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CHRISTIAN EDUCATOR

W. E. HOWELL, Editor

O. M. JOHN, Associate Editor

VOL. X

TAKOMA PARK, WASHINGTON, D. C., MAY, 1919

No. 9

SCHOOL EQUIPMENT

School efficiency is only half provided for when a qualified teacher is secured. A quarter section more is added when a well-located, well-lighted, and well-heated building has been arranged for to house the school. The other quarter section in a suitable plant for a school center, is comprehended in the phrase "school equipment."

It is true that the teacher is the first, last, and foremost essential to the enterprise we call a school. Garfield saw the vital school idea so well embodied in Mark Hopkins that he could conceive of genuine school service represented in a log with himself on one end and the doctor on the other. Even the log could be dispensed with if necessary. Abraham Lincoln could learn when he had only a shovel and pieces of charcoal to cipher with. Socrates could teach impressively when he had only the interested interlocutor, with no log and with no shovel or charcoal. Jesus could teach divinely while sitting in a boat or on the mountain side.

Nevertheless, in our day, as long as we carry on the formal school as a part of our social and church endeavor, we face the imperative necessity of providing adequate school facilities. The efficiency of the best teacher we can secure is kept below par by a poor building and equipment. One can cultivate garden peas with a rusty hoe, but it takes more strength and patience and brings poorer results than a clean and shining hoe. One can get to market with a "one-hoss shay" threatening to collapse at every milepost, but he arrives late and must sell at a discount if he gets rid of his stuff, even if his produce is the best in the community.

School *can* run with only blackboard space enough for four when there are eight in the class, but the teacher must either deprive half the pupils of their equal rights, or give his instruction in the abstract. Pupils *can* learn *something* with their feet dangling in mid-air from high seats or chilling from cold floors, but they get their little learning at a physical cost that is too great to pay. Teacher and pupils *can* see if the light falls directly into their faces, but they will be wearing grandfather spectacles before they pass the prime of life. Geography *can* be taught in a measure without maps or globe, mensuration without block or ruler, physiology without chart or manikin, and gardening without plot or hoe — but the teacher wastes time and effort, and the blissful ignorance of pupils is disturbed by only a faint ripple of knowledge in the abstract.

Moral: Equip the school if you want efficiency.

Outfitting Our Schools

For the past three years or more there has been a healthy forward movement in outfitting our colleges, academies, and elementary schools with apparatus that makes for maximum efficiency in school service. A stimulus to this movement has been the adoption of definite standards toward which to work. Another has been the relief of our schools from debt, and the consequent diverting of funds to improvements. Still another has been a growing appreciation by boards and faculties of the superior value of good equipment in meeting the multiplying needs of the field.

Two respects in which this interest and growth have been noticeable pertain to the library and the laboratory. About six years ago, we adopted for our libraries the following minimum goals: College, 5,000; junior college, 2,500; academy, 1,500; junior academy, 500; the elementary school, 100. Our most progressive schools are making these goals handsomely, and are going right on in normal growth beyond this minimum.

Relative advancement has been made also in the development of laboratory outfit. Our minimum was set six years ago as follows: College, a total of \$3,500, with advancement to \$5,000 as early as possible; for schools of lower grade a prescribed list of apparatus for each subject requiring it, with approximate cost of each item. It is gratifying to say that our schools are steadily making and passing their laboratory goals.

More to Follow

While our school managers are to be felicitated on their enterprise and success in developing the library and the laboratory, there is still more to follow that is of an equally urgent nature and equally worthy of the best endeavor to secure. Three other phases of the education we are seeking to give are crying aloud for attention in the way of being properly outfitted. These are the physical, the medical missionary, and the vocational.

We have taken great pains to qualify persons to teach algebra and Latin and physics, but what have we done definitely to qualify or secure teachers of physiology and physical culture in their practical applications to the problems of private and missionary life? Teachers who can carry the study of physiology out of the dry-bones stage, and directors who can systematize and adapt physical culture to needs revealed by the health inspection of the school, are as greatly in demand as the teacher of general history or English composition, if not more so. Something must be done morally, and financially where necessary, to develop them.

The time was when we did not think we had a Seventh-day Adventist school without provision for hydrotherapy and simple treatments as part of the instruction. Now the schools that do give this course are in the minority, and those that require it are scarcely to be found. Some of our progressive schools are awaking to this necessity, and we find one here and there putting in as fine equipment for medical missionary training as is found in the best of our scientific laboratories.

For years we have lauded the benefits of manumetal education, and put on paper some very commendable courses, yet when we look for equipment that will compare with that of the laboratory and the library, it is very scarce indeed. Yet even here, a few schools and teachers that have the true vision are installing outfits that are worthy indeed of being classed as adequate, and are assisting, where necessary, to qualify efficient teachers.

The Real Question

The real question is: Shall we press with the same enthusiasm, and expend the same thousands, for outfitting our schools with facilities for physical and medical missionary and vocational education as we have done and are doing to develop our libraries and scientific laboratories?

Shall we take the same pains to secure or to train as well-qualified teachers for these lines as for any subject in the literary curriculum?

EDITORIALS

TO SCHOOL BOARDS

THE following suggestions offered by H. E. Hewitt, school architect, are worthy of consideration by our school boards:

"The duty of providing new quarters for the education of the children of a community, is one which, at one time or another, presents itself to every school board. A more serious problem, one requiring more careful and conscientious consideration, seldom arises. It is the one thing of all the varied actions of a board, whose influence is likely to be felt the longest in their community; and it is more important in its effect on the mental and physical development of the children than even the choosing of teachers, or the making of a curriculum.

"It is now a well-recognized fact that the physical development of a child is just as important as its mental and moral development, and that whether a child becomes a healthy man or woman, or an invalid or worse, often depends on the conditions by which it is surrounded in the schoolroom.

"Nearly one fourth of a child's life between the ages of six and fourteen is spent in the schoolroom, and this proportion is sufficient to influence largely the physical development; and especially so in the case of children constitutionally weak. It is also true that healthful conditions make the mind healthy and active and the mental progress is thereby the greater.

"The problem of the new school building, then, becomes not merely one of making quarters where daily doses of the "three R's" may be administered to the unwilling schoolboy, but one having to do essentially with the health, happiness, and very life of the future men and women of the community.

"The first essential to health is an abundance of pure air, whose oxygen lends vigor to the muscles and stimulus to the brain. The air must be properly

warmed and provision must be made for the removal of the vitiated air.

"The second essential is good light, so that good eyes may not become strained and diseased, and weak eyes seriously impaired.

"The third essential is good sanitation, which, in addition to sanitary toilet arrangements, includes the making of the building so that its various parts can be easily cleaned and kept clean.

"These are, very briefly, the essential physical requirements. In addition to these, a school building should be planned so that it will be safe, comfortable, and convenient for its occupants, and arranged in such a way that its work may be easily and economically administered.

"And lastly, it should be pleasing and tasteful, with a character and individuality which will silently and unconsciously influence the child toward right thinking and right living, and beget an appreciation of the nobility of character, honesty, and high ideals which its architecture should express." O. M. J.

QUALITY AND ECONOMY.

To secure the best equipment with the least expenditure is doubtless the aim of every school. Before purchasing equipment it is well that careful study be given to the selection of that which is of best quality, most durable, most efficient.

All furniture should be made of strong, well-seasoned wood, and carefully joined and finished. Tools and other utensils are practically worthless unless made of the best materials. Scientific apparatus, especially for elementary uses, should be simple in construction, accurate, and durable. The more elaborate apparatus is designed only for advanced students and research workers.

Experience has demonstrated that economy in the purchase of equipment is the result of careful selection and the purchase of articles of first-class quality.

O. M. J.

Dormitory or School Home Equipment

MRS. A. E. KING

HOME — to most of us this word possesses deep significance. With what reverence do we look back to the home of our childhood, now embalmed in memory as our heart's dearest treasure! We do not mean a home surrounded with all the luxuries of life, but one which, even though humble, had as its motto, Comfort, cleanliness, and order. But what relation does this have to the school home, where our young people are to spend three fourths of the year, usually for from three to four years? — Everything.

Our school dormitories, in order to take the place of home, must be conducted and equipped as nearly as possible like a well-regulated home. To my mind the question of most importance is the student's room. When we remember that over one third of the student's time is spent in his room, no argument is necessary to prove that it should be made pleasant and convenient, thus contributing to the pleasure of his school life.

The necessary furnishings should consist of a plain, white iron bed, with durable springs and a good felt mattress; bureau, washstand, study table with drawers at either end, two straight chairs, a rocker, bookshelf, and study lamp. The ideal floor is hardwood, but where this cannot be obtained, a well-painted floor is desirable. Tinted walls are more sanitary than papered ones, but where the former are not obtainable, the wall paper should be of light color, which will add light and cheerfulness to the room. Pale green or cream colors are restful to the eyes, and as the room is the place where the student studies, the matter of its decoration should be given some consideration.

It is understood that in most of our school dormitories, students will furnish pillows, bedding, small rugs, curtains,

and usually a few pictures for the walls. A room tastily arranged with the above equipment cannot help but be inviting, prove to be an incentive to study, and foster the spirit of contentment.

Another important part of the equipment of a school home is the bathroom. Where there are twenty-four students, two bath tubs are necessary, and more accordingly. This is not a luxury, but a necessity. The ideal bathroom will have two compartments, one for the tub and the other for the lavatory, etc. This separation is very convenient, as the weekly baths must be taken on schedule time.

Every school would be greatly benefited if it were provided with a simple treatment-room. Very few days ever pass in the experience of a preceptor or preceptress without an occasion to minister to some student who is in need of medical help. Many severe illnesses might be avoided, saving the student loss of time in school, and expense, to say nothing of the suffering, if some convenience were provided whereby simple treatments might be given. The equipment need not measure up to the treatment-rooms in our sanitariums, unless financial conditions would permit; but at a comparatively low cost the following might be arranged in a well-lighted room, having white walls and woodwork, and floor painted or varnished: A large bathtub, for many times our students become nervous and sleepless as a result of hard and strenuous study, and a neutral bath and massage would relieve them and cause them to sleep, and as a result, they would be ready for the next day's school work; a sitz tub, treatment table, foot tub, fomentation tank, twelve large Turkish towels, six sheets, four fomentation cloths, blankets, two compresses, also a medicine cabinet.

We consider it a real privilege to have visitors. Occasionally our brethren who are engaged in various lines of work find it convenient, when traveling, to stop over and visit the school. These visits are of benefit to the school, as they always bring to the students courage and a real inspiration to fit and prepare themselves for the great work that lies before them. We also encourage the parents of our students to visit their children and become acquainted with the school, and, of course, all this necessitates a place for entertainment. One or two guest chambers, with a private bath if possible, should be in every school dormitory. In planning for a guestroom, let it be in one of the most pleasant locations, and have the necessary furnishings and plenty of warm bedding.

In planning for the social side of a school, it is necessary to have at least two parlors. One may be designated as the general parlor and the other as the preceptress' parlor or office, if it is so desired to name it. The furniture of the general parlor should be carefully chosen, so that the most durable may be obtained. In most cases this would consist of a good velvet or Axminster rug, library table, davenport, and as many leather-upholstered rockers as the room will conveniently hold. Fumed oak will make the most durable furniture, and it is at the same time attractive. Of course this room is not complete without a piano, and with that I would suggest a music cabinet, as students often desire to leave their music in the parlor where it is convenient. Curtains for the windows may be made of plain *écru* net with a little edging, this plainness being in keeping with the room. I have merely named the necessary furnishings. Other things may be added, such as palms, ferns, class pictures, and sofa pillows, which make the room homelike and attractive, for it is here that the students entertain their relatives and friends when they visit the school. The furniture may not differ to any extent in the preceptress' room or office, unless it

would be the omission of the piano, and in its place bookcases filled with books which would be of special help to her in her work. In this library I would suggest the following books:

"Testimonies for the Church," Volumes I-IX, "Counsels to Teachers," "Steps to Christ," "Education," by E. G. White; "In Touch with God," by William P. Pearce; "Alone with God," by Matilda Erickson; "Studies for Personal Workers," by Howard Agnew Johnston; "Soul-Winning," by G. B. Thompson; "Real Prayer," by Meyer; "Quiet Talks on Personal Problems," and "The Quiet Time," by S. D. Gordon; "Making Home Happy," by Mrs. L. D. Avery-Stuttle; "Happy School Days," "Winsome Womanhood," and "Good Manners for All Occasions," by Margaret E. Sangster; "The Girl in Her Teens," by Margaret Slattery; "Good Form," by Mrs. F. D. Chase; "Practical Etiquette," by Josephine Stafford; "Our Department," by Young; "Girls' Faults and Ideals," by Miller; "Adolescence," by G. Stanley Hall; "School Hygiene," by Kotelmann; "How to Study," by Wells; "Perfect Womanhood," by Shannon; "What a Young Woman Ought to Know," by Wood-Allen; "Letters of a Physician to His Daughters," by F. A. Rupp, M. D.; "The Dean of Women," by Matthews; "Not in the Curriculum," by Two Recent College Graduates; books by Henry Van Dyke; "Games for All Occasions," Blain; "Dame Curtsey's Book of Guessing Contests," by A. A. McClurg & Co.

To these may be added other valuable books, but the above will furnish some idea as to the character of books which would be most helpful to the preceptress in her important work, as she strives to fit and prepare our young women to bear the responsibilities which must be theirs in the near future.

This is an important and difficult subject to handle, and the equipment suggested in this article must be governed largely by the financial condition of the school.

The Equipment of a Playground

THE equipment of a country or village school ground or schoolhouse for the playing of healthful and attractive games is a much-neglected matter. A few suggestions along that line may be of value.

A turning pole for boys may be made by setting two posts in the ground, six

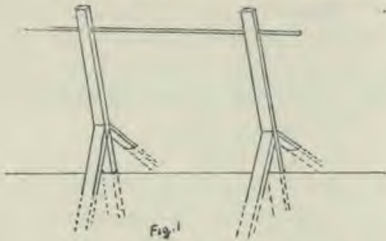


Fig. 1

or eight feet apart, and running an inch or inch and a quarter gas pipe through holes bored in the tops of the posts, as shown in Fig. 1. The cost of such a piece of apparatus should be as follows, assuming that the necessary work will be done by the teachers and boys:

2 posts, 4 x 4 inches, 8 feet long, 50 cents.

1 piece gas pipe, 8 feet long, 15 cents.

Teeter boards may be made by planting posts ten or twelve feet apart, and placing a pole or a rounded 6 x 6 on top

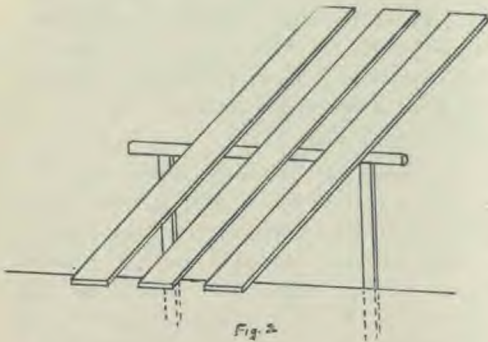


Fig. 2

of them, and then placing boards, upon which the children may teeter, as shown in Fig. 2. The cost of the above apparatus would be, for several teeters:

2 upright posts, 6 x 6 inches, 5 feet long, 93 cents.

1 piece, 6 x 6 inches, 12 feet long, \$1.22.

4 teeter boards, 2 x 8 inches, 14 feet long, \$2.05.

An inexpensive swing may be constructed by placing four 4 x 4's in the ground in a slanting position, two being opposite each other and meeting at the top in such a way as to form a fork. The pairs may be ten or twelve feet apart, and a pole or heavy galvanized pipe, to which swings may be attached, wired, nailed, or bolted to the crotches formed by the pieces placed in the

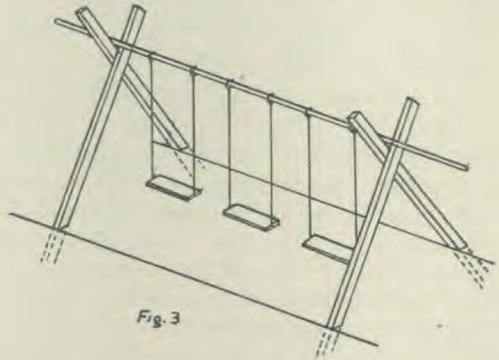


Fig. 3

ground. The cost of this apparatus will be:

4 pieces, 4 x 4 inches, 14 feet long, \$1.25.

1 piece galvanized pipe, 3 inches, 12 feet long, \$2.50. See Fig. 3.

A very attractive and desirable piece of apparatus may be made as follows: Secure a pole about ten or fifteen feet long. To the small end attach by the use of bolts one end of a wagon axle, spindle up. Upon the spindle place a wagon wheel, and to the wheel attach ropes, about as long as the pole. Place the big end of the pole in the ground, three or four feet, and brace it from the four points of the compass. The ropes will then hang down from the wheel in such a way that the children may take hold of them, swing, jump, and run around the pole. The one described was rather inexpensive. A telephone com-

pany donated a discarded pole, a farmer a discarded wagon wheel and axle. The only expense was that of paying a blacksmith for attaching the wheel to the pole and the cost of the ropes. As I remember, the cost was about \$2. It furnished one of the most attractive pieces of apparatus on the playground. A sketch of the apparatus is shown in Fig. 4.

A good four-ball set of croquet can be purchased for \$1. Each school, however small, ought to have one or more sets. Boards of education could well afford to purchase one or more basketballs, and

a few baseballs and bats for the boys. These things more than pay for themselves in the added interest which boys and girls, who have them, take in their school work. For much of the apparatus suggested above the wide-awake board of education and teacher will see opportunities to use material less expensive than that suggested. And to such persons many pieces of apparatus not mentioned here, will suggest themselves to fit particular needs and opportunities.—*Katherine M. Cook, in "School Buildings."*

The Standard Academy

C. A. RUSSELL

IN our educational system the academy occupies a responsible position. From its classroom the student looks back upon the years spent in the elementary school, and forward to the open door of the college.

What the elementary school is to the academy, the academy is to the college. The foundation is laid in the elementary school; the framework is erected in the academy; the finished structure is the work of the college.

Seed sowing of carelessness in the lower grades means a harvest of vain regrets in the grades which are to follow. Habits of faithfulness and perseverance formed in childhood spell the difference between the student and the idler in later years.

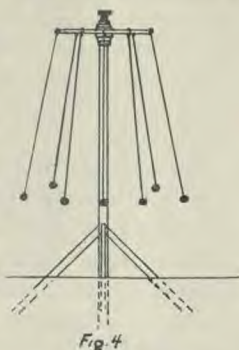
As a member of the accrediting committee in a union conference, the pleasure has been mine of visiting and examining the various academies located therein. A visit to one of these institutions today fur-

nishes the inspiration for this article. The grounds, the buildings, the equipment, the functioning value, and many other items are taken into account.

Incidentally, it is encouraging, refreshing, to note the marked improvement along all these lines during the past few years. Worthy of special mention is the fact that our academies are coming to be manned almost exclusively by college-trained men and women. Not alone is this a guaranty of more efficient teaching, but it serves to bind together in the bonds of a common brotherhood the college and the academy. The natural consequence is the training of the academy graduates toward the college in the territory in which the academy is located.

The first of these secondary schools, now called academies, to be established was Cedar Lake Academy, at Cedar Lake, Mich., in 1899. A little later in the same year, Bethel Academy was founded in the State of Wisconsin. The next few years marked the building of many such schools in various parts of the United States.

At first conditions were crude. Equipment was meager. But a spirit of cheerful sacrifice always accompanies pioneer



efforts. Gradually these schools were increased in efficiency until today they are recognized as indispensable.

At the St. Helena council in 1915 much time and attention were given to the matter of fixing standards. Committees had been at work upon this matter for months preceding the assembling of the delegates. After earnest study had been given to the reports of these committees, standards were set for our elementary schools, our academies, and our colleges.

The resultant of this policy has been an awakening on the part of managing boards and faculties with a settled purpose to reach these ideals. In nearly every instance we have found the academies checking up to the required standards.

In a standard academy the Bible is given its rightful place as the foundation of all Christian education, and the spirit of prophecy is studied in connection therewith. Activity in personal evangelism is encouraged through the organization of prayer and personal workers' bands, and in all the varied activities connected with an active Missionary Volunteer Society. The spiritual, missionary, and social activities of the school center in this society.

Overcrowding the work of the teacher is guarded against by a definite requirement as to hours spent in the classroom or laboratory. In school homes where there are twenty-five or more students, the preceptor and preceptress are permitted to carry but one half as much regular class work as other instructors. This permits the heart-to-heart work among the students which is so essential to the development of character.

All regular teachers in a standard academy should possess academic attainments at least two grades beyond the highest grade taught in the school, and should include such professional training as psychology, method, and education, which subjects as taught in our schools are based upon the principles of Christian education as laid down in the

books "Education," "Counsels to Teachers," Volume VI of the Testimonies, etc. Such a school should work to the standard of requiring one and one-fourth hours in the preparation of each lesson.

Among the most important facilities for carrying on strong academic work is the library. No pains or money should be spared in building this up to and beyond the required number of books, namely, 1,500 volumes exclusive of public documents, etc. A balance should be struck on technical and cultural books. In building up the former, each subject taught, as Bible, English, science, history, etc., should come in for its proper share of attention. Cultural books should include denominational, missionary, ethical, young people's, etc. Every such library should include all the books in past and current Reading Courses — Missionary Volunteer, Ministerial, and Teachers'.

A properly equipped laboratory for the teaching of elementary physics is demanded. This will cost approximately \$500. With the addition of a reasonable supply of chemical reagents, microscopes, and slides, general science, botany, physiology, and agriculture can be easily taken care of.

Careful attention must be given to the general appearance of grounds and buildings. An ethical education not found in books is to be imparted to the students. Scrupulous cleanliness is to be maintained in and around all buildings. This does not exclude the barn. Special attention must be given to the dairy, that its products may be sweet and wholesome.

One unit of work consists of the work done in thirty-six weeks of five 45-minute recitations, or its equivalent.

Since these standards have been recognized by our academy men and the boards of management of these schools, there has been a marked improvement in every phase of the work. This is most encouraging. Let the good work go on until the highest standard of efficiency has been attained.

Putting the Spiritual Activities on a Proper Basis

FREDERICK GRIGGS

THE foremost activities of our schools should ever be spiritual ones. It is through these that all others should find expression. The spiritual activities are not simply equal to all the other exercises of the school, they are superior. While they cannot be dealt with in exactly the same way as the intellectual and physical activities, yet they can be made a more positive force in the development of character, which is the real aim of true education.

As a fundamental means of putting these activities upon a sound and substantial foundation, they must be made to appear to the students as that which is the most desirable in education. This is accomplished by the efforts of teachers and Christian students. When in chapel talks, men of spiritual might and power are held before the students as their chief example, it inevitably follows that they will be led to emulate the lives of these men. Such a life as that of the apostle Paul, vigorous, capable, energetic, conscious continually of his great might in Christ Jesus, so great that he exclaims, "I can do all things through Christ which strengtheneth me," properly set before the students, must lead them to recognize the power of the righteous life. Moses, the lawgiver, and Daniel, the great premier in three successive kingdoms and among the greatest of God's prophets, represent lives whose ideals are worthy of contemplation.

Now, inasmuch as we cannot make the same requirements in the spiritual activities of the school that we do in the intellectual and physical, we must through inspirational effort lead the students to sense the meaning of the spiritual life. We can require attendance upon religious meetings,—we can require a form of devotion,—but we cannot require the spirit of it. We have no examination that can be offered to test

it. It must reveal itself in the walk and conversation of the student. Hence, we must avail ourselves of the opportunities offered by our addresses and readings to the student body, to lead them to distinguish and appreciate the spiritual as chief among all activities of our educational life.

To make the spiritual life appear desirable to young people, great pains and efforts must be taken to make every meeting interesting to them. It is so easy to fall into a form of religious service which is followed almost invariably, and it is so difficult to present old truths in attractive settings and to vary the form of religious service so as to appeal to the attention and interest, that we often fail to make the service spiritual. More and more, our gospel workers find that any evangelical effort, if it is carried forward most successfully, must have in it elements that attract and hold the attention. If it is valuable to the evangelical worker to advertise in an attractive way, it must be of corresponding value to the educational worker to so set forth the religious activities as to bring the students to them with expectancy, and then when they come, give them that which they expect.

But above all, the chief means of setting these spiritual activities on a sound basis, is the individual life and spiritual power of the teacher. This can be attained only by his taking more time for individual Bible study and prayer, so that he is actually living the victorious life. When he has this sort of experience, there will come to his life an unconscious power that will draw the students to Christ. The teacher may not be conscious himself of this great leading power. Moses did not know that his face shone with the glory of God when he came down from the forty days' intercourse with God, but he who has been

with God and talked with him, will in the very nature of the case, radiate the glory of God and draw to God. And after all, men and women who have had this personal experience are the only ones who are fitted, in a full measure, to point the young to God, to counsel them and encourage them in the way to heaven.

At the meeting of the Normal Council held at College View in August, 1917, much attention was given to this matter of placing the spiritual activities of our schools on a solid foundation. In consideration of this question the following pledge of consecration was taken:

"We, the delegates to the Normal Council of the Department of Education of the North American Division Conference, feel deeply concerned regarding the needs of our cause, and the condition of the world and of our people. We see before us a work of immeasurable magnitude. There is a great work yet to be done in many of our cities, hundreds of smaller towns, and thousands of rural communities.

"When we look across the seas, we find hundreds of millions of our fellow beings in ignorance of God and the sacrifice which Christ has made for them. Large territories are yet unentered by the bearers of our message, and the end is upon us. When we look upon the world at large, only gross darkness regarding things spiritual covers it. When we look upon our churches, we see reason for deep concern. We feel that the spirit of worldliness is pressing hard upon us. We see this manifested in an increased love of pleasure. Not only our young people, but those who are older, are affected by it. We feel that there is a growing tendency to attend moving picture shows and other objectionable forms of entertainment. It seems to us there is a lack of that primitive simplicity in dress which should characterize those who are looking for their Lord. Each year we have found it increasingly difficult to maintain Christian standards of life and deportment in our schools.

"The pleasure-loving, gain-seeking spirit of the world is sweeping down upon us like a great avalanche, and there must be concerted action on the part of teachers, Missionary Volunteer workers, ministers, church officers, and parents.

"We find our only deliverance from these appalling conditions in a deep and sincere consecration. To meet the needs of this dark situation, to bring the light of the gospel to those in our own land and in the regions beyond, we pledge ourselves to this consecration. As leaders in our educational work, we pledge

our most earnest endeavor to foster this spirit of consecration in our schools, and to maintain this simplicity of life which has been a part of this message from the beginning. We call upon our believers everywhere to unite with us in taking a determined stand against the baneful influence of the world and in making a great advance upward in spiritual life."

There is set forth in this pledge of consecration the ways and means of placing the spiritual life of our schools on the right basis. We are not, as a faculty, to carry forward this work alone. We are to call our churches and the parents into action with us. We are to make the whole church of God feel that the salvation of the youth is indeed the work that lies nearest them in importance. A mighty movement to the spiritual life can be set on foot by our schools — a movement that will extend throughout the territory of our schools. In this way, and in this way only, shall we be able to contend with the great wave of skepticism that is sweeping the world and carrying down scores of the students in our schools, to say nothing about hundreds of our young people who are not in our schools.

How may our faculties put the spiritual activities of our schools on a proper basis? First, by being men and women of God; second, by making the spiritual appear the most desirable of all the phases of life and living; third, by setting before the students as examples worthy of emulation, the lives of the mighty men of God of all time; fourth, while making obligatory certain religious exercises, yet conducting them in a way that will hold the attention, interest, and good will of the students; and lastly, by directing the chief activities and energies of the student into the religious work of the school as it manifests itself within its own borders and within its community.

EDUCATION commences at the mother's knee, and every word spoken within the hearing of little children tends toward the formation of character.— *Ballou*.

Wickerwork

WARREN P. DAYTON

MANY have looked longingly at the beautiful wicker furniture displayed in the shops, only to turn away because of the high price, not realizing that the price asked is not so much for the material as for skill in workmanship. It will be interesting to know that this skill can be very readily acquired in our schools.

By wickerwork we mean the manufacture of all kinds of reed, rattan, hemp, willow, and grass furniture, baskets, etc. Chairs, tables, desks, taborets, stools, rockers, settees, flower stands, hampers, and baskets can all be made after learning a few fundamental principles, if carefulness and common sense are exercised.

The value and practicability of this furniture can be explained with five adjectives—comfortable, durable, sanitary, light, and beautiful. Those who have used such furniture recognize its value. No home is complete without a few pieces of wicker.

Rattan productions are made and used very commonly in the Orient, since the plant is so plentiful in the jungles of India, China, and Formosa. In the past they have been a luxury in this country, but are fast becoming a common commodity. Most of that used in America is manufactured in the large cities on both coasts; but with the exception of some fancy baskets, the work has been but little introduced into the schools as manual training. There is no reason why it cannot become as successful and paying an industry as carpentry or any other line of manual training.

Since learning the trade here on the Coast, I introduced the work into Pacific Union College for two years, and later into Lodi Academy. While it has not yet been put upon a commercial basis in these schools, hundreds of pieces of

furniture have been produced for school and students. The class has been quite popular with both the young men and the young women, because they can learn it quickly and make rapid progress in it. The shop tools needed are saws, vises, troughs, steam box, bending forms, chisels, and squares, and each student should have a knife, hammer, and pruning shears.

Since the war, wicker materials of all kinds have doubled in price; yet the furniture can be manufactured for one fourth to one third the regular retail price of the finished piece. Any school that is willing to install the necessary shop equipment at a cost of from fifty to one hundred dollars, and have it managed by a competent teacher who is not overly burdened with other work, can make the business a commercial asset to the school. The benefit is not alone to the school, for the work develops in the student, skill, patience, accuracy, balance, and character. I believe it is a coming industry, not only in our schools, but in the public schools throughout the country.

The Schoolhouse

OUR boys' and girls' lives and characters "are vitally affected not by books alone, but also by the kind and nature of their surroundings. Schoolhouses, commodious and architecturally beautiful, properly lighted, scientifically heated, and sanitary in all their appointments, are a source of public profit. An interior arranged with regard to comfort and beauty is a daily lesson in right living. Well-kept grounds, beautified with trees and shrubbery, yield a return in higher standards. The whole means better, cleaner, and more desirable citizenship."—*E. T. Fairchild.*

Well-Equipped Schools

O. M. JOHN

OUR schools are dedicated to the sacred task of training our youth for Christian service. To this end earnest effort is being made to increase their efficiency by manning them with teachers of high intellectual and spiritual attainment, and by providing them with that equipment necessary for successful work.

It is a well-recognized fact that even the best teacher may be greatly handicapped in his work by a lack of suitable accommodations and school appliances; hence every school board may well give thoughtful study to its local problem with a view to making those improvements which conditions demand.

As a means of assisting our boards in this important work, a few suggestions pertaining to the school and its equipment are offered.

Schoolhouse and Location

Schools are being conducted in halls, churches, and separate buildings, etc., as circumstances require; but in every case they should express, as nearly as possible, the ideals for which they stand; hence should be neat and attractive, both within and without.

The location should be central and accessible; in desirable community; free from high buildings, noise, smoke, filth, and disturbing elements; with plenty of sunshine and fresh water; with good drainage of surface water and sewage.

Classroom

A classroom 20 x 27 feet, with ceiling not less than 12 feet high, accommodates 25 pupils. Unilateral lighting is most hygienic. According to this system, light enters through a series of windows on one side of the room only. These windows, not less than three feet from the floor, should extend as near as possible to the ceiling, and should preferably

face the east. Adjustable, translucent shades are most serviceable for regulating the amount of light entering the room.

Seats should be so arranged as to permit the light to enter at the left of the pupils, also with inner aisles not less than 20 inches wide and outer aisles 2½ feet wide. Adjustable seats, of at least three sizes, are the only kind to be recommended.

The teacher should be provided with a convenient desk and comfortable chair.

Ample blackboard space should be provided by having blackboards run across entire front of room and across side opposite windows, with lower edge 26 inches above the floor and extending to a height of about six feet. Black, or preferably green, Hyloplate and Beaver Blackboard are excellent and inexpensive compositions which can be easily nailed to the walls.

Walls and ceilings with smooth, hard finish are most satisfactory. Picture molding should be placed around entire room about one foot below ceiling. The tints most suitable for walls are cream, very light tan, gray, straw, and light olive green. Ceilings should be white.

A few choice, neatly framed pictures add to the appearance of the room. Special equipment, such as maps, globes, books, demonstration apparatus, bell pointers, erasers, clock, is essential to every school. Detailed lists of various apparatus will be found in "School Manual."

Cloakroom

Wherever possible there should be separate cloakrooms for boys and girls. They should open into the schoolroom, thus keeping them under the observation of the teacher. The least width for these rooms is five feet, and windows should not be less than four feet above the

floor. Hooks should be placed one foot apart, in not more than two rows, the hooks of these rows alternating.

Manual Arts Room

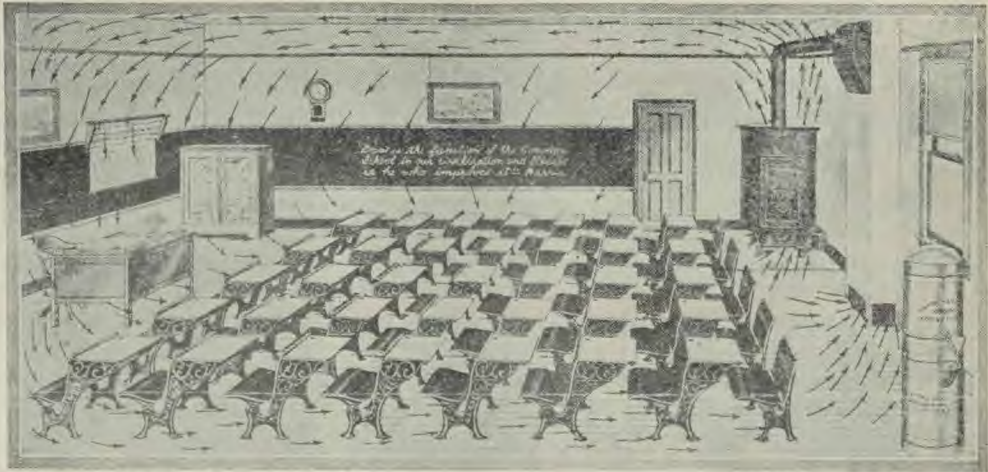
The work of manual art is most satisfactorily conducted in a room separated from the schoolroom by folding doors or sliding partition. This room, or two such rooms, equipped with benches, tables, and other appliances, for work in cooking, sewing, woodwork, etc., is an important asset to the modern school.

Water Supply, Fire Apparatus, Etc.

Fresh, pure water is essential to the health of children. To avoid the spread of disease, common drinking cups should be replaced by either individual cups or an automatic drinking fountain.

The requirements of State fire laws should be met, by having all outside doors swing outward, and having some protective agency such as fire hose or extinguishers.

Suitable toilets should be provided for every school. Wherever city water and



Courtesy of the Smith System Heating Co.

(For list of apparatus see "School Manual.")

Heating and Ventilation

Present standards require each schoolroom to be furnished with 30 cubic feet of fresh air per minute for each person, with a temperature ranging from 68° to 70° F. An inexpensive scientific heating system (Smith's), which is highly recommended, consists of a heater surrounded by a protective jacket. The jacket space connects with the outside through a pipe, thus permitting pure fresh air to be drawn in, heated, and distributed. The chimney pipe also connects with another pipe whose open end is near the floor, thus permitting impure air to be carried off through the chimney. This heater placed in the north or northwest end of the room assures quite even distribution of heat.

sewer system are available, the flush toilet is by all means most desirable. In absence of these, either indoor or outside toilets may be provided by using the chemical system, where large buckets, partly filled with formalin solution or other disinfectants, may be used, and readily emptied. Outside toilets should be screened. The insanitary, open-vault privy has no place on the school premise.

Grounds

School grounds should be provided with good, substantial walks, also with lawn, shrubbery, and playgrounds according to space available.

In conclusion, the building, grounds, and special equipment of every school should be such as will contribute most to the best interests of students, teachers, and community, thus aiding the school to yield its greatest possible fruitage.

Perspective in English

ROGER ALTMAN

To many schoolboys, grammar is a bore. They wade through the language lesson, and when the last bell rings, stampede out into the street and vociferously claim that "that there football ain't worth nothin' 'longside o' mine." Such a statement is vigorous and positive. No doubt exists in the mind of the hearers as to what is meant. The teacher would perhaps patiently point out the double negative if the remark were made in the schoolroom, but school is out, and the tongues are free. The boys must talk, emphatically and rapidly. The English language has not found a welcome in their hearts, and grammar and rhetoric do not charm them.

Rarely is there manifested in their speech any direct effect of the teaching of these subjects. Their mothers may have shamed and scolded them out of their most appalling monstrosities of speech, association with their cultured elders has probably chipped off some of the roughest corners, but the language class does little. They have scant courtesy for split infinitives, ellipses, copulative conjunctions, abstract nouns, and adverbial phrases. Much that is painstakingly introduced into one reluctant ear of a language-class pupil, passes promptly out through the other. The teacher is inclined to conclude dejectedly that there is nothing to prevent it, and without doubt there is no urgent invitation extended for the intruder to stay.

Not until the youth has delved into books for himself, and discovered some worthy examples of literature with which he becomes fascinated, will he be likely to indicate any interest in its mechanical side. Small wonder! Show the lad a pile of steel plates, and he will manifest little concern. Take him to the wharf and show him an ocean liner gliding majestically out to sea, with the sunlight glancing from polished brass, the black smoke rolling from huge fun-

nels, and white froth flying from the stern, and he will begin to wonder how steel plates are bent and fashioned in those ever-changing curves to form the hull of a ship. Then lead him back to the piles of raw material, and he will be eager to learn what before would have appeared as dry and tiresome nonsense.

But for years the country's youth have sat on benches and listened to the illuminating announcement that a noun is the name of a person, place, or thing; that a verb is an action word; and that an adverb is used to modify a verb, adjective, or other adverb, without a very adequate conception of what the scheme is good for. Their teachers have been giving them a view of the lumber, nails, and glass, but have too often scouted the idea of giving them a glimpse of the house. No wonder so many of them abhor grammar, and so many more merely tolerate it.

The readers are filled with selections of the best literature, beautiful specimens of the finished structure, but usually little effort is put forth to make the author's creation live in the children's minds. If this were done, and a definite connection established between the bricks and the building, the results would be more encouraging. Giggling girls read some choice selection like a machine rated at so many revolutions a minute, so that the grandeur of the author's theme and the beauty of his imagery are lost. To be sure, the words are all defined, the sentences all classified, and the various phrases identified, but the architecture is too frequently lost sight of. The doors and windows are all tagged so studiously that the building as such is forgotten.

Show the boys and girls the finished specimen. Allow its beauty to be appreciated, and then go into details. Botany would lose its charm if the flower were carefully dissected by the teacher

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Art in Its Relation to History and to Modern Life

ELSA NORTHRUP WARD

No doubt some may wonder why, on the eve of final examinations, this subject, apparently so remote from the work of the year, should be considered. Perhaps some hold the quite common opinion that Professor Dann described a few years ago, in a chapel talk, that "art is a fit subject only for women (!) and other weak-minded folks." Possibly some hold that it concerns certain objects that have the quality of beauty, and furnishes something for affected people to "rave about" and by means of which millionaires may display their wealth; while practical people who have a real and serious purpose in life need give it no attention. We cannot, however, afford to neglect the subject of art if we wish success in our educational work. First, because of the vivid insight which it gives into the inner lives and consciousness of the people of past ages; and second, because of the extremely vital and practical part which art is coming to play in our modern life, both spiritual and material.

Its Relation to History

The monuments of art left by the nations of antiquity are like bright pictures which enliven the otherwise dull and dusty volumes of their history. They not only serve to add interest to the history of past ages, but they visualize and make real many things about the emotions, ideals, and mental life of the ancients,—that is, they give us that insight into their philosophy of life that cannot be got in any other way.

A modern writer says: "Our age, for peculiar reasons, labors under the impression that words are the only real and final medium for the expression of ideas, whereas they are neither the only nor the best medium for ideas of a certain kind; and for some ideas of the highest value they are wholly unavailable. Form and feature were eloquent

before speech was born and will be when books are forgotten."—*Powers*.

I was in Chicago when Queen Victoria died. On my way down town that morning I bought a *Tribune* for the sake of Mr. McCutcheon's cartoon, which usually sets forth the most important phase of the social or political situation of the day in such a graphic manner as to relieve one of the tedium of much reading. I was not disappointed that day, for his little cartoon of six square inches pictured the world encircled by a band of crape with the knot on England. Column after column of the paper was given over to the grief of England, and her many colonies, and to the messages of sorrow and condolence from the other nations of the world. One glance at the cartoon conveyed the idea that the whole world was in mourning for the queen. It summarized the situation more vividly than the thousands of words which filled the sixteen pages of the journal. The few simple lines and spots of ink which made up the crude sketch spoke more eloquently of Queen Victoria's gracious life than all the orations at her funeral or the facts and incidents related by her biographers. The picture made its appeal to a vast audience, for many among Chicago's two and one-half millions would see and retain a lasting impression of the cartoon, while comparatively few would take the trouble to read what was written.

Just so the ruins of the tombs of Egypt, the palaces of Nineveh and Babylon, the temples of Greece and Rome, the cathedrals of Medieval Europe are but great cartoons which furnish us true and adequate pictures of the spiritual ideals of the peoples who created them. The more we study these messages from the dead, the more will our own understanding of life and its meaning be enlarged.

Speaking of art as a source of history, Mr. Ruskin says:

"Great nations write their autobiographies in three manuscripts — the book of their deeds, the book of their words, and the book of their art. Not one of these books can be understood unless we read the two others, but of the three the only quite trustworthy one is the last. The acts of a nation may be triumphant by its good fortune, and its words mighty by the genius of a few of its children, but its art only by the general gifts and common sympathies of the race."

Let us apply our knowledge of history to Mr. Ruskin's argument here and see if we can agree with him. Egypt, for instance, owed much of its greatness to its fortunate location in the wonderfully fertile valley of the Nile. Greece attained commercial greatness by the reason of its proximity to the sea. But after all, their great agricultural and commercial wealth mean nothing to us today, while there is scarcely a building of any pretensions in all the civilized world that has not borrowed some design, either of structure or decoration, from their art.

The book of a nation's words may be mighty by the genius of a few of its children, as Italy represented by Dante, and Greece by Homer; but after all, when we read their great epics we cannot understand the Greeks and Romans nearly so well as we do when we have seen and studied the things that they made with their hands, and that they delighted in and admired. Some one has defined art as the revelation of self. Another has said, "Every object fashioned by the hand or with the assistance of simple machinery, if it has been created in a spirit of joy and enthusiasm, has of necessity, artistic qualities."—*Art Education for High Schools.*

It is such objects made in the spirit of joy and delight in creating something noble and beautiful, preserved from one generation to another, that constitute the world's heritage of art. They are

the truest possible expression of the ideals, the aspirations, the pride, and admirations of the people who created them, and as such give us the clearest insight into their lives.

A Congressman in Washington not long ago, speaking before a convention of artists, said: "Now the man of all men who makes outward and visible signs for generations to come of the achievements of generations that have gone is the artist, so that in a certain sense he is the highest expression of the civilized mind."—*School Arts Magazine.*

If art be regarded as a language, the means of expressing ideas, we must acknowledge it as the only universal tongue, understood and appreciated to some extent by all men of all ages, requiring neither alphabet key nor Rosetta stone to unlock its treasure houses, even to the simple and unlearned. For that reason art has always had a greater and more far-reaching influence from one generation to another than even literature.

Henry Turner Bailey expresses this thought in the following beautiful language: "Are not the marble gods of Greece the greater as works of art for having swayed many generations of men? They satisfied the neighbors of Phidias, provoked the Renaissance, inspired Flaxman and Canova, and in these far-away days fed Rodin and Saint-Gaudens. They rule forever, eternally beautiful—great even for me though I worship the Invisible after the manner of my Pilgrim Fathers."

Coupled with the universality of art, should be mentioned its enduring quality: "All passes; art, alone enduring, stays to us; the bust outlasts the throne, the coin Tiberius."

The battered visage of the great Sphinx, which has outlasted more than one hundred generations of men who have lived and wrought and died leaving no trace behind them, is said still to exert its weird and wonderful influence over the minds of its beholders.

Mr. H. H. Powers, in his book on the great masters, enlarges upon this truth in the following language: "That Leonardo is remembered not as a scientist but as an artist, is in accordance with a seemingly universal rule. Whenever an individual, a community, or a people has achieved distinction in war, in government, in science, in commerce, one or more, and at the same time in art, posterity has remembered the art and has forgotten or minimized the other achievements. Athens was the greatest commercial power of the ancient world, but we remember only Homer and Plato and Phidias. Goethe thought that he would be chiefly remembered for his contribution to the science of optics, but the world forgets that he ever concerned himself with science. The value of science to humanity is incalculable, but it is significant that in longer perspective, where values are more justly estimated, it is art that the world delights to honor. The theft of Leonardo's notebooks would scarce have won headlines in a paper, but the loss of Mona Lisa startles and grieves the world."

The foregoing principles become more clear and evident the more one studies their applications in the history of art. For want of space I shall present only a few brief statements characterizing ancient and modern art which will give a hint concerning this field of interest.

Egyptian art was conventional, symbolic. The same figures stood for the same ideas for centuries. Their drawing was illustrative, narrating in picture form, brilliantly colored and skilfully arranged as to balance and rhythm—the experiences of the dead, both during life and after death. Their art was a glorification of death and may be characterized as "art for death's sake."

The art of the Assyrians and Babylonians was a glorification of the kings, depicting their achievements and exploits and decorating their magnificent palaces. Theirs was art for the king's sake. It represents the highest achievement of despotism.

The art of the Greeks was free, universal, democratic. It was the exemplification of paganism which regarded only the pleasant, cheerful things of life and ignored the disagreeable and repulsive. The Greeks worshiped human perfection, but offered no remedy or consolation for imperfections and deformities, and no hope beyond the grave. They refrained from evil, not because of any sense of moral wrong, but because it was ugly and unesthetic. They practiced art for beauty's sake, and their exquisitely proportioned temples and sculptured figures have never been surpassed. They combine truth and nature with the noblest idealism presenting the most perfect examples of abstract beauty ever produced. Certain forms of Greek architecture are today characteristic features of our civic and domestic architecture, which proves that Greek taste and imagination are still supreme whatever may be our progress in other directions.

The genius of the Romans was political, executive, practical,—not esthetic. They had little artistic imagination, though their adaptability enabled them to impress their own personality, their imperious, dominating spirit, on the forms which they freely borrowed from others. It was not until the Romans came in contact with Greek art through literature that they developed a taste for the artistic. Art then became fashionable. Incapable of appreciating and loving it for its own sake, they made it merely a means of ostentation and display. They cared more for show than merit, for quantity than quality. They fairly choked their forums and buildings with works of art transported from Greece, and when that source was exhausted they made innumerable copies in indifferent workmanship. Their innate coarseness and love of display is exhibited in the fact that they even decapitated Greek masterpieces, crowning them with their own likenesses.

A few of their sculptors through long study of Grecian models produced many very creditable portrait statues which

are valuable from a historical viewpoint, especially since they tend to realism instead of Greek idealism and are excellent in character delineation.

Roman architecture was pre-eminently practiced. They conceived of architecture as primarily an engineering proposition and built for strength, use, and durability. Their early architecture furnishes many examples of the esthetic results that are sometimes obtained unconsciously by mere attention to practical construction and fitness to purpose. They perfected the arch and applied it to monumental buildings in which the boldness of plan and the impressiveness of general effect has not been surpassed in our own day of daring innovations. But many of these fine qualities were spoiled by over-ornamentation. After all, the keynote was "art for display's sake."

Medieval art was the handmaid of the church. Its slogan was "art for religion's sake." Its whole purpose was the glorification of the church. Painting found its highest development in decorating the walls and ceilings of churches with scenes from the lives of prophets, apostles, and saints. At a time when printing was uncommon these pictures served a very important function in the education of the people, even more important than the spoken word, for their message was always before the people, filling their eyes if not ringing in their ears. Perhaps that explains to some extent the powerful hold which the church had on the people in medieval times. The chief aim of these paintings was to instruct in religious things and to inspire devotion. The artists sought not beauty of form. Their figures had no beauty or comeliness that one should desire them. Christians were bidden to keep the body under, as physical beauty savored too much of the flesh, but the faces often expressed spirituality and deep sincerity. At the time of the revival of classical learning, artists rediscovered the beauty and purity of Greek art and gradually learned to clothe their

religious ideas in more pleasing forms and colors, breathing into the severe classic models the breath of a new life. Painting, thus enriched by beauty of form and color and inspired by religion, rose to a height of glory and achievement in the fifteenth century that is still the wonder of the world.

Sculpture almost rivaled the classic Greek in beauty of form, but far surpassed it in dramatic expression, that is, in the use of the human face and figure as a vehicle to express spiritual and mental emotions.

Architecture also devoted to the church in which the people lived and moved and had their being, developed the great Gothic cathedrals of the Middle Ages, the grandest architectural monuments ever created by man. These magnificent structures, with their broad foundations standing firmly on the earth and their exalted arches and fretted pinnacles reaching up toward high heaven, are noble embodiments of religion with its solid foundation and lofty aspirations.

Modern art, although not sublime or wonderful, is eminently useful and practical. Its tendency, like all things else in this age, is toward democracy. Its slogan is, "Art for the people's sake." A well-known art teacher has thus formulated the creed: "I believe in the democracy of art. I believe in art for the people and by the people. I believe that no art is so fine as to be unfit for daily use. I believe that the principles of art can be intelligibly presented to the understanding of the ordinary individual so that he may see their application to the affairs of his occupation, his business, his profession, and his home. I believe that art is soon to be shorn of its mystery and its vagueness, and that it is about to take its place as a teachable and demonstrable science, possessing a quality that is inherently divine. I believe that public schools offer the best opportunity for bringing the influence of art into the lives of all the people. I believe that public school teachers are,

or will become, the best possible teachers of art to the school children. I believe that we must apply to the teaching of art the same pedagogical intelligence, the same common sense, the same preparation, and the same tests that are applied to the studies of the language, mathematics, and the sciences. I believe that the results from the teaching of art should be definite and tangible; that the cultivated emotions and the trained intellect should find expression in those inevitable selections of form, proportion, and color which tend to make our material environment more beautiful. I believe that beauty is coming back to the useful arts, and that the distinction between fine art and useful art is to be forgotten."—*Bonnie E. Snow*.

The practical and material value of such a creed as this worked out in the schools will be beyond estimation. Already there is not a calling, vocation, or business that is not enriched by art. Literature, especially journalism, has been transformed by it. Manufacturing and commerce have made art their most skilful and efficient servant, thereby increasing the value of their products many thousand-fold. By the application of the laws of beauty to problems of dress, furniture, and instruments; to house decoration; etc.; our modern craftsmen are outclassing the classics.

Beauty is always the result of harmony, which is simply the fitting of the form to the purpose. Graphic art is governed by the same laws of balance, rhythm, and harmony as music and poetry, and for obvious reasons is destined to serve even a greater part in the "closing message" than they. There is nothing more important in the preparation of our literature, and the proper advertisement of our meetings. We need it in our dress, our homes, our sanitariums, our cafeterias, our schools, our publishing houses, and our churches, that we may know how to embody the unpopular truths we hold, in forms of beauty that will attract and not repulse. We need to study beauty for the truth's sake.

Report of the Fireside Correspondence School for 1918

THE year 1918 was the banner year of the Fireside Correspondence School.

The enrolment of new students was 457, 113 more than for 1917 and double that of 1913. The number of old students was 310, making 767 in all.

The net gain for the year was \$323.77. The school has now overcome the unavoidable deficit of the first four years, has paid back to the General Conference the capital advanced to start the enterprise, and has accumulated a reserve fund sufficient to restore unused tuition in case it should be compelled for any reason to close its work, an event scarcely within the range of possibility.

Other index items also show encouraging growth. The number of certificates issued for subjects completed was 138, or 21 more than last year. The number of lessons corrected was 6,205, against 6,024 for 1917.

Bible doctrines is still the most popular subject, having had 746 lessons corrected. English literature comes second, with 508 lessons; while Old Testament history has 372 lessons. Other subjects having above 200 lessons corrected are: college rhetoric, 248; church history, 308; Daniel and the Revelation, 245; English grammar, 210; New Testament history, 292; general history, 256.

The school has added the following new subjects during the year: New Testament epistles, Testimonies, Bible readings, first aid, and reporting and punctuation, making the number of subjects now offered 53.

Many of the best testimonials we have ever received have come to encourage us during the year. We have space for only brief extracts from two or three. A lady says, "I want to express my sincere appreciation of the course in algebra recently completed. I shall never regret having taken it with the Fireside Correspondence School, for I know I could not have obtained it so thoroughly in any other way." A prisoner writes:

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THE NORMAL

JESUS AS A TEACHER

"What he taught, he lived. 'I have given you an example,' he said to his disciples, 'that ye should do as I have done.' Thus in his life Christ's words had perfect illustration and support. And more than this: what he taught, he was. His words were the expression, not only of his own life experience, but of his own character. Not only did he teach the truth, but he was the truth. It was this that gave his teaching power."—*Education*.

Overworking the Bright Pupil

It is a difficult art to work all the pupils of a class to the same degree; however, the teacher must strive constantly to reach the whole class in her instruction. Some teachers seem little concerned about the class as a whole. The chief purpose seems to be to get good recitations.

The school exists for all the pupils. The expense of the school is borne by all on the presumption that all share equally in its benefits. It is just as important to society that the weaker half of a class be educated as it is that the stronger half be educated. In our methods of instruction from day to day it is easy to give our chief consideration to the stronger pupils of the class or school.

Some months ago I visited a teacher at work in a seventh grade. The recitation I saw was one in reading, but the method and attitude of the teacher is illustrative of a practice all too common in the schools. The teacher began the recitation with a question about the content of the lesson. Seven of the twenty-eight pupils raised their hands. The remaining twenty-one pupils failed to grasp the meaning of the question or to connect any part of the lesson with it. The pupils who responded to the question were the seven strongest pupils in the class, as the progress of the recitation soon showed. The teacher seemed not to notice that her question had reached only a small part of the class. No attempt was made to modify the question that she might bring into the circle of thought a larger proportion of the class. Throughout the recitation there was very little response from any of the pupils except the original seven who responded

to the first question. Some of the seven recited several times, and one of the seven recited six times during the period of thirty minutes. Three fourths of the class did not recite at all, and they seemed to know very little about the line of thought in the recitation. The three fourths of the class that did not recite were the very pupils who needed most the stimulus which comes from participation in the recitation.

There are some methods used in class instruction which lead naturally to the evil of turning over the recitation to the stronger pupils. There is a guessing exercise in arithmetic which illustrates the nature of this evil. A pupil begins the "game" by saying, "I am thinking of two numbers whose product is 24." The pupils raise their hands, and one pupil is designated to state his guess. Perhaps his reply is, "Is it 3 times 8?" "No, it is not 3 times 8," comes the answer from the leader. "Is it 4 times 6," responds another pupil who has his hand up and is designated by the leader. This process is repeated with the same stereotyped reply until the proper combination has been guessed. The leader replies, "Yes, it is blank times blank." The lucky guesser is then entitled to try the class with a similar problem of his own choosing.

There are certain objections to an exercise like the one mentioned. As the exercise is usually conducted, the pupils who need the drill least get all the benefit. The slow pupil always loses in a contest. He is not sought out by pupils who like to make the contest lively. It usually happens, besides, that such an exercise does not emphasize the particular kind of difficulty that needs special

emphasis in the class. It is a waste of time to be guessing about the multiplication facts relating to 24 and 36, for example, when pupils should be trying to fix the combinations for 54, 56, 63, and 72. If much of the time that is now spent in drill upon familiar facts of the table were given to drill upon those facts not fixed in the minds of the pupils, the last six or seven multiplication facts of the table would be learned many months earlier. The child is not a good drill master usually, and he is not a very good teacher. Turning class exercises over to pupils is a fruitful source of loss in the school.

There are some practices frequently found in reading that give the stronger pupils chief benefit. One of these practices consists in refusing to permit a pupil to read after he has made a mistake. The very pupils who need extra practice in reading and those who are most likely to commit some trifling error before they have read more than a line or two are deprived of their normal share of reading, and those who have little need for extra practice and who may read several paragraphs without error receive more than their normal amount of reading. The injunction, "Read until you make a mistake," places undue stress upon the mechanical part of reading, and at the same time overworks the bright pupils in the class. Slight errors in punctuation, inflection, and even the miscalling of words are preferable to mechanically perfect reading without expression.

In all story and other reproduction work from oral presentation the teacher must be careful not to give a few bright pupils all the recitation time. The pupil who has great difficulty in standing upon his feet and reproducing the story is the very pupil who must be given the opportunity. In making the attempt day after day, pupils gain power rapidly. Neglecting the weaker pupils renders them still more helpless; constant participation in the class exercise is their only means of growth.

The volunteer recitation should not be employed too frequently in a recitation. The teacher who confines her recitation to volunteers gives all her time to the stronger pupils, and she permits, besides, her pupils to select the particular parts of the lesson upon which they are prepared. This evil in many classes is so pronounced that the teacher calls on a few pupils every day while others are neglected for weeks without a single recitation. It is so easy to fall into this bad practice that every teacher should check the class roll if necessary to prevent it. A skilful teacher will manage to reach every pupil with some form of recitation in every class every day, unless conditions are very unusual. The certainty of daily participation in the recitation is a great stimulus to the pupils in the study of the lesson and a strong incentive for attention during the recitation.

There is great danger in concert work that strong pupils will be benefited at the expense of the weaker members of the class. One who watches a concert exercise closely will soon be convinced that some of the pupils are repeaters all the time. Pupils become very quick in their response to the answers given by the stronger pupils. Often it is so skilfully done that it seems that the repeater is following his own thought.

There is no place where concert work is more deceptive than it is in music — the very place where it seems indispensable. Without occasionally testing the pupils individually many pupils often pass through one and sometimes several grades without knowing the simplest facts of the rudiments.

It often happens, too, that these pupils participate in the music exercise, singing both syllables and words, but their response is wholly reflected from their classmates. If such pupils are required to turn to a new selection, they are found to be unable to recognize the key or sing or even name the syllables.

Certain kinds of board work may be classed as concert work. The evil here

(Concluded on page 247)

TEACHING NOTES—GRADE BY GRADE

SECOND GRADE—Rose E. Herr

Reading.—In reviewing reading let several days be devoted to silent reading, oral reading being omitted. Let the recitation period be as long as possible, in order to secure best results.

The following pages in "True Education Reader," Book Two, are suitable for silent reading. Lessons beginning on pages 28, 36, 42, 56, 65, 70, 73, 79, 111, 115, 152, 164, 185, 191, 201, 216, 220, 236. When the time comes for the recitation, call the class and tell them to turn to a certain page. For illustration, let us use page 28. If there is no trouble with words, the very bright pupil will read this lesson in half a minute. The average child would require two minutes, while the slow one would consume much more time. We see at once that with this condition, the bright and the average pupils must waste time if we wait for the slow ones to complete the reading before going on with the recitation. How much better, then, to prevent the disorder that might come in those idle moments, by assigning lessons suited in length and difficulty to the varied abilities of the pupils. Try to group the class in three divisions: Group one, made up of the superior ones; group two, the average pupils; and group three, the inferior. Page 28 might be assigned to group three, page 36 to group two, and page 42 to group one.

When the pages have been assigned, give the following direction: "Read this story through very carefully, notice every word, think about everything it says, try to remember everything it says." Give four or five minutes for the silent reading; then have the books closed, every one giving attention. Now ask a pupil in each group successively to rise and tell the story he read. When these first ones have recited, if there are other members in any group, ask, "Can you think of anything that was left out by the one who told the story you read? If so, you may tell the story, adding what was left out."

This exercise will give a very good indication of the independent power of the pupil to gain knowledge by silent reading. After several days of such work on familiar matter, assign new lessons from supplementary readers or other suitable books or papers. Take one or two days to study some lessons together, one paragraph or unit of thought at a time, then let the class discuss what was read.

The poetry of the book may be read orally. Give opportunity for each child to read a complete poem.

Another pleasing change might be to list as many stories on slips of paper as there are pupils, and let each pupil draw a slip. This tells him which story he is to prepare to read the next day at the recitation. Choose the short stories that are full of action and that have not been used for silent reading.

I believe a review of this sort will do more to strengthen a second-grade pupil in reading than merely reading the book through orally.

FOURTH GRADE—Sydney Bacchus

We have come to the last month of the school year. How swiftly the time has passed! May is a beautiful month, and all nature is calling to the children, so if their little feet come lagging to school, try to bring nature and the spirit of spring into the schoolroom.

This is a good month to teach kindness and respect due parents. Tell the story of Mother's Day, and plan a nice little program to which the mothers are invited. Teach that "the best monument that children can raise to the mother's memory is that of a clean upright life, such as she would have rejoiced to see her child live."

Bible.—Two or more days will be necessary for lesson 127. Remember that geography makes Bible stories real. Draw a map of Palestine, showing mountains, rivers, seas, and location of each tribe of Israel. A dissected map may be used to good advantage here. The lesson on Palestine may be used as a reading lesson. Drill on the pronunciation of hard names. Review the life of Joshua. The Lord needs men like Joshua today, and surely we ought to instil noble principles into the hearts and lives of the children. Let the last memory verse, Joshua 24:15, be an appeal to every child.

The review should be made an enjoyable exercise. Let it be conducted so as to test the knowledge of the pupils and deepen impressions made.

Reading and Language.—If the pupils have formed the habit of reading good stories, our year's work has not been in vain. One superintendent has said, "If we have taught the pupils *how* to read we have done well, but if we have also taught them *what* to read we have done better." Lend good books, such as those on birds or biography that are suitable to the child mind, to the class to be read during the summer vacation. This may result in producing a strong bond of sympathy between teacher and pupils. Review poems learned during the year.

Perspective in English

(Concluded from page 238)

before class, and the pupils expected to master mechanically the name and function of each part. But when the lily or the rose is regarded as a thing of beauty and fragrance, small fingers pull it apart gently, and eagerly probe to the sources of its life. Every work of literature has an atmosphere and a fragrance of its own, and if they are pointed out and cherished, the dry bones of grammar will live.

Overworking the Bright Pupil

(Concluded from page 245)

assumes the form of copying. This is frequently done so slyly that the most experienced and wide-awake teacher does not detect it. Those who copy all of their neighbor's work are usually detected, but there are those who copy the especially difficult parts of the work—the very parts they should not copy. To avoid this evil, pupils should rarely be assigned the same work at the board. By numbering the pupils into two or three groups and then assigning different work to pupils in the various groups, individual effort may be secured.—*H. E. Waits, in the School News and Practical Educator.*

Report of the Fireside Correspondence School for 1918

(Concluded from page 243)

"I was greatly benefited by the course in Bible doctrines, more than words can tell; and I am more than pleased with the lessons in Old Testament history, they are so interesting to my hungry soul."

The prospects for 1919 are encouraging. By the middle of February we had enrolled 300 old students and 94 new students. It was the first of May last year before we reached the latter number. The receipts for January were larger than for any other month in the history of the school. The receipts for the

first six weeks of 1919 are greater than for the first four months of 1918. Nearly twice as many lessons were corrected in January as were corrected during the same month last year.

We thank the Lord for victories gained and press forward to greater achievements in his name.

C. C. LEWIS, *Principal.*

The "School Manual"

LAST November the new "School Manual" came from the press. It is a book of nearly 200 pages, filled from cover to cover with information for all who are interested in our educational work.

It contains an outline of studies along the various lines of Christian education. It gives a description of the organization of our educational work in the General, union, and local conferences. It outlines the duties of union educational secretaries, local conference superintendents, local church school boards, parents and church members, teachers, and pupils. It explains the work of establishing new schools, and offers suggestive plans for financing this work. It treats of courses of study, textbooks, standards, and equipment for the normal school, the intermediate school, the elementary school, the Fireside Correspondence School, and the home and family school. It offers valuable help in the organization and conduct of Parent-Teacher Associations. It contains suggestive lists of books for libraries for normal, intermediate, and elementary schools, and books for the use of parents. It closes with a digest of State school laws on health and safety measures, compulsory attendance at school, etc.

This manual is issued by the General Department of Education, and while helpful to all church members, it is indispensable to secretaries and superintendents, elementary, intermediate, and normal teachers, school patrons, and members of local church school boards.

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