with Christ, what must perish? What is the symbol of the resurrection? As children sow seed and make garden, what other garden is explained? To cultivate the natural garden, what must be studied? Pages 108-112.

Other Object Lessons

10. Give in your own words the thoughts of the first paragraph. Only what can heal and restore? Into what condition must every one come who would know the Saviour? Compare the perfection of the least things in nature with the great things. What lesson are we to learn from the stars? Pages 113-115.

11. Tell the lessons to be learned from the palm tree and also from the river. What are the beasts, fowls, fishes, etc., to teach us? How are the animals to become the child's teachers? Pages 116-118.

12. What beautiful lesson is taught by the storm-tossed eagle? What is one of the main reasons why grown-ups do not understand nature? Knowing something of nature, what else are we helped to understand? Pages 118-120.

THE sober second thought is always essential and seldom wrong.— *Van Buren.*

The Stately Pines

ELLEN EDDY SHAW

Curator Brooklyn Botanic Garden

ALL boys and girls who have tied suet on the bough of an evergreen tree, and watched the birds come and peck off bits of it, have noticed that these trees keep their needles throughout the year. These needles are their leaves. No matter how young your children may be, it is possible for them to learn something about the interesting family of pines.

There are three families of pines: those having three needles, the leaves growing in little bunches, those having two needles, and those having five. One way that we know our pines is from this fact; the leaves grow in bunches, and these bunches always have a definite number of needles in them, five, three, or two. The most common pine of the five-needle family is the white pine, which is found in many sections of our country. These trees, which grow with straight trunks, are sometimes one hundred fifty feet high, and their branches are covered with bunches of five fine needles, the softest and most delicate of all the species. The pitch pine is a well-known member of the three-needled family. It is a rugged-looking tree, from thirty to eighty feet high, with coarse and rigid needles. The graceful red pine is generally from fifty to ninety feet high, and its long straight needles grow in pairs. There are many pine children in the three-needled and the two-needled families, but not many in the five-needled one.

You may have a little more fun with pines. Ask father to buy a blue-print frame, not a large one, but a little one, perhaps 4 x 5 inches. Get some blue-print paper cut to the size of the frame and spread a bundle of needles on the glass, being careful not to break them apart. Place over them a sheet of the blue-print paper, clean side next to the needles, then put on the back of the frame and set it in the direct sunlight so that the sun shines upon the glass side. Leave it there for two or three minutes if the sunshine is very bright, but if it is a partly cloudy day, you may have to leave your frame in the light for ten minutes. Then take the blue-print paper out of the frame and put it, picture side down, in water and leave it there for fifteen or twenty minutes. Now as you look at it, you will see that the impression of the pine needles shows a clear white picture, while the background is blue. If the water in which you wash your picture is green in color, that will show you that you did not leave the picture in the sunlight long enough. A little experience will soon teach you how to get the best results. After taking the picture from the water, place it face down on a clean white blotter and let it dry. Any child can have great fun mounting these pictures on a piece of paper, and can use them for gifts or keep them as examples of the different families of pines.

Book Reviews

Nouveau Cours Francais

by André C. Fontaine. Ginn and Company, Boston. 350 pages.

In looking through this book it is noticeable that it is really a French book, with only enough English in it to enable the student to grasp the meaning of the French. The titles of chapters, captions of illustrations, and a great many of the grammatical rules themselves, are in French. The matter introduced by way of examples and exercises is bright and interesting, and quotations from standard French authors abound. The book is suitable for academic grades.

Plane Geometry, Abridged and Applied

by Auerbach and Walsh. J. B. Lippincott Company, Philadelphia. 383 pages.

The first half of this book is devoted to a brief, comprehensive study of plane geometry for high school pupils who may not intend to pursue the subject further. Part two goes over the same ground as part one, only in a more exhaustive fashion, preparing the student for college work. Many interesting, practical problems are given to enrich the text. The manner of presentation is simple, the tendency being to substitute plain, straightforward statements for the highly technical and rather abstruse wording of the older works.

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