

CHRISTIAN EDUCATOR

A MAGAZINE FOR HOME AND SCHOOL

Vol. XI

January, 1920

No. 5

CONTENTS

EDITORIALS

To Vitalize Our Teaching	99
Thrift Week	99

GENERAL ARTICLES

The Study and Teaching of the Bible	100
Historical Method	102
The Training of Bible Workers	104
A Lesson Which the War Has Taught Higher Education	105
School Buildings	107
Recruiting Our Teaching Force	108
Needs of the Ministry	110
How Laborers Were Recruited Until We Had a Denominational School...	111

ELEMENTARY EDUCATION

Teachers' Help-One-Another Band	112
The Keynote	112
Fairy Stories and Our Nature Lessons	113
Courtesy	114
Where Procrastination Pays	115
Paper Construction Without Paste — No. 1	116
Some Causes of Poor Spelling	117
The Most Encouraging Feature of Our School	118
Our System of Alternation	119
Spiritual Work for Our Children	120
School Board Records	122
Secretaries' and Superintendents' Council	123

EDUCATIONAL ITEMS	128
-------------------------	-----

BOOK REVIEWS	128
--------------------	-----

Published Monthly by the

REVIEW & HERALD PUB. ASSN. - WASHINGTON, D. C.

Terms: One year (10 numbers), \$1.50; half year (5 numbers), 75 cents; single copy, 15 cents.

Entered as second-class matter Sept. 10, 1909, at the Post Office at Washington, D. C., under the Act of Congress of March 3, 1879. Acceptance for mailing at special rate of postage provided for in Sec. 1103, Act of Oct. 3, 1917, authorized on June 22, 1918.

EMMANUEL MISSIONARY COLLEGE



"The School of Opportunity"

Frederick Griggs, President - - - Berrien Springs, Michigan

Lancaster Junior College

Founded in 1882

The Oldest Educational Institution in the Denomination Now in Operation.

¶ Situated in the beautiful village of South Lancaster, twelve miles from Worcester with its fine Antiquarian Library, thirty-five miles from Boston, called "The Athens of America," thus combining the advantages of a quiet, homelike village with nearness to a great educational center.

COURSES OFFERED:

BIBLICAL, SCIENTIFIC, LITERARY, NORMAL, MUSICAL,
COMMERCIAL, PREPARATORY MEDICAL,
and PREPARATORY NURSES'.

*Our Grades Are Accepted by the
New York State Board of Regents.*

ALL MODERN CONVENIENCES, REASONABLE RATES

For Further Information Address

M. E. OLSEN, President, SOUTH LANCASTER, MASS.

WITH THIS ISSUE

The EDUCATOR is restored to 32 pages.

The Elementary and Normal section, edited by Miss Sarah E. Peck, covers 16 pages, and will contain helpful, practical material for the elementary teacher under the following heads:

- The Normal Teachers' Exchange.
- The Teachers' Help-One-Another Club.
- Our Local Church School Boards.
- The Parent-Teacher Association.
- The Secretaries' and Superintendents' Council.
- The Round Table.

The rest of the EDUCATOR will deal with general features of educational interest, special attention being given to the problems of secondary and advanced education in the light of the needs of the present day. College and academy teachers need the EDUCATOR.

Each issue will be filled with reading matter worthy the attention of every teacher in the denomination.

THE SUBSCRIPTION PRICE IS RAISED TO \$1.50 A YEAR

The following premiums are offered for subscriptions to the EDUCATOR:

- A Simplified Dictionary, for 6 subscriptions.
- A Pencil Sharpener, for 8 subscriptions.
- A 2-in-1 Bible Map, for 10 subscriptions.
- A 12-inch Globe, for 8 subscriptions.

NOW IS THE TIME TO BEGIN

Teachers' Reading Course, No. 9, if you are not now taking it. The following books are included:

REQUIRED

- "The School Manual," 191 pages,
Educational Department.
Pacific Press\$1.00

SELECT TWO

1. "Education," 321 pages, Mrs. E. G. White. Pacific Press 1.00
 2. "Teaching Children to Read," 243 pages, Paul Klapper. D. Appleton & Co.1.40
 3. "Teaching a District School," 285 pages, John Wirt Dinsmore, A. M. American Book Company1.20
 4. "Among Country Schools," 366 pages, O. J. Kern. Ginn & Co.1.40
- Order from your tract society.

A NEW MANUAL

"The Elementary Curriculum" is just off the press. This manual takes the place of Bulletin No. 14, though it is much more complete, containing about 200 pages. It is based on the new elementary curriculum adopted at the Educational Council of 1919. It contains complete outlines of all subjects for which textbooks are provided, and of most of the general exercises of the church school.

Order from your tract society.



WHAT WILL HE DO WITH IT?

CHRISTIAN EDUCATOR

W. E. HOWELL, Editor

O. M. JOHN, Assoc. Editor

VOL. XI

TAKOMA PARK, WASHINGTON, D. C., JANUARY, 1920

No. 5

EDITORIALS

To Vitalize Our Teaching

THE educational world is awakening to the necessity of bringing the school into closer touch with present-day needs. The following extract from a recent report, rendered by one of the committees of the National Council of Education, is of special interest:

"Our correspondence with colleges has revealed much frank self-criticism. They acknowledge the need to better adapt college courses to the demands of today, define aims more clearly, distinguish between essential and nonessential subjects and matter, train more thoroughly in methods of study and power of reflection, make the teaching more vital, and increase the industry of the student and his in-

terest in his own intellectual and spiritual development. It is noteworthy that the criticisms resemble those previously printed regarding the elementary and secondary schools."

As educators we are connected with a great spiritual movement. Our schools are established for the one purpose of training young men and women for lives of Christian service.

In our teaching we may well follow the suggestions mentioned, endeavoring to emphasize only those things which effect a realization of God's purpose for our youth. Let us be wise in our generation.

O. M. J.

Thrift Week

OUR government is making a special effort to educate the citizens of this country in habits of thrift and economy. To this end the Treasury Department has set apart the week beginning Jan. 7, 1920, as National Thrift Week. The object is set forth by the Department as follows:

"The purpose of the week will be the endeavor to start the country off in the new year with a sound financial program for every individual and household. Two ends are sought: First, that the condition of the individual be improved; and second, that the financial and industrial strength of the nation be increased by the great sums of capital which will accrue through the practice of steady saving and safe investment on the part of citizens."

As educators we recognize the practical benefits which will result from this

campaign. The prosperity which our country has enjoyed has tended to foster a spirit of laxity in expenditure, especially among the youth, and including those in our own church.

It therefore seems timely that we as a denomination, not only from a national viewpoint, but also from that of our God-given mission, take an active part in this important educational program.

We would suggest that special plans be made for Thrift Week. On Sabbath, January 17, sermons could well be given on the theme proposed by the Treasury Department, "The relation of economic life to religious well-being, and the need of sharing with others." In our schools during the week, chapel exercises could

be devoted to such suggested topics as "Save First and Spend Afterward," "Thrift in Industry," "Family (and personal) Budget," "Pay Your Bills," and other phases of the subject especially adapted to our people.

Let us carefully plan for this special week, and there is no question that a foundation will be laid for further constructive work in this important line of education which is so much needed to-day.

O. M. J.

The Study and Teaching of the Bible

W. W. PRESCOTT

WE have expressed our estimate of the value of the study of the Bible by giving it a large place in our courses of study. The children in our church schools, and the youth in our academies and colleges, can now devote a fair proportion of their time every year to seeking a knowledge of the Scriptures. A great opportunity is thus offered, but this does not in itself insure the best results. We must now endeavor in an intelligent way to make the very most of this opportunity, and this emphasizes the need of considering the real purpose of studying and teaching the Bible.

We may be easily deceived in this matter. What passes for a knowledge of the Scriptures may be no knowledge at all. In the days of Christ the Jews had carried a certain kind of study of the sacred writings to great lengths, so that some of them could tell the number of words and even the number of letters in each book, and thus they had "the form of knowledge and of truth;" but our Lord declared to them, "Ye know not the Scriptures," and to a member of the Sanhedrin he addressed the question, "Art thou the teacher of Israel, and understandest not these things?" The mere fact, then, that much time is spent in studying and teaching the Bible is not a necessary proof that the real problem has been solved. One may give most earnest effort to the words of the Bible without dealing with the word of God. The one is the shell; the other is the meat.

In the right kind of Bible study there will be a primary aim, with both primary

and secondary results. The primary aim is indicated by these scriptures: "Ye search the Scriptures, because ye think that in them ye have eternal life; and these are they which bear witness of me." "We have found him, of whom Moses in the law, and the prophets, wrote, Jesus of Nazareth, the son of Joseph." The Scriptures bear witness of Christ. Moses and the prophets wrote of Christ. "To him give all the prophets witness." Our purpose in studying should be to find Christ. Our purpose in teaching should be to present Christ. The primary result of this kind of study and teaching will be such fellowship with Christ as will mean forgiveness of sin, and an indwelling righteousness which will be manifested in a life in harmony with the will of God. The secondary result will be such a growth and expansion of all the intellectual powers as can be attained in no other way. This development of mental power will not be realized, however, when it is sought chiefly and for its own sake. It is a by-product.

Finding Christ

Let us then consider briefly what it means to find Christ and to present him to others. To state it in the fewest words and in Scriptural language, "Christ is all." When we find him, we find righteousness, for he is, "the Lord our righteousness." Here, then, is the whole subject of righteousness by faith. When we find him, we find life, for he said, "I am . . . the life." This opens before us the great field of life only in Christ. When we find him, we find peace, for

"he is our peace." Here is the only way of peace. When we find him, we find redemption, for in him "we have our redemption, the forgiveness of our sins." When we find him, we find the kingdom, for "the kingdom of God is not eating and drinking, but righteousness and peace and joy in the Holy Spirit." Here we meet the leading theme of the Scriptures, for it was concerning the kingdom of God that both Christ and his disciples preached. When we find him, we find salvation, for "it is he that shall save his people from their sins," and "he is able to save to the uttermost them that draw near to God through him." When we find him, we find wisdom, for in him "are all the treasures of wisdom and knowledge hidden;" and in short, every blessing is found in him, for our God and Father "hath blessed us with every spiritual blessing in the heavenly places in Christ."

So close is the relation between Christ and the system of religion which bears his name, that with the strictest propriety it may be said that Christianity is Christ. We may have much theology, and we may give an intellectual assent to many statements of belief (all of which may be in harmony with the teachings of the Scriptures) apart from the person of Christ, and at the same time have no real knowledge of what Christianity is. "Christianity is in essence adherence to the person of Christ." Christ said, "Come unto me;" "Learn of me;" "Believe also in me;" "Follow me;" "Abide in me." A Christian is one who has come to Christ, who has learned of him the way of life, who exercises a constant faith in him, who follows in his steps, and who dwells in him.

It is one thing to teach students so that they are able to grasp in an intellectual way some of the principal facts of the Bible, and can demonstrate convincingly to the understanding that certain doctrines are taught in the Scriptures, but it is quite another thing to enable them to interpret those facts in terms of their own lives, and to bring into the range of

their experience all vital doctrines. It is one thing to defend a creed, but it is quite another thing to be a minister of the new covenant. It should then be the constant aim in teaching the Bible to bring the student into a personal fellowship with the living Christ, and then to unfold to him "the unsearchable riches of Christ."

This method will not lead to substituting sentimentalism for intellectualism, or a happy flight of feeling for the realities of faith. It will not encourage looseness of thought or expression, or lessen the emphasis to be placed upon those phases of gospel truth which have been perverted by tradition or subverted by human philosophy, so that they become the distinguishing features of a full proclamation of the unadulterated gospel. When we have learned Christ in his fullness and have presented him in his entirety, there will be nothing lacking which is needful.

The Experience of Faith

In the spiritual field, where we deal with unseen realities, faith precedes knowledge and is the key of knowledge. "Through faith we understand." "We have believed and know." It is therefore of the utmost importance to teach not merely what the Bible says about faith, but to instruct the student how to exercise faith, and to lead him into the actual experience of faith. The things of God are revealed "from faith unto faith." The truth of God, the life of God, the righteousness of Christ, and the power of his resurrection, cannot be known through merely intellectual processes. Faith is the soul's response to the revelation of God. Faith is the hand which receives the gifts of God's grace. Faith says Amen to all the promises of God, and thus gives substance to them. "With the heart man believeth unto righteousness." Faith is not natural to us, but must be intelligently cultivated. Young people especially need to be taught how to believe. This is a most essential part of Bible teaching.

The Bible opens us an infinite field of study. It touches every department of human knowledge and suggests, many lines of investigation. But our time is, after all, very limited, and while there are many things which are interesting and to a degree profitable, there are some things which are absolutely essential, and to these we must give the first place. Many mysteries must remain unsolved until we see things in the light of eternity and are permitted to commune with our Elder Brother face to face, but through the revelation made in the Scriptures, it is given to us here to know the mystery of the kingdom of God as it is revealed in Christ our sacrifice, our substitute, and our surety; even him "who knew no sin," but whom God "made to be sin in our behalf; that we might become the righteousness of God in him." This mystery cannot be entered into as a theory, but can be made known only through the fellowship of his life.

It is not enough for us to study and to teach the facts about Christ and his manifestation in the flesh nineteen centuries ago; he must be nearer to us than that.

The Christ of history must become to us the Christ of experience; the life which was manifested in his flesh must be manifested in our flesh. The testimony of each one should be: "I have been crucified with Christ; and it is no longer I that live, but Christ liveth in me." It has been well said that the supreme problem in connection with Christ is "to discover how a historical personality can become a religious fact for all men." This is the problem which our study of the Bible must help us to solve.

Why should we not expect the presence of the Comforter, "the Spirit of truth," in our Bible classrooms to guide us "into all the truth"? Only through his working shall we be able to attain the results which we desire. He strengthens the mental powers; he softens the heart; he subdues the will; he reveals the living Saviour, and brings even the thoughts into captivity to the obedience of Christ. Let there be seasons of revival in our schools and colleges, and let strong and deep foundations for such experiences be laid in the study and teaching of the Bible.

Historical Method

C. L. BENSON

By what method does the historian today study the happenings of the past? He cannot resurrect men and women, and cause them to rehearse the part they acted hundreds of years ago. Babylon, the head of gold, cannot again hold sway over the Tigris-Euphrates country. It is impossible for Rome, the proud mistress, to sit supreme on the seven-hilled city, collecting her taxes from the Mediterranean world.

It is evident, then, that the historian cannot use the method of direct observation such as is employed by the botanist in his studies of the flowers, because the objects are not here to be observed.

The historian becomes acquainted with the men and women of the past,

and learns how they filled their place as members of society, by studying the works they have left behind—that which their hands have handled, the houses in which they lived, the temples where they worshiped, the roads over which they traveled, the clothing they wore, the utensils they used in the home, the weapons with which they defended themselves, the implements they used to cultivate their fields or gain their livelihood. These relics, or remains, are, to the investigator of the past, sources from which he gathers his information.

The historian also has access to another class of source material, the *oral* and the *written* testimony of the men and women themselves, their songs and

stories passed on from one generation to another. While the oral evidence must be used with a great deal of caution, we can learn from it the general customs, institutions, and practices that required generations to develop; but it is upon the written records that the historian chiefly relies for his knowledge of bygone days.

The historian does the work of a modern jury, as he studies the testimony of eye and ear witnesses, who describe or relate events that took place in their day. It is imperative that he place the proper value upon each testimony studied, for many forgeries exist today. Every one is familiar with the Forged Decretals and the Gift of Constantine, which for hundreds of years were accepted as genuine. But when the test of historical method was applied, the world became aware that these documents were not genuine. They had no value as historical data.

But how is the source tested? First, it is subjected to a series of systematic comparisons with other sources of the same period, that are known to be genuine. Does it agree with these documents in form, writing, language, style, and composition? After examining the exterior, the historian turns to the contents. Do they agree with other genuine sources of that age and place? Is the writer ignorant of things a writer of that day would have recorded? The acid test is, does the writer have information that a writer of his date could not have had?

If the source proves genuine, the historian next desires to know *when* and *where* it was written and *who* the writer was. A document whose author, date, and place of origin are totally unknowable, is good for nothing. In case the source is now admitted as evidence, the text must be analyzed. All parts of the record may not prove equally valuable. Did the author know, first hand, all that he recorded, or did he gain some of his knowledge from others? This information is acquired by carefully comparing

the document with other sources and by analyzing its contents.

Having decided what was the writer's personal knowledge, the historian seeks to determine the value of the material. Three tests are applied:

1. What is the character of the source? Is it a newspaper, a political pamphlet, a government document, a personal letter, a memoir?

2. What was the individuality of the writer? Was he able to observe exactly? Did he describe correctly? The writer may be very one-sided, or ignorant, or he may be very learned and capable. What was his purpose in writing?

3. The influence of time and place. The source is influenced by the age in which it was written, by the opportunities the witness had for securing knowledge, and by a credulous unscientific public opinion.

"As to the influence of place, what was the nationality of the writer? Who could understand the value of Tacitus' 'Germania' if he did not constantly remember that it is a work written by a Roman, who from the point of view of Roman civilization described the manners and customs of the primitive Germans for Roman readers? The value of Caesar's description of the Germans is limited by the fact that he observed only the people on the border."—*Fling's "Outline of Historical Method," p. 6.*

Having formed a general estimate of the value of the source, the next step is to interpret the writing of the documents. What statements or affirmations has the author made concerning the subject? This being determined, the affirmations found in different sources upon the same point must be compared, because facts are established in the mouth of two or more independent eye or ear witnesses.

The final step is the constructive work. Criticism has supplied the isolated facts, but this is not history. The historian must organize them and fill the gaps by constructive reasoning. "I am a historian," said Niebuhr, "because I am able to construct a complete picture from the fragments that have been preserved."

The Training of Bible Workers

T. M. FRENCH

WITH the growing demand for well-trained Bible workers in connection with city efforts, comes a greater responsibility to our training colleges to provide these workers. The training of the Bible worker should be relatively as thorough as that of preparing young men for the ministry. The close personal contact of the worker with persons of refinement and education, both at the public meetings and in the home, demands the most thorough training. Our colleges should give careful attention to the courses of study offered for such preparation. This paper, however, is written only with reference to the Bible workers' training, which corresponds to pastoral training of the ministerial course.

While this year's work comprehends many phases of Bible work, the construction and giving of Bible readings should receive first and most careful attention. The worker should not be dependent upon one set of notes which has been given her in class, or which she has copied from the series of some experienced person. She ought to be able to plan and adapt her own readings to the occasion and to the individual reader. There is as much reason why the Bible worker should have fresh, interesting studies for her readers as for the minister to have up-to-date sermons for his congregation. It is well to give the class a general form for outline, and require the readings to be put in this form. The outline holds the class to systematic preparation of the reading, and promotes unity and proper organization. As a basis of this work, the instructor may use a good work on homiletics, or a text on advanced rhetoric. A critical study and the outlining of the Bible subjects given in a series of readings, together with the giving of these readings in the class by various members, will form a large part of the year's work.

After receiving instruction as to methods of giving readings, it will be found

helpful to the young women to give their first readings to members of the class. However, after a few weeks of class work, much greater progress will result if appointments are made for readings in the vicinity of the college.

This instruction in the giving of Bible readings should be supplemented by practical field methods. Bible work is most effective when conducted in connection with city efforts. The worker should not get the idea that she is to do a separate work and be continually working away from the effort. Methods of meeting the people at the public service, learning their names and addresses, and finding an entrance to the homes of the interested, preparing candidates for baptism and church membership, etc., may well be given attention in the class work. Well-written books on personal work will be found helpful. "Gospel Workers" is inspirational, and should be read as supplementary work.

In addition to this class work, the Bible worker may be greatly helped by the adaptation of much homiletic instruction. She will be benefited by a study of textual analysis. Why should the Bible worker be dependent upon the minister with whom she is associated for the interpretation of difficult passages she meets, as is so often the case? She is brought face to face with shrewd ministers not of her faith who come to the homes of her readers to confound her. A portion of the year's instruction devoted to the analysis of difficult passages in harmony with well-defined rules of Scriptural interpretation, will help her in these experiences. Other topics such as, illustration, narration, description, securing and holding the attention, and kindred subjects will be found beneficial.

The Bible worker should also be helpful in church work. A study of church organization and the various lines of church activity will fill a real need in helping her to strengthen the church

with which she is connected. The writer has seen remarkable growth in church work by assigning Bible workers to lead out in Sabbath school, home missionary, and young people's work.

Shall we not, as instructors, strive to give that preparation which will enable the Bible worker to rise to her high calling, and to discharge her sacred duties in uplifting humanity?

A Lesson Which the War Has Taught Higher Education

(Address delivered by Dr. W. C. John, of the U. S. Bureau of Education)

THERE is one thing that has impressed itself on the mind of every one connected with the Bureau of Education, and that is the lessons which the war has taught higher education. At this time it may seem difficult for us fully to realize what these lessons may be, but there is one which has made itself more prominent and clear than any other. This refers to what we may term "standards in higher education."

For some time previous to the war, there was a feeling among college men that notwithstanding the advantage of our broad and elastic system of studies, the colleges and universities were not reaching the number of young men and women that they should. In some place or other the machinery of college administration was too clumsy or too rigid, to take care of a large number of young men and women who should be enjoying the privileges of collegiate instruction and life. It has been estimated by various authorities that only 50 per cent of the students who enter college finish their work, and many of these have failed to gain the advantages which they had hoped by the instruction and the associations gained at college. In other words, there has been a large mortality so far as preparation for life is concerned, among a large percentage of the students who attend college. While these facts were evident, doubtless, to many of the leading educators of the country, they did not impress themselves with that force necessary to produce action which would improve the situation, until the war came.

The establishment of the Students' Army Training Corps served for a brief period as an experimental laboratory which has been well worth the time and trouble which it has cost. It is well known that in the dividing up of the work among the different soldiers and the assigning of the different tasks to individuals, that a great many misfits were made, and this worked for inefficiency so far as the army is concerned. This evil was soon remedied by the specially devised psychological tests which enabled the army officers to find out the peculiar talents of each soldier, who was quickly assigned to the work for which he was best fitted. Consequently, under this arrangement, out of a hundred young men received for military service, a hundred were turned into well-directed activities which they were mentally and physically competent to handle. There was no wastage. Every man was in his right place. This condition of affairs naturally made for efficiency and happiness.

Let us contrast this policy with the exclusive policy of the colleges of the land. By means of our quantitative standards, there is an exclusion of a large group of young men and young women, doubtless many of whom, under different treatment, would be able to take up college work in some form to great advantage. And if this is true with our college men, how is it with our college women? Is it possible that on account of the complexities of college life, with its many secondary activities and with the general lack of aim in the average

liberal arts college, that our young women are not finding themselves in the true sense of the term? We have reached the time when mere intellectual training is not sufficient. Neither does the education based on the theory of general discipline offer the type of education which the young woman of America must have in order to make her a leader in the new civilization. She must have something more closely connected with real life, and furthermore, it must be connected with her talents so that she may exert herself more specifically than heretofore.

The educated woman of the future demands not only a vocational outlet through higher education, but an avocational outlet. Furthermore, there is a spiritual side of education which tends to be neglected, and in which realm woman is supreme. Bergson has rightly emphasized the need of a higher spiritual development. He agrees with another who said, "Out of it [the heart] are the issues of life." We are working in the realm of ends and purposes, and it is here that women show their superior instinctive and intuitive powers, and these powers work out for their social nature and give tone to the world. In the new education, therefore, the deans of women have the power of helping our young college girls to make those con-

tacts with the curricula and with life, to the end that they may fulfil their true destiny of moral and spiritual leadership through the home, through the church, and through their social relationships. The deans of women can save the 50 per cent of young women who lack this real contact with experience, and thus make each one a real contributor to those factors which make this country morally great. We must not forget that it is through women that some of the most important movements in the world have been organized and carried out. Woman suffrage, temperance, and child labor laws, are rightly counted among the great contributions of women to civilization.

While our modern college curriculum has but itself to meet the individual needs of students, both men and women, yet the war has shown that the present standards are not sufficient to determine and guide the characters of those individuals who are to be the world's leaders. The time has come when we must apply more subtle methods by which the true aims of the individual's aspirations may be drawn out and developed. In this new epoch we can say not only for our young men, but especially with respect to our young women, that no individual can be measured by the standards of fifteen units and 120 semester hours.

Today

So here hath been dawning
Another blue day:
Think, wilt thou let it
Slip useless away?

Out of Eternity
This new day was born;
Into Eternity,
At night, will return.

Behold it aforeside
No eye ever did;
So soon it forever
From all eyes is hid.

Here hath been dawning
Another blue day:
Think, wilt thou let it
Slip useless away?

— Thomas Carlyle.

School Buildings

O. M. JOHN

EDUCATORS and well-informed patrons need no argument to convince them that in this generation suitable buildings and equipment are necessary elements in the successful operation of a school. Where there are large numbers of students in various stages of their education, accommodations must be provided which are not only conducive to the best physical and mental development, but which also simplify the work of administration.

A school is a more or less complex organism composed of various systems whose harmonious operation is necessary to successful growth and activity. Being composed not only of inanimate, but also of animate matter in the form of human beings, it is affected by that which affects these. Hence, light, heat, fresh air, water, and all else that ministers to the health and comfort of the body as well as to the proper attitude of mind, should be provided for.

Many of our academies and colleges are the inheritors of buildings which were erected apparently without any consideration of the needs of the students and teachers who would occupy them. Some of these buildings are inadequately lighted, heated, and ventilated. Others are poorly arranged inside. Nevertheless they cannot be abandoned or readily replaced by other buildings.

Such cases are worthy of careful study by men experienced in the problems of a school as well as in the principles of construction. It is not an uncommon thing today to see old buildings overhauled and modernized. This can usually be done with reasonable expense and with results that are quite satisfactory.

During recent years considerable work has been going on in erecting new buildings. Several of our advanced institutions as well as others have already completed new dormitories and school halls. Naturally, each has studied its own needs and has endeavored to secure a

building suitable to these, but with varying degrees of success.

As a denomination we have done but little toward the development of plans and designs in our work of construction, rather leaving this *minor* matter for some small local committee or builder to work out as best he can, and in the majority of cases without the advice and criticism of an experienced school architect.

It hardly seems reasonable that this policy should continue. At the recent educational council held at Takoma Park, the following action was taken relative to this matter:

"WHEREAS, Every building project has to have special treatment, and,

"WHEREAS, General plan books are provided by the United States Bureau of Education which are far more comprehensive and specific than we could prepare,

"1. *We recommend*, That the department do *not* get out a special bulletin of building plans, but wherever such plans are desired they be obtained from the Government.

"WHEREAS, Our building projects are so numerous,

"2. *We recommend*, That the General Conference consider the advisability of establishing a Department of Building or a Bureau of Information and Counsel in Building, which may be of benefit to our conferences in the erection of all classes of buildings."

We believe that much good may be accomplished by following the above suggestions. For the present, let building committees secure the publications mentioned and advise with experienced educators and school architects before executing their building plans. Many blunders may thus be avoided, and doubtless suggestions may be obtained which will add to the value of the structure for educational purposes.

We look forward to the organization of a Building Bureau which doubtless will perform an important mission in giving strength to our educational ex-

pansion. In the meantime let school boards study their problems with utmost care, thus saving unnecessary loss in finances and efficiency.

Recruiting Our Teaching Force

W. L. ADAMS

THE remark has often been made that of all the lines of work undertaken by this denomination, the education and training of the children and young people is, perhaps, the hardest to maintain. When we consider our colleges and the great expense of their maintenance, the secondary schools and academies with their varied problems, and our elementary schools, which touch in a very definite way every home where such a school exists, certainly the problem is one to stagger any except those who truly see the vision of the possibilities where the work is properly done, as well as the terrible result of neglecting or doing poorly this work so vital to every child and youth.

For many years we have had our colleges growing up among us, and that problem has rather grown up with the work. We have been fortunate in our educational work in having educated men converted and putting their efficiency into use. For this reason we have had quite effective college teachers. But for some years our colleges have multiplied, and our schools in the foreign field have drawn heavily upon our resources until we are feeling quite keenly the lack of teachers in our training schools.

Conditions and Causes

During recent years we have developed our system of church schools, and this calls for more than eight hundred teachers in this country for their maintenance. For the past two years we have set out on a campaign of education in all our conferences to the end that every child and youth among us receive

a Christian education. This is a move in the right direction, but a question might properly be raised on the advisability of our entering such a campaign and generating a great deal of enthusiasm for this good work when we are not able to care for that which we already have. It is much like boring for a gusher oil well without obtaining proper facilities to care for the product. This is the situation in which we find ourselves. We have more schools than we can man with competent teachers. From every union conference the cry seems to be the same—shortage of teachers. These are facts with which all are more or less familiar. Merely pointing out the facts, will not remedy the situation. How are we to remedy the matter?

In the first place, the salaries of our elementary teachers have not advanced in proportion to the increased cost of living. This is true of both church and public school teachers. More attention has been given in the public schools than in the church schools to this matter. The latest reports show that the cost of common necessities has increased 90 per cent, but our salaries for church school teachers have not increased more than 25 per cent, and in some cases not so much. When one of our teachers can step out and double his salary, it would not seem surprising if teachers are hard to keep. It costs as much to feed and clothe a teacher as a stenographer or other office helper, yet the teacher has less pay, as a rule, short terms, and summer school expenses, while the office helper has continuous service, vacations on full pay, and many other advantages.

Every church school board should see that the salary of the teacher is enough to allow a good living and to meet natural expenses. A systematic campaign of education along this line should be maintained until this desired result is accomplished. The superintendent should use every right means to get the salary of teachers raised in proportion to the increased cost of living. The salary of the teacher should equal that of other workers of the same class. If a small school is struggling financially, some plan should be devised to assist it.

Equipment and Co-operation

Our school boards should study the needs of the school and provide such things as will make for efficiency. Suitable schoolrooms and equipment should be secured. The school manual should be studied, as it will offer many suggestions that will benefit the school if the suggestions result in action.

The facilities of the schoolroom and the conditions about many of our elementary schools are not such as appeal to the enterprising youth of today. Four straight walls and a large number of children do not constitute a proper school. The teacher needs tools with which to erect the structure under his supervision. The carpenter of today has displaced the man with a hammer, a saw, and a square of yesterday, and the meager school that our fathers knew has been, or should be, displaced by the more modern edifice. Desks, library, maps, charts, and other apparatus so necessary to the school should be a part of every equipment. Teachers cannot do the work expected of them without these necessary things, and their interest and enthusiasm will be largely affected by their surroundings.

Again, we need the co-operation and assistance of every worker in the denomination. Many of our ministers and other laborers appreciate fully the advantages of a Christian school, but we still find some who think, seemingly, that just as good results may be had

from the public schools. We are not antagonistic to the public school, but we know that if our youth are to have a place in the cause of God, they must be schooled for this work. Our ministers can do much to foster the spirit of Christian education in the churches. The plans of the Educational Department should be understood by our workers, thus bringing co-operation with the superintendent. Our ministers feel the responsibility of taking the truth to the world, but when a church is organized, the admonition to Peter, "Feed my lambs," should not be disregarded.

Our conference officials should get under the responsibility of elementary education in a very definite way, assisting the superintendent and the union secretary to maintain such policies as will build up a strong work. The ministry should inform themselves concerning the plans and aims of the department. When a church is raised up, the minister is the best agent to organize that church for a school. The church school should be urged just as strongly as the Sabbath school.

Every training school should be a mighty agent for recruiting the ranks of our teachers. The academy and the college depend to a large extent upon the elementary school for recruits in its student body. To neglect proper education in the elementary grades is to defeat the work in the advanced schools. In some places the normal department has been discontinued, and in others the department is left quite largely to shift for itself. The student will be influenced in selecting his course of study by the prosperity of a department. At this time he may be shown that the field of the teacher gives an excellent opportunity for great service.

Our colleges and academies should get under the responsibility of producing trained teachers. The normal department should be one of the strongest departments in the college. The normal course, if properly outlined, is fully equivalent to any other course of equal

grade. This work is needed in other lines of endeavor besides that of teaching, but of course, it is principally used in that profession. If teachers are not properly trained, poor students will go into the academy and college, not only for the normal department, but for other lines of work. Until the work of elementary education is rightly esteemed, by parents, school boards, ministers, and

conference officers, and by those who have the oversight of our higher education, then, and not till then, will we have teachers who are competent and in such numbers as will meet the needs and the demands of the field. Our churches *must* have trained teachers, and we must have *more* of them, or serious results will follow. How shall we respond to this serious situation?

Needs of the Ministry

G. B. THOMPSON

THERE is no line of gospel work carried forward by the church that is in greater need of workers than that of the ministry. The commission of the greatest of all preachers, "Go ye into all the world, and preach the gospel to every creature," never sounded in the ears of the church with more force than in these days, when the lengthening shadows admonish us that the sun of human probation is about to set, and the curtain to fall on the awful drama of sin. The time of rescue is almost finished, and what we do must be done quickly.

In every conference in the homeland there are many more calls coming for honest, educated ministers than can possibly be filled. From rural districts, villages, towns, and cities the needs cry to us, "Come and help us." The message is finding its way into all parts of the earth. In the darkest portions of the world, where the light of the word of God shines but dimly, the people are laying hold upon the Sabbath, and preparing for the coming of the Saviour. Strong, devoted ministers are needed who will lead the people into the light of God, and organize and establish churches.

The ministry is our weak place, and it is to our academies and colleges that we must look for the trained and devoted young men to fill these ever-increasing calls which come from every land.

A word concerning the qualifications required may not be out of place. While an educated ministry, such as our schools can furnish, is needed, yet it should not be forgotten that the most essential qualification of the ministry is not eloquence, genius, talent, or great learning, but *piety*. President Wilson says the ministry is not to *do* something, but to *be* something. The calls which come from the field do not ask so often as to the number of grades the young man has finished, as, Is he a Christian? Is he a man of devotion? Is he a man of prayer? Is he a soul-winner? These requirements do not take second place to anything else. The greatest affliction which could overtake the church, and cause the scourge of the Almighty to be visited upon us, would be an unholy ministry. The root of success in the preaching of the word is not some rhetorical finish, but piety, the renunciation of self. It is this class of spiritual preachers our schools are called to furnish.

WE need to follow more closely God's plan of life. To do our best in the work that lies nearest, to commit our ways to God, and to watch for the indications of his providences,—these are rules that insure safe guidance in the choice of an occupation.—"*Education*," p. 267.

THE uncultivated cannot be competent judges of cultivation.—*J. S. Mill*.

How Laborers Were Recruited Until We Had a Denominational School

From Elder James White in 1871

"THERE are scores of young men who could become able ministers of the Word if they would give up the world, and give themselves to study, and to God fully. . . . In the gift of God for sinners, in his pardoning love which the repenting sinner is permitted to feel, and in the promised future glory and reward of the faithful saved, are reasons almost infinite why men and women should feel that they are in debt to sinners, and why they should devote their powers to the work of their salvation."

Action of the General Conference in 1872

"That we cordially invite our young men who have the cause of God at heart, and who are constrained by the love of Christ so to do, to present themselves as candidates for the ministry."

Appeal by Elder Uriah Smith in 1872

"The fields are everywhere whitening, doors are everywhere opening, souls are everywhere inquiring for the truth. Angels are everywhere working on hearts.

Omens startling and portentous are everywhere heralding the approach of the impending doom. . . . The church wants power. The cause wants men.

"Where are the hundreds who should this moment, with hearts imbued with a love of souls and filled with zeal to do something for the Master, be laboring with all their energies to make themselves masters of the English language, masters of history, masters of the teaching of the Word of God, that they may be able to portray before their fellow men the sublime march of prophetic fulfilment down to these closing hours of time, and lead them . . . to prepare immediately for the great consummation?"

A Season of Fasting and Prayer was appointed by the General Conference in 1872 to supplicate the Lord of the harvest to send forth laborers into his harvest. This was followed by a decision to establish a denominational school for the saving of our young people and the education of workers, and by its dedication, Jan. 4, 1875.

Only

It was only a word you spoke today,—

Only a word.

It was freighted with hope and courage new,

It whispered cheer to a heart that was blue,

It carried a message direct from you

Of hope and cheer and gladness too—

Only a word.

It was only a lift you gave today,—

Only a lift.

It helped a soul on the upward track,

It saved a traveler from turning back.

It eased the load of so many years,

Imparted strength in the place of fears—

Only a lift.

It was only a flower you gave today,—

Only a flower.

It brightened a room that was damp and chill,

It breathed perfume though its voice was still.

With beauty and fragrance it filled the air,

And gave to a life its sweetness rare—

Only a flower.

It was only a smile you gave today,—

Only a smile.

But it chased a clouded frown away,

And sunshine brought to a cold, gray day.

It drove the storm from a darkened sky,

It brought a song in the place of a sigh,

It sent a gleam to a tear-stained eye—

Only a smile.

A word, a lift, a smile, a flower,

Given today.

You may never know the radiance shed

On hearts that from cruelest wounds have bled.

You may never know of the rainbow spread

In a sky of doubt and fear and dread—

If given today.

—Iva M. Nagel, in the Walla Walla Collegian.

ELEMENTARY EDUCATION

SARAH E. PECK, *Editor*

TEACHERS' HELP-ONE-ANOTHER BAND

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

IN this section of the EDUCATOR, we want our teachers to have heart-to-heart visits. Here the teacher struggling alone with problems often too great for her limited experience, will seek and find counsel and assistance from teachers of longer and wider experience. These older teachers will tell the younger workers how they have met the difficulty and conquered. And to all our teachers we say, "Whenever the Great Teacher helps you solve some problem in your teaching, write out your experience and send it to the 'Help-One-Another Band.' In this way only can the band be true to its name."

S. E. P.

The Keynote

THE picture on this page contains the message I would convey to our teachers this new year—Nicodemus, a great teacher of Israel, sitting alone with Jesus, receiving his first lesson of the Master Teacher. The lesson: Ye must be born again,—born not only of the water, but born of the Spirit. This is the keynote of our work.

There is probably no question in the mind of any true Seventh-day Adventist but that we are now living in that "little time of peace" which just precedes the last great conflict of good with evil—the very time to which we have so long looked forward.

Just how long this time of peace will continue, none of us can tell. But whether it be a few months or a few years, is not the thing that should most concern us. This is our golden opportu-

nity to finish the work God has given us to do. And we are told that what we fail of accomplishing in this favorable time we shall be compelled to do under the



"Art thou the teacher of Israel, and understandest not these things?"

most distressing and discouraging conditions.

And it is your work and mine, dear educator in the school, the field, and the home, to do our utmost to prepare the children of this denomination to stand before the great King. They must understand the very thing to which Nicodemus was a stranger. They must be

"born of the Spirit" or they "cannot see the kingdom of God."

The very first qualification of any teacher is knowledge. We cannot impart that which we do not know. We cannot draw the child nearer to Jesus than we ourselves are living.

To attempt to carry this solemn work at this critical time, on the strength of any past Christian experience, will mean disappointment and failure. We each need to go to Jesus as did the "teacher of Israel" of old, by night if necessary, that he may teach us the lesson that we are to teach the children.

Nicodemus was a near relative of the noble Gamaliel. In the estimation of men, his life had been just and honorable. As a teacher, he was respected and loved. But this teacher of Israel had reached a time when he realized that he must have an entirely new experience. No longer would a form of godliness suf-

fice. And as this sincere seeker after truth sought the Master Teacher, he was not sent empty away. He received the Holy Spirit, and became a great power for God in the days of trial and persecution that followed.

And this is emphatically the year when every teacher of Israel today must seek and obtain a baptism of the Holy Spirit, if we, in this little time of peace, do our part in God's great work; if we, in the trying times just ahead, are ourselves able to stand. O teachers, let us humble our hearts before the Great Teacher. Let us lay aside the sin that doth so easily beset us. Let us often be found alone with Jesus, pleading for that divine anointing that shall enable us this year to be used by the Holy Spirit more completely, more effectively, than ever before! He will give us health; he will give us wisdom; he will give us power.

S. E. P.

Fairy Stories and Our Nature Lessons

DOROTHY E. WHITE

Berrien Springs, Mich.

MANY people feel that our children sustain a distinct loss because they are not told fairy stories. It is true that children thoroughly enjoy them, but the more one studies the matter, the more one will be convinced that it is the *way the story is told* as well as the material used that gives the pleasure. Our nature stories furnish better material than is found in fairy tales, but do we *use it* to the best advantage? If so, which kind of story should give the keenest enjoyment?

In telling our stories, let us remember three things that will help us:

1. Let the beginning sentence be of such a nature that it will attract the attention and arouse the interest.

2. Reveal your new knowledge by connecting it with the old in a way that will hold the attention and increase the interest.

3. Use suspense; i. e., tell just enough to awaken inquiry and give a desire for more. These points are illustrated in the nature lesson given in the following paragraphs.

I am going to tell you of an animal whose feet grow on its arms. Its feet aren't big like ours and they aren't the same shape, but there are dozens and dozens of them, and they grow right on their arms. These animals have more arms than we do. Sometimes they have five, sometimes seven, and sometimes more. Their eyes are in their arms, too, right on the end, while their feet are on the underside. These animals are of different colors, too. Some are yellow, some red, and some purple. They aren't very big. Some are this big ($\frac{3}{4}$ inch), and some are this big (two feet), but none are any longer. They don't live around here, but away off on the bottom

of the deep, blue sea. I have one here covered up—a yellow one with five arms. Would you like to see it? Well, here it is. Do you know its name? Yes, the starfish. You can see why it is called *starfish*, can't you? and why is it called a *starfish*? Of course. Now we have learned about three kinds of stars; those in the sky, those in the fields, and those in the sea.

This starfish is stiff now, but it wasn't that way when it was alive. Then it could move its arms as we do ours. Here are its eye spots; here are its feet. On the bottom, they are like suckers in your well, and they work like this (illustrate). I wonder where its mouth is. No, it hasn't any. What a strange animal! How do you suppose it eats? Well, instead of putting its food into its stomach through its mouth as we do, it puts its stomach around the food, and when it gets all the food it wants, its stomach is put back inside just as you put your tongue back in your mouth after running it out. We couldn't do that, could we? We don't need to. If we did, we could, because God always gives all we need.

Starfish like oysters, and eat them too. Some folks are like starfish—they eat oysters; not Seventh-day Adventist boys and girls, though, for God has told us not to. Men have big oyster beds on the bottom of the ocean, and starfish go there and eat the oysters. One time some men caught a large number of them and pulled off all their arms and threw them back into the water. "Now," they said, "these starfish are dead and won't eat any more of our oysters."

But the strangest thing happened. Those starfish weren't dead at all. Each of their arms grew and grew and made a new starfish, so that there were more than ever! If our arms were cut off, other arms wouldn't grow on, would they? Neither would our arms that were cut off grow into a new boy or girl. But God made the starfish that way because it has so many enemies and it can't run very fast and it can't fight. Then if

something bites off its arm, it can grow another. The sea is full of curious things that God has made. The Bible tells us so. It says, "The earth is full of thy riches. So is this great and wide sea." Soon we shall tell you of another animal whose home is in the ocean.

The star is in the heaven;
The star is in the sea;
The star is in the flowery field,
Growing for you and me.

One tells God's wondrous power,
One shows his thoughtful care,
And one, with fragrance very sweet,
Says, "God is everywhere."

Courtesy

(Written by a fourth-grade pupil)

1. Good manners come from kind and unselfish feelings.
2. Bad manners come from unkind and selfish feelings.
3. Good manners are like a sign; they tell what is in our hearts.
4. A gentleman should be gentle in everything.
5. A gentleman may soil his hands with work, but he must not soil his mouth with a lie.
6. True courtesy is never mean, harsh, fretful, hasty, or proud.
7. A true gentleman or lady is mild and quiet.

Echoes from the Field

"I WISH to say that I like the way you good people reconstructed grades one to eight. Third grade has been too weak, and the fourth too heavy."—*I. C. Colcord.*

"I was glad to know that plans were made at the Spring Council for the revision of the Bible and nature outlines for the first four grades. . . . I surely think we have spent too much time on creation week. I am glad to be able to distribute this nature study throughout the year, thus giving the various subjects when the season is most appropriate."—*Rose Herr.*

Where Procrastination Pays

F. E. THOMPSON
Louisville, Ky.

ONE half of the school term was drawing to a close and the midyear entertainment was progressing nicely. It was being concluded with a good, old-fashioned drill in arithmetic.

The children taking part were stationed at the blackboard while the others were lined up on the recitation benches in the little country schoolhouse. Parents and children were enjoying the occasion immensely. The parents' eyes expressed their interest in the children and their appreciation of the faithful work which the teacher had done.

But this arithmetic drill was the best of all the program. All eyes were fixed upon the pupils taking part, as they speedily and accurately did sum after sum. "Not a failure yet!" "Isn't it wonderful!" "What neat work!" were some of the expressions that passed in whispers from one to another, and then silence would reign. The only thing to be heard was the grind, grind of the chalk on the old plastered blackboard.

The teacher was well satisfied with the program. It really was a success. All of a sudden a girl squealed, "Ouch!" Heartsick, disgusted, provoked, the teacher looked around in time to see Isaac put a stickpin into his coat lapel. Her skilled eye took in the whole situation in a glance—some one had stuck Mattie with a pin. For several days boys had kept everything in a turmoil by playing doctor and trying to vaccinate, and now Isaac had evidently tried his art on this girl—had done it right at the close of the program. It ruined the success of the day's work, yes, of the week's work; had simply disgraced the teacher before the school and the parents.

These are a few of the various things that crossed and recrossed the teacher's mind in that instant of time as she watched this unruly pupil. Such an offender must be attended to at once lest the parents think that she did not under-

stand the principles of discipline. "Come here, Isaac!" she commanded. Then, without asking him any questions, she pulled the pin from his coat lapel, saying, "I'll let you know how that feels." The boy did not flinch. Like an Indian he stood, dry-eyed and stanch and still as a statue. "Now, say when it hurts," and she stuck him with the pin over and over again. But Isaac did not say. Then the teacher changed arms and admonished him again to say when it hurt. But without avail. His lips were sealed. She had asked him no questions, and he was giving no information. The situation was rapidly growing worse, but what was to be done? It would not do to stop now, so she grasped his shoulder and held it tighter, and with a determination to conquer at all odds, she again applied the pin.

The boy began to reel and turned very white, but the teacher was white, too. Then one of the boys on the recitation bench suddenly spoke up and asked what it was all about. "If you're punishing him because Mattie squealed, I'd just like for you to know that I'm the guy that stuck her."

Poor teacher! She thought she knew. To nearly all it looked as if she were correct. But if she had known, she would not have done this. She lost the confidence of the parents and the respect of the pupils—lost the very thing she had been striving to hold, all because she punished without reflection and in a moment of anger.

Oh, it is so much better to wait! Wait until all impulse, all excitement, is past. Wait until you take it to the Great Teacher in prayer. Wait until you know that the punishment is given for the good of the child; yes, wait until you know that the child knows that the punishment is prompted not by a desire to preserve your own dignity and authority, but to develop his own self-respect.

Paper Construction Without Paste—No. 1

(For Grades 1 and 2)

RUBIE E. BOYD

THE dictation given in this article is not so detailed as would be necessary in giving the work to beginners. The quarter-inch ruler should not be given at first. The inch Latshaw ruler comes first. After that has been fully mastered, follow with the half-inch ruler. Still later, the quarter-inch ruler is introduced.

Model: Bookcase

Materials:

- 2 cardboard squares 4 by 4 inches.
- Quarter-inch Latshaw ruler.
- Scissors.

----- scored line
 pencil line
 _____ cut line

Square A — 4 by 4 inches.

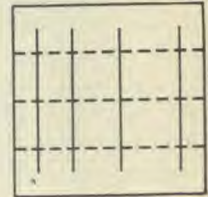
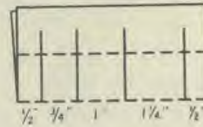
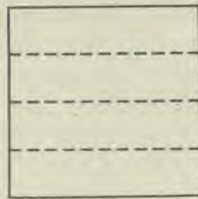
Place dots 1 inch apart along right and left edges. (First show how to use ruler, insisting on concerted action on accuracy.)

With scissors, score across between opposite dots. (Hold scissors open and with firm grasp run back of blade along edge of ruler. This makes good sharp creases possible.) Fold in half, letting scored side

form outside of model. Open. Fold edges to middle crease. Open. Fold lower edge of square onto upper edge. Place dots along upper open edge as far apart as you wish shelves, perhaps $\frac{1}{2}$, $1\frac{1}{4}$, $2\frac{1}{4}$, and $3\frac{1}{2}$ inches. (Largest books are usually on lowest shelf of bookcase. Opportunity here for individuality.) With paper in this position measure down from upper edge $\frac{1}{2}$ inch on left and right edges. Draw line con-

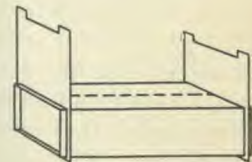
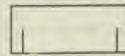
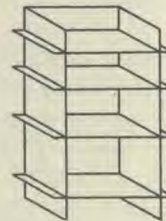
necting these dots. Make three cuts from dots on upper open edge extending to this line. Paper looks like this when opened. This forms the bookcase proper.

From another square we will make shelves. Place dots 1 inch apart along upper and lower edges. Turn square so that dotted edges are on left and right edges. With pencil and ruler, connect opposite dots, thus dividing paper into fourths. Cut on lines. These strips are our shelves. Insert them into slips. What is the trouble? Too long? And they will not come to the front edge of bookcase. How long shall we make them? If only 2 inches long, what will be the trouble? They must be $2\frac{1}{2}$ inches long. How much shall we cut off? Yes,



Key to Drawings

----- scored line
 pencil line
 _____ cut (line)



$1\frac{1}{2}$ inches. Now measure $\frac{1}{4}$ inch from each end. Make dots. Make two cuts extending up $\frac{1}{2}$ inch from each dot, halfway across the shelf. Do same with all

shelves. Insert shelves into bookcase from the front, slit edges toward back, dovetailing with uncut sides of bookcase.

A bed may be made, based on the bookcase, using two squares of same dimensions, making only two cuts for ends of bed, and making end pieces $2\frac{1}{2}$ by $2\frac{1}{4}$ inches, and $2\frac{1}{2}$ by $2\frac{3}{4}$ inches, respectively. The back of the bookcase corresponds to top of bed, and ends of beds are placed where the end shelves were. There is opportunity for development of individuality in style of furniture.

Regarding Our Curriculum

We all appreciate the fact that muscle is of more worth to the individual than fat. This is as true of intellectual muscle. Number facts gained through motor activity give power and strength to solve problems, which memorized abstract facts fail to develop. In this one model, in addition to the measuring of inch,

half inch, and quarter inch, and the skill acquired in handling the ruler, we can emphasize form — square and oblong; fractions, $\frac{1}{2}$ and $\frac{1}{4}$; symbols, $4'' \times 4'' = 4$ by 4 inches, etc.; subtraction, $4'' - 2\frac{1}{2}'' = 1\frac{1}{2}''$; $4'' \times 4''$ sq. — $1'' \times 4''$ oblong = $3'' \times 4''$ oblong, etc.

In our construction work, we can and should develop concentration, obedience to directions, accuracy, speed, individuality, and reasoning.

The above possibilities characterize all construction work. However, in the genetic construction, the paste problem is eliminated. Models do not fall apart from heat or age. They can be preserved in a minimum space, because they can be taken apart and put together at will. An envelope file is convenient. In addition, we can give this work to our children for occupation work. It is profitable, enjoyable, and helps solve the primary teachers' problem — seat work.

Some Causes of Poor Spelling

BERT RHOADS

South Dakota

ONE reason why the study of spelling results so often in poor spellers is because spelling books commonly contain too many words. Some spellers contain as many as 15,000 words, and yet it has been proved by some very interesting research work, conducted by the State University of Vermilion, S. Dak., and covering a period of eight years, that the average eight-grade pupil uses in his written vocabulary only about 4,500 words. Therefore, to master the ordinary spelling book of 15,000, a pupil is compelled to learn to spell about 10,000 useless or to him unusable words, or words that should be learned in the higher grades as they become a part of his spelling needs. Many of those words he will never use. I pick out several words from a popular spelling book, all on one page: ichor, thaler, Machiavellian, ricochet, cabriolet. Why should a grade pupil spend time with such words?

I am convinced that some teachers of spelling spend altogether too much time in teaching spelling rules and diacritical markings, while many others do not know how to make wise use of these means. I have seen excellent spellers, but yet have to see the first one who learned to spell by any prolonged and detailed attention to a multitude of rules and marks. Pupils learn to spell by spelling, and spelling words within their comprehension. The spelling words for the lower grades should be selected largely from the pupil's reading, language, and other daily lessons, and they should consist of words adapted to his grade.

When a child starts in to acquire his spelling education in his second grade, and continues his spelling through the years with words adapted to the successive grades, he will almost invariably acquire a measure of proficiency.

The Most Encouraging Feature of Our School

MISS MARION DEASY

[Miss Deasy was asked to prepare a paper for a teachers' institute on the subject: "The Most Encouraging Feature of My School." After thinking about the subject, she decided that what the children themselves would write would be a truer index of what the school was accomplishing than anything she could say. The following paragraphs are the result.—S. E. P.]

Leslie (grade four):

"The most encouraging thing in our school is that I am improving every day. I learn a little more every day. I have learned to write better, read better, spell better, and do arithmetic better than I did. I have learned to behave better in school. Every year I do a little better. I am trying to get into the new earth, and I hope I shall."

Glazier (grade four):

"I like our school because it teaches us about God and we learn to be good. We also play with those that are trying to be Christians as I am. In our school we are taught what is right. I like nature study because we learn about God and his works. Our teacher is a Christian, and is working for our good and for our welfare. I want to be good. Our school is situated on a hill, and I hope it is a shining light to others."

Leona (grade three):

"This is my first year in school, and I like it very much. In our school we learn about Jesus, and I want to be a good girl and be a help to others."

Donald (grade three):

"When the children behave, the teacher likes them better. I am glad that I am in school. I have learned to write this year, and I have learned the multiplication tables and the first chapter of Genesis. I want to be a good boy and be ready when Jesus comes."

David (grade five):

"The most encouraging feature about our school is the Bible. It teaches us about the people that were before us, and

we can take them for an example. If we go to school and learn about the Bible, then we can go and tell other people about it. Nature teaches us about the things that God made and how he made them."

Louis (grade eight):

"We learn things in our school that help us make our Christianity practical. We have learned many things in Bible this year. We learned that Nebuchadnezzar was high and haughty. He loved himself more than the things of God, so he received his reward in the fields, eating grass like an ox. We learned about Daniel's being shut up in the lions' den, and how he was faithful to God and was delivered. God says to the Laodiceans that they are blind and naked. He cautions them to buy eyesalve that they may see. We don't want to be like Belshazzar, having a great feast and getting drunk. We ought to be ready for the coming of the Lord, so when he comes we can go home with him and inherit the beautiful land prepared for us."

Irene (grade eight):

"We should be thankful that we have a church school to go to, as in it we have a chance to study the Bible, while in the public schools they do not. One thing that is encouraging about our school is that we are out in the country and are not so liable to get the diseases. We also have Junior meeting every Wednesday, and we all try to see how much missionary work we can do. Two of my best studies are Bible and spelling. I get 100 most every day in spelling. I love to study the Bible. We are now studying the seven seals."

Our System of Alternation

IN our one-teacher schools probably no difficulty has been more universally felt than that of so arranging the work as to give the proper amount of time and attention to all the subjects that are required to be taught. Different teachers have at different times partially solved the problem, but no one has ever felt quite satisfied with his effort.

A little more than two years ago, the question was considered of sufficient importance to demand considerable time in one of our large councils. As a result, a partial plan of alternating certain subjects in the curriculum was adopted. This was a step in the right direction, and wherever it was put into operation, it brought considerable relief. As a result, better work was done by the teacher.

At our last Educational Council held in April, 1919, the question again came to the front. As a result of careful study, the following more complete system of alternations was unanimously and heartily adopted.

Subjects for 1921-22, and future years beginning with odd number	Subjects for 1922-23, and future years beginning with even number	Grades uniting
Bible 2	Bible 1	1, 2
Bible 3	Bible 4	3, 4
Bible 6	Bible 5	5, 6
Bible 7	Bible 8	7, 8
Nature 3	Nature 4	3, 4
Nature 6 (½ yr.)	Nature 5 (½ yr.)	5, 6
Geography 6 (½ yr.)	Geography 5 (½ yr.)	5, 6
Reading 5	Reading 6	5, 6
Reading 8	Reading 7	7, 8
Language 5	Language 6	5, 6
English 8	English 7	7, 8
Spelling 5	Spelling 6	5, 6
Spelling 8	Spelling 7	7, 8
History 8	Geography 7	7, 8
Physiology 7	Civics and Agriculture 8	7, 8

In carrying out an action of this kind, two things are essential: First, concerted action; second, continuous action. It is the "long pull and the strong pull and the pull all together" that counts in anything that is worth while. We may not all be able to do exactly the same work this year or even next year, but we should all keep our goal constantly in mind and work toward it, so that after these two years necessary to the tran-

sition there shall be a workable degree of uniformity.

When this plan is fully worked out, the crowded program will be relieved of at least fourteen full-year subjects every year. What a boon to the teacher attempting to carry the work alone! With such relief, room is made for subjects heretofore greatly neglected, as music, drawing, and manual training.

The great feature of this plan is that in most subjects the grades are grouped in twos: first and second, third and fourth, fifth and sixth, seventh and eighth, and in intermediate schools the same might be said of grades nine and ten. In this way we think mainly of four groups instead of eight grades, each group requiring two years' work by the pupil. Where two teachers are employed in a school, the division would be between grades four and five.

The subjects that cannot alternate are reading, language, and spelling in grades one to four, arithmetic in all grades, and at present, the grammar in grades seven and eight. All other subjects belonging to the same group alternate by grades.

And how much better this is, not only for the relief it brings the overworked teacher, but for the actual inspiration it gives the pupil! Every teacher knows that in the same grade there is often a wide difference of ability among the various pupils, some being able to do much more and much better work than others. Moreover, there is usually a difference of from one to three years in the ages of these pupils, the younger ones often excelling those who are older. Those who have had experience in alternating subjects as this plan suggests, find practically no greater difference in small classes that are combined than generally exists in larger classes where the grades do not combine.

Another advantage is that of the inspiration afforded by five or six, instead of two or three, pupils working together.

Often in our one-teacher schools there is but one pupil in some of the grades. In such a case it is not only difficult for the teacher to arouse and maintain a lively

interest, but the pupil feels burdened by having no one to share the recitation with him, and often makes unsatisfactory progress.

S. E. P.

Spiritual Work for Our Children

ESTHER FRANCIS-ROCKWELL

IN order to have the most successful meetings with the children during the Week of Prayer, the teacher must precede the occasion by weeks of prayer and study of her own spiritual needs and those of her children. Hours must be spent in careful preparation of the lessons to be given.

The sense of this spiritual responsibility should be the burden of her heart from the very first day of school, and her goal should be set at nothing short of "a definite, growing Christian experience for every child."

It is impossible here to give any set of rules to follow which will bring about this result. The teacher's experience with each child will be as different as the children are individually different from each other. Her only hope will be in a daily study of each case with the One who understands us all and has promised wisdom to those who lack, if they but ask of him.

After a few days or weeks of this prayerful study the teacher will be able to determine who among her flock are the most spiritual, and according to the instruction made so plain in the spirit of prophecy, she will gather these about her and form the nucleus of her Junior society — a prayer band. Without this no Junior or Senior society will ever be to our children and young people what God designs.

Near the beginning of the school year a certain teacher chose four boys from her large school of fifty or more, and quietly asked them to remain a few moments after school. She then unburdened her heart to them, telling them of her great anxiety for the spiritual needs of her school and her confidence

that they would be glad to co-operate with her in praying and working for the others. Nothing inspires confidence and co-operation in boys like the heart-felt expression of a teacher's confidence in them.

The teacher explained that as they sought the Lord together and in secret with an honest heart before him and with some definite request, he would surely hear and answer. True to their confidence in him, God did answer their prayers, by giving to each boy the one for whom he had prayed, as a member of the prayer band the next week. One boy confessed with much feeling that there seemed to be an irresistible force compelling him to stay when invited by his schoolmate.

The prayer band grew in this manner until the last boy was won. The girls' prayer band began in a similar way with much the same results. To each child it was proved by experience that God does hear and answer our prayers when we make definite requests of him. This is the lesson of all lessons to be taught in our schools. This experience will be the anchor that will hold the children in the sea of temptation and doubt through which all will sometime pass.

As we approach the time for the Week of Prayer there will no doubt be those in every school who have not as yet yielded, but with the assurance that God has never yet failed to meet with his people in these special occasions when we set our faces to seek him with our whole heart, we may look forward to it as the time of a real definite decision on the part of each child to yield all to him.

During the week it may be well to have the prayer bands meet daily. The chil-

dren should feel the sacredness of the hours of this week, set apart all over the world for the special seeking of God.

The lessons for the children in the Week of Prayer number of the *Review* will have been carefully studied by the teacher and planned to suit the needs of her school.

If there are those in the church who have a real interest in the children, it might be well to invite them to help conduct one or two of the meetings. It is to be hoped, however, that no teacher will miss the rare opportunities which the Week of Prayer

holds for her, by giving the work over to some one else who does not understand the individual needs of her children, no matter how competent he or she may seem.

It is well to have variety in the meetings. The first may contain a short testimony service following an explanation of the purpose of the Week of Prayer and the study for the day. The children should be encouraged to tell what special victory they hope to gain during the week. If they seem diffident about expressing their needs publicly, the teacher may ask them to write them on paper. These are to be kept in sacred confidence by her as she seeks God for the special need of each one.

One such list I found among my treasures the other day. It read something like this: "Not to whisper in school," "Not to get angry," "To be able to speak in testimony meeting," "Not to pull Mandie's hair," "To be more kind to my friends and pets," etc. The memory of victories gained that week came back to me as I breathed a prayer for each that God would give him just as definite victories now in the battles of later life.

In the meeting of the second day, the study might be followed or begun with a season of prayer in which all are encouraged to take part. If the teacher speaks beforehand to some members of the prayer band and asks them to lead out, it will avoid hesitancy and give more freedom.

The last meeting should be one of expressions of thankfulness for victories gained, and in most schools this experience will be unanimous if there has been the proper heart-searching and seeking of God by teacher and students. It will

be a moment of untold joy to the teacher, but she must realize that she has reached but the first step in the ladder of her goal. It is not enough for children to yield to Christ, they must be taught what it means to grow up into him "unto the measure of the fullness of Christ."

TRUE AND STEADFAST

In the development of the country school, discouragements will come and seemingly insurmountable obstacles will block the way. It is no time, then, to become despondent or cynical. Go out under the stars and breathe the resolve in prayer to be true to right ideals. The reward is to the one who remains steadfast to the end.—
"Among Country Schools," by Kern.

This will take even more prayer and study and individual help, but God has given us that very helpful book, "Steps to Christ," to guide us in this work. Once a week following the Week of Prayer, a study should be given in each of these steps, and the teacher should know that each little one is following each step by a real experience in confession, consecration, prayer, etc.

This will bring us to the time of the spring Week of Prayer in our schools, and the children having had the definite experiences referred to, both at home and at school, will no doubt wish at this time to be baptized and join the church.

This is the most critical time of the year's work. The requests should be considered prayerfully with the parents and the minister; and if the children are old enough, and the real putting away of

sin has been evident in their lives, it will no doubt be best to grant their requests. God alone can give wisdom at this time as to our counsel to these lambs of his flock, and eternal results will hang upon our guidance.

The weeks of school that remain are fraught with the greatest battles, and the children should find in the teacher a friend in whom they feel free to confide all their struggles and trials. Satan will surely try to nip their Christian lives at the very beginnings. As never

before they will need our prayers, encouragement, counsel, and sympathy.

When the school closes, it may mean a severing of our daily companionship with them; but if we expect to see in eternity the fruits of our year's work, it must not mean a discontinuance of our interest in them and daily prayers for them. To the faithful teacher he has promised, "I will contend with him that contendeth with thee, and I will save thy children." Begin now to plan for the spring Week of Prayer.

School Board Records

Our church clerk has a good, substantial record book, our church missionary society has a record book, our Missionary Volunteer work in the church has a beautiful record book, our Sabbath school has its record books — every department of the church work has record books specially ruled and prepared for its various lines of work. This is as it should be. The Lord has said that his work should be done "decently and in order."

Why, then, do not the secretary and the treasurer of our church school boards have record books in which they may properly keep the important records of their line of work?

It takes time to keep a record book neatly and correctly and up to date. It takes ability to see that everything is properly looked after — it takes system, and order, and promptness, and punctuality, and faithfulness, and many other good qualities. But it is just this ability that keeps the machinery oiled so that all parts of it glide along easily and smoothly and effectively.

It means a heavy and sacred responsibility to be a member of a church school board. The men and women occupying this position are not only called to carry in a special way a genuine heart burden for the children in the church, but they must look out for many of the little things that have to do with the successful management of the school.

The secretary of the board is expected to send to the conference educational superintendent a copy of the minutes of each monthly and of each special meeting of the board. In this way only can there be real teamwork between the local school board officers and the conference officer. At the end of the year the secretary should send a summary report to the superintendent, that they may know how to plan together for the future progress of the school. And twice each year the treasurer should render a financial statement. It is from these statements that our General Conference statistician finally makes up his totals, and we all know the extent and progress of this phase of God's great message.

In the past this has not always been done. Why not? Simply because, or at least largely because, these officers have had no special record books for their use, and therefore very little if any encouragement to do their work "decently and in order." But this condition need no longer exist, for books are now prepared for this work.

The secretary's record book provides space for three years' records as well as the duplicate reports to be sent to the educational superintendent. It contains sufficient annual report blanks and order blanks with stubs of each for three years. It also contains a strong pocket in which

(Concluded on page 128)

SECRETARIES' AND SUPERINTENDENTS' COUNCIL

"Where no counsel is, the people fall: but in the multitude of counselors there is safety." — *Solomon.*

THE pages devoted to the "Council" belong to our field officers. We confidently place in their efficient hands the success of this part of the *EDUCATOR*. This is an opportunity for secretary and superintendent to exchange thoughts and experiences, and we invite all to give as well as receive. Since "without counsel, purposes are disappointed," while "in the multitude of counselors they are established," may we not expect the "Council" to be the means of greatly strengthening our field work?

The Columbia Union Educational Fund

A. W. WERLINE

(*Secretary Columbia Union*)

THE time has come in the history of the Seventh-day Adventist educational system when the divine conception of the responsibility of the church to the school should be fully sensed by that body. There can be no misunderstanding the instruction given us by the spirit of prophecy concerning the relation to be sustained by church members toward Christian education for every child and youth within the church. The statement in "Testimonies for the Church," Volume VI, page 217, "Let all share the expense," is very comprehensive, and places the obligation of supporting church schools upon every member affiliated in any way with the church.

The church in Christ constitutes one body. The responsibility, therefore, of working for the salvation of every child in the church and of training him for the service of God, rests upon every member of the church of Christ.

This is but another way of saying that a church organization has not done its full duty when it has conducted a school of its own for the benefit of its own children, provided there are those in the church who have not helped support the school, but are financially able to do so.

In the Columbia Union Conference we have tried to show our recognition of this great principle of the responsibility of the church toward the school by cre-

ating for church school purposes a fund known as the Educational Emergency Fund. We have placed it on the basis of ten cents a month per member. This, however, is not to be paid in monthly. We have used this method of reckoning merely as a means of determining the amount to be raised and its equitable appointment among the various conferences. No one is led to believe his duty done when he pays the stipulated amount, provided he is able to do more. Every one is urged to do all possible toward raising the amount desired. Ten cents a month a member will amount in this union to approximately twelve thousand dollars. It is desired to raise this amount in a lump sum, rather than by the systematic method of giving ten cents a month per member, the latter being only a basis for reckoning the full amount desired. Three fourths of the amount raised is retained in the local conferences; one fourth goes to the union.

The duty of maintaining church schools rests primarily on the churches, and to prevent the shifting of this responsibility to the conference, we have inserted the word "emergency" and applied it to the name of the fund. In the church school work in most of our unions, I believe we are facing an emergency indeed, one which must be met at once. Our schools are poorly equipped; our teachers feel the need of more training; the supply is far below the demand. It is our plan to use the amount which comes to the union to give financial en-

couragement to those desiring to receive the benefit of the normal training in our college. That which remains in the local conference will be used to provide for equipment, medical inspection, and various other items of expense that may arise.

Wherever the matter of this fund has been presented, it has met with hearty approval. One conference raised nearly one third of its quota at one session during the camp-meeting. We aim to give this method of providing for better church schools in the Columbia Union a fair trial. We would appreciate suggestions or criticisms from readers of the EDUCATOR.

Don't Read This Unless You Are Interested

C. A. RUSSELL

(*Secretary Lake Union*)

UPON the strength and character of the foundation, depends the stability of the superstructure. New York skyscrapers are founded upon solid bedrock. Chicago lacking such bottom, thousands of tons of re-enforced concrete are built into the foundation for the great buildings in that city.

The strength of a movement is largely dependent upon the perfection of its organization. Organizations may not be perfected in a day. Our educational work struggled along for years with little attempt at organized effort. As the growing demands of the work were felt, conventions and councils were called from time to time, and our present efficient form of organization has been worked out.

Among the most important divisions of our work, yet often the least understood and appreciated, is the elementary school board with its multiplied and diversified duties. The time and manner of its election, its officers, its meetings, and many of its duties are made clear in the chapter devoted to this subject in the new "School Manual;" but the actual functioning of this body involves a

variety of perplexities which no one may anticipate.

As a means of education and enlightenment, the School Board Institutes have proved most successful. These have usually been held in connection with our fall or midwinter teachers' institute. This affords the advantage of a free discussion of board problems in the presence of the teacher, as well as the discussion of general school problems and policies in the presence of board members. Where every teacher in a conference is in attendance and one or more representatives from each school board, a systematic and intelligent discussion of all school problems is assured. This is not theory only. It has been demonstrated in the Lake Union Conference, and no doubt in others as well, to be a workable plan.

In arranging the program for such an institute, attention should be given to those topics involved in the general functioning of the school board as such, and to the duties of its individual members, as well as to questions relating to general school operation and management. Thus may be built up a sympathetic interest between the teachers, the members of the boards represented, and the conference and union educational departments. Try it. It works.

Our One-Hundred-per-Cent Equipment Goal

ELOISE WILLIAMS

(*Superintendent Virginia Conference*)

AFTER last fall's visit to the elementary schools of our conference, I returned to the office anxious to form some plan by which the schools could be equipped for better work.

It was true that we had eleven schools, six more than the preceding year, but they seemed to consist of four walls, pupils, and teachers. In looking over the records, I found that the schools which had been operating for some years, had little more in the way of equipment than had the new ones. What should be done to remedy this situation?

With the conditions that we have to meet in this conference, I feared that to present the full church school standard at one time would discourage many. I therefore decided to set a small goal for one year, in proportion to the ability of the church, calling for a few things most needed at that time. Every church that should reach this goal during the school year would have the honor of being a 100-per-cent school. In this way every school can, with proper effort, be a first-class school.

Before long I had my goal charts ready, and sent a copy to each of the teachers, asking them to interest the pupils, school board, and patrons in the plan. All were to try to reach the goal during the school year.

The following is a copy of the first goal sent out:

Equipment Goal Card for 1918-19

	RATING PER CENT
Seats and desks	25
Blackboards	15
Maps	15
Water cooler or running water	10
Pencil sharpener	10
Globe	10
Dictionary	15
	100

The money for equipment was raised in various ways. First, the school board was asked to furnish the most expensive article. Then the plan was laid before the church, and the patrons given an opportunity to help raise the fund. Some of the children made and sold articles, and of course they sold a number of our magazines and small books. One school had a display of mottoes, and after an interesting program, visiting friends were invited to buy the mottoes.

As I visited the schools during the year, I talked with the parents, showing them the need of a well-equipped school. As soon as the first goal was reached, the teachers wrote to me for the next year's goal. All the new schools of the coming year will be given the goal of the first year, instead of a new one.

If each new year a new goal is sent to

each school, it will not be long before our elementary schools, even the weaker ones, will have what they need in the way of equipment.

From the figures that follow, it will be seen that the new schools did as well as, or better than, the ones that have been in operation for several years. It is also pleasing to note that one of the 100-per-cent schools is a colored school.

The following figures show how our plan succeeded:

Schools	Years in Operation	Goal Set in 1918	Goal Set in 1919
		Per Cent	Per Cent
1	7	35	100
2	6	40	70
3 *	4	60	65
4	3	30	40
5	2	55	100
6	1	0	60
7	1	0	65
8	1	0	100
9 †	1	0	100
10 †	1	0	85
11 †	1	0	30

* Fund was raised but not spent.
† Our colored schools.

The Relative Importance of Office and Field Work¹

BESSIE ACTON

(*Superintendent Eastern Pennsylvania Conference*)

In order to present the importance of these two branches of our work from my viewpoint, I wish, first of all, to give you a little picture taken from "Testimonies for the Church," Volume VI, pages 106, 107. It is only a view of the children at work on a camp-ground, but it is a scene that is loved by all who are interested in the little people:

"The same spirit of earnestness, attention, and order that characterized the services among the older ones, marked the children's meetings. Both in the class work and in the general review exercises the work was so arranged that the children had a part in doing as well as listening, and in this way they soon felt at home, and their eagerness to bear some part in the work testified to their interest.

"Each lesson opened with a general exercise, which was followed by the class studies; and at the close, all assembled for a brief review and song. In the opening exercises, after the song and prayer, the motto and all the memory verses previously learned were recited, either in concert or individually or both. A short, ap-

¹ A paper read at a Columbia Union Superintendents' Council, 1919.

propriate reading or recitation was given by one of the children who had previously volunteered to prepare it. The 'Scripture alphabet' was learned and recited by the children, each choosing his own letter and verse. The selection and learning of the verses were done at home, and these responsibilities placed upon the children proved an additional incentive for them to be present the following day and to be regular in attendance.

"The ready response in the review exercises testified that the interest in class work had been marked, and that many valuable truths had found their way into the minds and hearts of the children. As the children returned to their homes, the parents were surprised and pleased to hear them re-peat the whole lesson. Many parents expressed, in various ways, their appreciation of the work that had been done for the children, and regretted that the meetings must close so soon."

Do you wonder why I have presented this picture? A quotation a little farther on in the chapter shows its connection with our work.

"The good seed sown at these meetings should not be left to perish for want of care. Many parents would rejoice if the instruction given to their children at the camp-meeting could be continued. They would gladly place their children in a school where the same principles were taught and practised. While the interest of both parents and children is awakened, it is a golden opportunity for the establishment of a school at which the work begun at the camp-meeting can be carried forward."

Education Day on the Camp-Ground

Educational Day on the camp-ground is just closing. Little groups of earnest men and women are gathered here and there, and as we pause near them for a little while, we find that this general theme is absorbing the minds of all, How shall we better train our boys and girls for Christ? It is here that we are also introduced to one of the busy days in the field life of the educational superintendent.

As the high ideals of a Christian education and the need for thorough yet rapid preparation for service have been presented to the people, hearts have been stirred. As the dangers of a worldly education have been pointed out, a determination to snatch the innocent children and youth from its snare seizes hold of fathers and mothers, and they turn in-

stinctively to the educational leader for help.

Here the personal touch means everything. A quiet talk concerning conditions at home; the need of a Christian education and its possibilities; the standard set before us; the prayer for guidance; plans to send the youth away to one of our higher schools, or arrangements to meet with the entire church in the near future to plan for the church school; then on to another group.

The hours of this day, though crowded, are too few. Yet plans outlined, appointments made during the time, will keep the superintendent busy for days and weeks. The important subject of the education of the children has been fairly set before all.

Follow-up Work

Next comes the follow-up work, striking while the iron is hot. Churches, homes,—yes, individual hearts,—must be reached before the success of the enterprise is assured. This means constant travel from place to place. Can you think of anything more important than field work at this juncture? Yet right here the office work steps in and demands its share in helping out the situation. One cannot be omnipresent. While longing to be in three or four places at once, the greatest need must be considered first. In the pause at the office, however, letters of cheer and encouragement, suggestions for immediate work, can be sent in different directions, so that plans need not lie dormant until the leader appears in person. Then, too, all have not had the privilege of attending the camp-meeting. The circular and personal letter, the leaflet setting forth the needs of a Christian education, pave the way for the earnest conversations that can be held when meeting face to face.

In the field there are new schools to be organized; instructions to members of school boards; encouragement and strengthening of the faint-hearted; the placing of teachers; helps and suggestions in the schoolroom, in both methods of instruction and matters of equipment;

seeking out children who need to be in school, and making arrangements for their entering — all coming in a whirl. The formal educational talks and rallies demand time and attention as well as the personal visits at the fireside. An active field life for the superintendent is certainly necessary to success.

Correspondence

Just as necessary is the busy worker at the desk. In order to keep the educational work before the people continually, lest they forget, letters must constantly come and go.

In keeping in touch with the teachers, plans and devices general to all the schools must be written out and sent to them from time to time. Notes of encouragement, suggestions that tend to bring a bright spot into the regular school routine, are always welcomed. By keeping in touch with different educational supply houses, the superintendent often obtains new ideas that are valuable and should be shared with the teachers at once.

Letters to and from the pupils awaken higher ideals and spur on to more earnest efforts. The reading courses both for the teacher and the pupil, need attention and should be emphasized by letter as well as by word of mouth. This all takes time, but it pays. From data obtained in the field, lists of children and youth, with their ages and progress in school and other necessary information, must be made and kept. Reports must be received, filed, and passed on to others. Then there must be time for study, prayer, and plans; time to keep in touch with the Master Teacher, that we may reflect him as we step out into field life once more.

Words cannot express the importance of being a true leader in the educational

work among our people. The two phases of this work cannot be separated. Rightly united, one strengthens the other and both together bring success.

Personal Work

At times we can accomplish from the office what field work alone cannot do. For example: An earnest conversation had been held with a young woman concerning the importance of a Christian education. She was rapidly drifting from the truth, and apparently but little impression was made by the appeals that she should give up her careless life. Her frank statement that she preferred the world and its pleasures was enough to bring discouragement to any one, especially as she told of her desire to learn to dance, and of her first lesson that was to be taken the following Thursday evening.

There is no failure except in no longer trying. There is no defeat except from within, no really insurmountable barrier save our own weakness of purpose and our own lack of faith in Him through whom we can do all things.

A pretty card from the office, containing a message of love and one more plea for surrender of self, found its way to the girl's room on that Thursday afternoon, although the worker could not come in person. The silent messenger accomplished the results longed and prayed for, as the letter in response gave evidence. In only a few days the young woman was in one of our schools, with her back turned upon her old associations.

Again, much that is impossible from the office side of life may be readily obtained by personal work. The old adage, "If you want anything accomplished, go; if not, send," is too apt to be true. Important information needed at once, correction of tardy reporting, stimuli to more rapid progress in different parts of the field, can best be obtained by the field activities.

I cannot help but feel that the follow-

(Concluded on last page)

EDUCATIONAL ITEMS

WASHINGTON MISSIONARY COLLEGE reached its \$2,000 Harvest Ingathering goal by the end of the first week in November. Both students and teachers reaped great blessings from this endeavor. An excellent spirit prevails in the school, and special interest is manifested by the students in spiritual activities.

UNION COLLEGE has set its goal for 500 students. The last report received states that 410 were enrolled, and they still hope to reach their goal before spring.

Their Harvest Ingathering goal was set at \$2,000. In their next report they hope to announce that they have reached the goal. Word is received that an extraordinary interest in missionary activities is being manifested by the student

body. Sabbath school, Missionary Volunteer Society, prayer bands, and mission groups all have an excellent attendance.

SOUTHERN OREGON ACADEMY was greatly helped by "canning bees" held in different parts of the State. The Eugene church alone shipped nearly 300 quarts of cherries.

At the end of the first six-week period, Fox River Academy reports having had its physical examinations with most gratifying results.

SECRETARY FLAIZ, of the North Pacific Union Conference, writes that with several schools yet to be heard from, they have a reported enrolment of 2,657 students, 385 of whom are in the college.

The Relative Importance of Office and Field Work

(Concluded from page 127)

ing clipping, taken from the *Watchman* and modified a bit for the occasion, expresses the truth concerning our work:

"One ship drives east, and another west,
While the selfsame breezes blow;
It's the set of the sails and not the gales,
That bids them where to go.

"Like the winds of the seas are the ways of
the fates
As we work our youth to shield.
It's the price of a soul that decides our goal,
Whether in office or in field."

School Board Records

(Concluded from page 122)

to file teachers' contracts and other papers which should be preserved.

The treasurer's record book is large enough to hold the records of the average school for about five years. The system of keeping the accounts is very simple and practical, yet efficient. It does not require a knowledge of bookkeeping to keep these records with ease and ac-

curacy. The book contains duplicate report blanks on which to make out the semiannual reports due the educational superintendent. Like the secretary's record book, it contains a strong case inside the back cover for filing receipts, bills, etc.

These books may be ordered at any time through your local church missionary secretary, and it is to be hoped that after January, 1920, no church school board will be without them.

S. E. P.

Books and Magazines

American Leaders, by Walter Lefferts. J. B. Lippincott Company, Philadelphia; Volume I, 329 pages; Volume II, 354 pages.

The two volumes present sketches of the lives of about forty national leaders of America. The treatment, style, and subject matter are suited to the child mind and are such as will awaken a keen interest in American history. Thus through representative biographies there is given an informal yet quite complete review of national history. Each chapter contains questions and library suggestions.



"Beautiful for Situation"

QUALITY

Mount Vernon Academy

FIRST

MOUNT VERNON, OHIO

OUR DESIRE: To see the work finished.

OUR OBJECT: To train workers to accomplish it.

For Catalogue, address

: :

C. L. STONE, Principal

THE HOME-STUDY HABIT

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

For full particulars write today to the Principal, C. C. Lewis, Takoma Park, D. C.

Loma Linda College of Medical Evangelists

REGULAR FOUR YEARS' MEDICAL COURSE

"Physicians are to receive their education here." "The medical school at Loma Linda is to be of the highest order, because we have a living connection with the Wisest of all physicians, from whom there is communicated knowledge of a superior order."

TWO YEARS' MEDICAL EVANGELISTIC COURSE

"A school is to be established here for the training of gospel medical missionary evangelists." "In medical missionary schools many workers are to be qualified with the ability of physicians to labor as medical missionary evangelists."

REGULAR THREE YEARS' NURSES' COURSE

"Make it especially strong in the education of nurses and physicians." "The nurses who are training in our institutions are to be fitted up to go out as medical missionary evangelists, uniting the ministry of the word with that of physical healing."

Calendars and full information about any one or all of these courses will be sent at once to any one asking for the same.

Address

THE LOMA LINDA COLLEGE OF MEDICAL EVANGELISTS

Loma Linda, California

UNION COLLEGE

"The Student's Desire"
Recognized Everywhere



HARVEY A. MORRISON, President

College View, Nebraska.

WASHINGTON MISSIONARY COLLEGE



"The Gateway to Service"

B. F. MACHLAN, PRESIDENT

Takoma Park, Washington, D. C.