

CHRISTIAN EDUCATOR

A MAGAZINE FOR HOME AND SCHOOL

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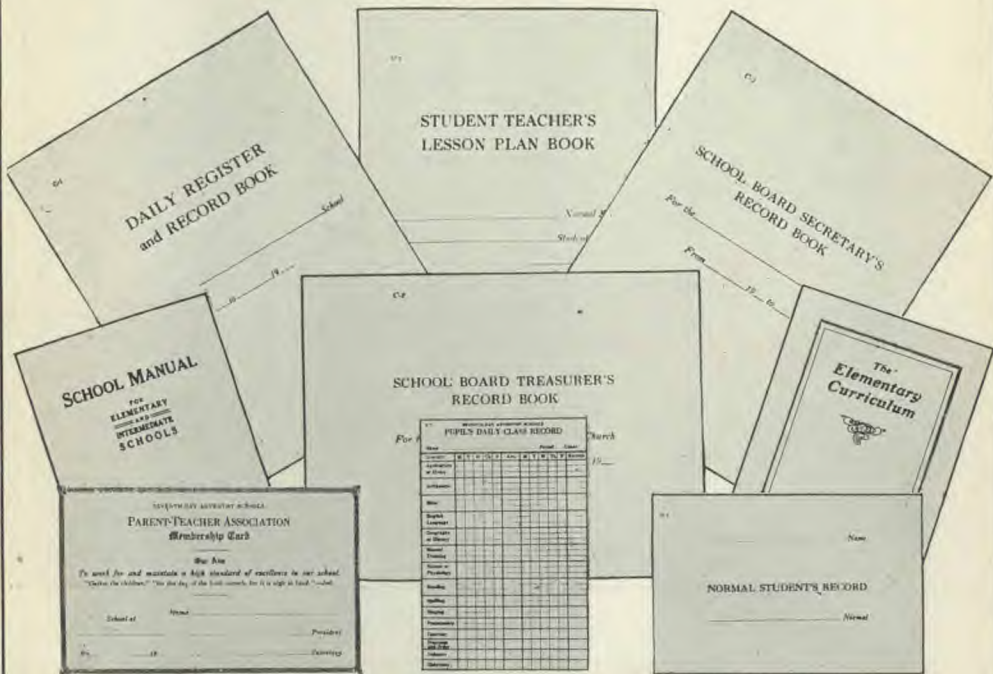
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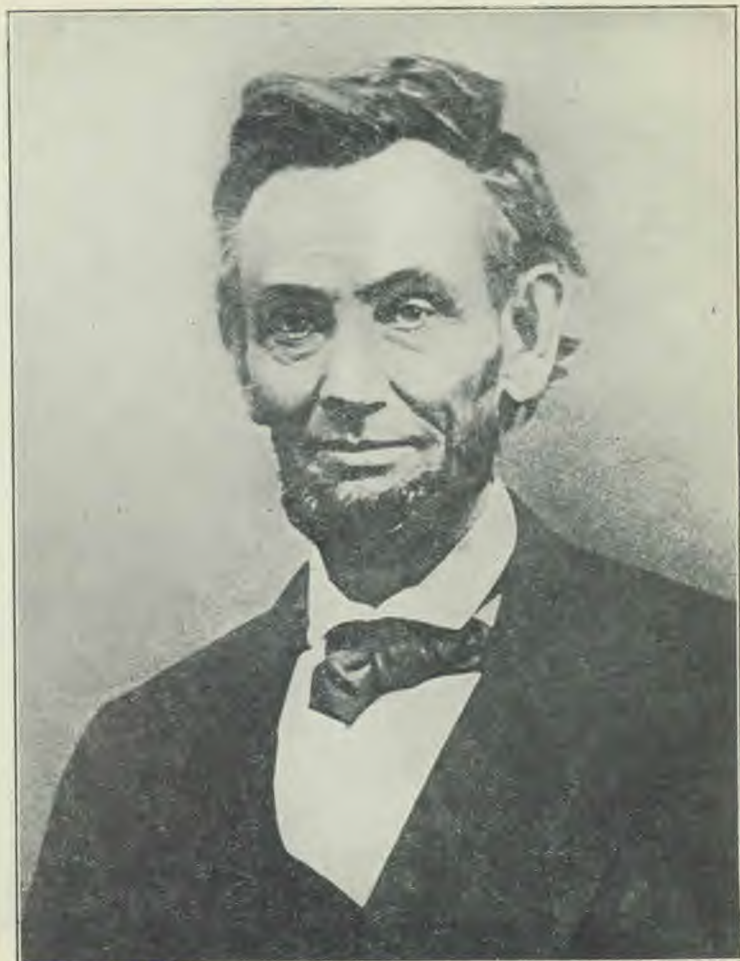
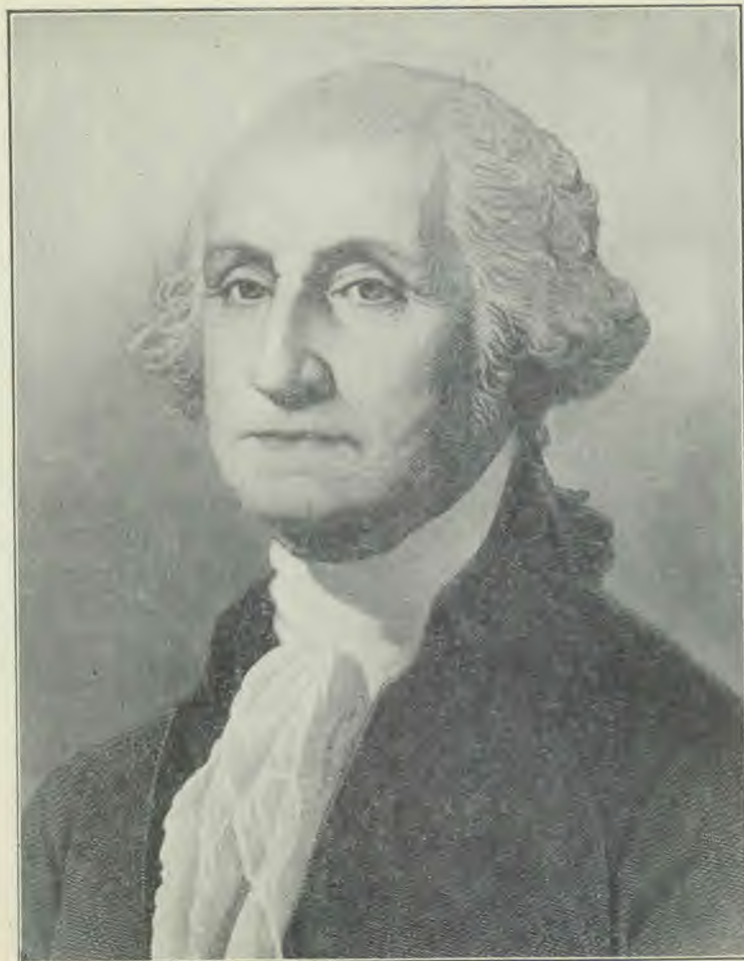


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"ONE AND INSEPARABLE"

CHRISTIAN EDUCATOR

W. E. HOWELL, Editor

O. M. JOHN, Assoc. Editor

VOL. XI

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No. 6

EDITORIALS

Two Great Americans

THIS season of the year brings anew to our memories the names of two great Americans, Washington and Lincoln. Through the study of these noble characters millions of youths have been inspired to attain a more perfect manhood. They have been led to see the wisdom of believing in a divine Providence directing the affairs of the nation; and that true greatness consists in living in harmony with high moral and spiritual standards, and in performing unselfish service for humanity.

It seems fitting that every Christian school devote an hour to a review of the life of each of these men. The great principles governing their thought and deeds should receive special emphasis today, when the very foundations of democracy and liberty are being shaken.

In the present crisis, when the passions of men have been given license, and when a flood of immorality has swept over society, our youth need every possible aid to keep them in the straight and narrow path.

Washington and Lincoln lived at times of national crisis, and with others were used of God in stemming the tide of evil which would have demolished our fair land, which has given shelter and protection to the oppressed of earth.

Washington possessed many virtues worthy of emulation. The record of his life, while showing his natural weaknesses, does not fail to emphasize his purity of character, his loyalty to truth and honor, and his justness both with himself and with others.

Lincoln stands out in bold relief in American history. In his life were displayed such elements as simplicity, sense of duty, soundness of judgment, fair-mindedness, sympathy, justice, and courage.

Were the youth of today to read the biographies of such men as these, rather than books of fiction, many of which rehearse the exploits of degenerates, there would result a marvelous growth of noble character, the influence of which would bring blessing to the world and call forth the approbation of heaven.

O. M. J.

What Foreign Missions Are Doing

THE foreign missions of today are but a twentieth-century version of Isaiah 61:1-3. Their purpose is the same as that of their founder, Jesus Christ; namely, "to preach good tidings unto the meek, . . . to bind up the broken-hearted, . . . to proclaim the acceptable year of the Lord, . . . to comfort all that mourn; . . . that they might be called trees of righteousness, the planting of the Lord, that he might be glorified."

Christ conducted a triple ministry. He healed the body, he enlightened the mind, he quickened the spirit, thus making contact between humanity and eternal life. Likewise foreign mission work through the hospital, school, and chapel, brings physical, mental, and spiritual help to those in the midst of heathen darkness.

The world is beginning to recognize

the great work that missionaries are accomplishing. Mr. Henry James Forman, in the November, 1919, *Ladies' Home Journal*, sets forth in a lucid manner what may be termed some of the by-products of foreign missions. Writing relative to the influence they are exerting, he says:

"Let me say at once that I am putting wholly on one side the primary object of the missionary's presence there, that is, the religious object. About that I know little and I am not fitted to write of it. I am speaking exclusively of the general service in civilization—in education, in cleanliness, in medicine, in bringing hope and aspiration where there is indifference and dejection, in actually lifting up the hearts of those people.

"One good medical missionary in the right place, it seemed to me, can accomplish more than quite a number of ambassadors. . . .

"When a missionary establishes a clinic or a hospital, healing sores and diseases that their own medicine men have abandoned as hopeless; when he educates boys and girls that otherwise would have remained in darkness; when with a whole-souled enthusiasm he gives them counsel, aid, and service, *and he asks nothing in return*, then the stolid and passive Chinese or Korean is genuinely impressed. . . .

"The schools established by the missionaries in Korea are a balm and a soothing reminder to the people that others besides the conqueror still have thought of them. . . .

"Here is an illustration of the contrast between the two civilizations [ancient and modern]:

"When a pious and devout Chinese mother is distracted by the illness of her man child and he seems likely to die, she may in her grief vow, somewhat as did the mother of Samuel, to dedicate him to religion, if he recovers—to the Llama Temple. If you visit the Llama Temple in Peking you will see some hundreds of these baby priestlings in their yellow robes kneeling on cushions before long, low tables, like benches, dully, mechanically intoning their prayers and liturgy. The poor, small boys live in crowded, unwholesome dormitories; no women come into those dormitories. They are in charge of priests and tutors, many of them far from clean, with diseases like trachoma and other results of uncleanliness. Water, soap, and air are at a discount. Prayers are at a premium.

"Suppose you go from the precincts of the Llama Temple to Peking University, which is a union missionary enterprise. You find here no ancient picturesque buildings, no crumbling immemorial courts. You see instead something like a New England village green with space and sunlight, with a number of buildings and

American residence houses grouped around the green. You enter the school or the college buildings. The halls and corridors are scrupulously clean.

"The boys in the classrooms sit at desks like those in American classrooms. They rise smartly to do you honor, and they look remarkably keen, alert, and clean. It may be a class in English literature conducted by a young American from Michigan or Kansas, or a class in Chinese literature in charge of a Chinese teacher. There is no trachoma here, nor any other visible sign of uncleanliness. For here there is medical inspection and a sharply defined American attitude toward that virtue which is next to godliness. . . .

"When these students go back to their homes in the cities and towns of China, they will know why overcrowded dwelling places breed disease, why sewage water is certain to cause typhoid and dysentery if, as is often the case in China, it runs into the water supply. They know why no white man will eat salads or uncooked vegetables in China, and will point out the danger in the unspeakable method of fertilization practised by the Chinese. They know something of contagion, infection, and vaccination; they understand the hygiene of air, water, sunlight, and clean living. They will understand that piercing a sufferer with needles or pinching an affected part with copper coins, or pressing a freshly killed chicken to an ulcer will be of no avail. All over the country, in Canton and Nanking, in Soochow and Shanghai, and far in the interior to the borders of Tibet, missionaries are teaching the Chinese youth along these lines."

While the gospel brings great material benefit to those who respond to its influence, these are insignificant in comparison with its spiritual blessings. Souls once under bondage to sin find liberty. To them is given "beauty for ashes, the oil of joy for mourning, and the garment of praise for the spirit of heaviness."

It is gratifying to know that both in the Orient and in other needy fields we have some of the noblest of our youth who obtained their preparation, both intellectual and spiritual, while students in our colleges and training schools.

Let us ever keep before the students in our colleges, seminaries, and academies the high ideals of Christian service; then we may look for an ever-increasing number of candidates, ready to respond to calls which as yet we are unable to fill.

O. M. J.

Methods and Equipment for Teaching Practical Nursing

L. A. HANSEN

MAKE it your first, last, and continuous purpose to have the course practical, not merely in name, but in fact. Do not present any theory or procedure that cannot be fully grasped by the students; for in the care of the sick it is of utmost importance that there be no confusion or uncertainty about the way of doing things. This course is not intended to be merely academic; it is not provided simply to be studied and credited; it is intended for practical use by those who take it. It is a part of a plan to deepen the interest in disease prevention and health preservation, and to qualify workers in the simple care of the sick.

It always seems necessary, in instructing those who take only a partial training in nursing, to warn them against undertaking to do things for which they are not qualified. Emphasis must be laid on the fact that they must not pose as graduate nurses or allow others to regard them as such.

A book, "The Way to Health," by Dr. H. W. Miller, is now in preparation. Although suited to popular reading as a trade book, it has certain adaptations that make it useful as a textbook. Until this is ready, an excellent book, "Practical Nursing," by Louise Henderson, R. N., published by the Macmillan Company, 64-66 Fifth Ave., New York, may be used. The price is \$1.50. The book provides a concise, interesting, and comprehensive short course in practical nursing, giving the most important points that could be completed in a brief period. It associates practice with theory. Theoretical terms are avoided wherever possible, presenting the subject in everyday language. Even if the book should not be used as a textbook by students, it would be well for the instructor to have a copy.

A "Teacher's Guide" is provided with the above book. The "Guide" outlines

two courses of lessons, the first of which covers 132 hours, and which could very easily be adapted to the schedule called for in our school curriculum. We suggest that schools that have not yet given any of this course, and have only a semester for it, give but half of the course, so as to begin properly next year. In the regular full-year course we suggest that where five lessons a week are given, three forty-five-minute periods be devoted to didactic work, and two one-and-one-half-hour periods be given to practical work. In some instances it may be possible and advisable to give both theory and practice in the same period, especially if the classroom is the one where the demonstrations are given. In the regular nurses' course topics of a delicate nature may be treated more freely in a mixed class than should be done in this course. Nurses, whose profession calls for more or less constant association with these topics, are not subject to the embarrassment and possibly the undesirable familiarity that might be occasioned in a class of young people under other conditions. Even in the regular nurses' class some topics are taught separately to men and women.

Equipment

A manikin, or a set of physiological charts, and a set of food charts and tables are desirable.

For demonstration purposes a dummy should be provided, which could be made by stuffing a union suit and covering it with oil cloth. The head of a wax figure, such as is used in clothing and department stores, might be secured. The dummy should have joints at the shoulder, elbow, hip, and knee, so as to permit using it to illustrate certain postures. Neck and wrist joints, in addition, would be desirable. Various procedures of treatment, such as fomentations and

compresses, may be demonstrated with the dummy.

Dividing the class into squads of four or two for alternate demonstrations on one another, is practical. The teacher should, however, first give full instruction and demonstration of the procedure, letting the students practise on one another afterward.

The equipment should consist largely of such articles as would be available in the average home. While elaborate and more complete equipment might be desirable for instruction purposes, the student would be handicapped should he not learn how to make use of ordinary facilities. It would be practical to consider various methods and means that might be improvised for giving treatments where even the average facilities are not available. Persons going to mission fields or to work among the poorer classes particularly need this instruction.

Among the articles necessary for demonstration are: A bed, preferably narrow, mattress, pad, two pillows, draw-sheet, rubber sheet, sheets and spread. To enable several to practise certain procedures at the same time, several beds, or at least massage tables, are desirable. The extra beds would not necessarily need to be furnished complete with linen. A hospital bed is desirable to obviate much stooping, but an ordinary bed can be raised to the proper height by placing boxes under the springs or blocks under the legs.

Provide a three- or four-leaf screen, or improvise one with a clothesrack, for use by students preparing for demonstration, and to teach the proper method of screening a patient.

If a wheel-chair is available, it can be used for demonstrating its use; in its absence a rocking-chair with two extra pillows may be used. Rocking-chairs, however, are not a part of the properly furnished patient's room, on account of the annoyance which may be caused the patient when the chair is used by visitors or others.

Facilities for Treatment

For treatment purposes have one or two blankets at hand for use in preventing the rest of the bedding from becoming wet or damp when giving treatment.

At least two sets of fomentation cloths should be provided. Worn blankets of mixed wool and cotton may be used. However, in a school where there is a liability of several students' being sick at once, it would not be out of place to have more fomentation cloths—twelve, if possible. This would allow of a freer use in class practice. The same may be said of Turkish towels, wash cloths, sheets, and compresses, the latter being made of four to six thicknesses of gauze twelve by eighteen inches.

There should be a woman's gown and a man's nightshirt. One or more two-quart rubber hot water bottles should be provided, and four to six half-gallon glass jars for supplying heat when giving packs; also an ordinary wash bowl and pitcher, with dipper, wash tub, bucket, or other vessel for a foot tub.

Either a rubber fountain syringe or an enameled enema can, with rubber tubing and glass or hard-rubber nozzles, is necessary; also a bedpan.

Other supplies needed are bandage rolls,—half-inch, one-inch, two-inch, and three-inch,—five yards in length; one roll of five-inch adhesive plaster; one roll of absorbent cotton; one triangle sling, one yard by twenty-four inches.

Provide a tray with dishes and silver sufficient to serve a liquid meal and a general meal; also a graduate glass, a drinking glass, a drinking tube, a spoon, and a medicine dropper. Have three thermometers—for room and bath, and for taking the patient's temperature.

An improvised bed table may be made from a soap box using one side and the ends, with legs high enough to let the table rest on the bed and over the patient. An ordinary chair may be used for a back rest.

Among other supplies might be mentioned a bottle of listerine, a bottle of glycerin and lemon juice (for a mouth

wash), soap, talcum, witch-hazel, ninety-five-per-cent alcohol, collodion or liquid court-plaster, peroxide of hydrogen, turpentine, massage cream, and bichloride (1:600 for pediculi, also 1:1,000 for making other strength solutions).

A blackboard, a table, and sufficient chairs for the class are, of course, necessary. Arrangements for heating water should be provided, as well as suitable facilities for storing the equipment.

The examination should cover both theoretical questions and practical work. For instance, let each student demonstrate at least three of the following (the instructor might substitute or add to the list):

Make a surgical bed; make a sick-bed; change top sheet; prepare patient for

hot foot bath; put on a gown; wash hair in bed; give treatment for pediculi; lift patient up in bed; sit patient up in bed, using bed rest; demonstrate care of mouth; arrange patient for taking nourishment; prepare patient for soap wash and sponge bath; give sponge bath for fever; turn patient in bed; change drawsheet; change linen with patient in bed; give bedpan to patient; give eye douche, ear douche, nasal douche; drop medicine in patient's eye; arrange patient in wheel-chair or rocking-chair; tell how to prevent bedsores; apply fomentations; take temperature, pulse, and respiration; make a pneumonia jacket; make a flaxseed poultice; prepare patient for hydrotherapy treatment in bed; give medicine.

Pastoral Training

WILLIAM G. WIRTH

It is a common and true statement that in this denomination the work of chief importance is that of the ministry. Therefore the most important work that we as teachers have to do, is to train young men for this branch of service. This use of the superlative degree will stand justified, we believe, in the minds of all.

Having struck the note of the importance of the ministry, we are ready for the next truth, and that is, the vital need of seeing to it that our prospective ministers are well trained in order to do efficient work. Our denomination—or to use a more familiar term, “the third angel's message”—is judged to a large degree by the ministry. Before the bar of the world's best thought—and must we not face this judgment whether we will or not?—we stand approved or condemned largely as our best representatives, the ministers, the preachers, the evangelists, the pastors, whatever we may call them, meet or fail to meet the standard of this “best thought.” To disregard this “bar” is foolishness; to

go contrary to it, savors only of fanaticism. Fortunate are we that our leaders recognize this salient truth.

This thought of efficiency is one of the principal points presented in “Gospel Workers.” Let me quote one of the many statements made by the spirit of prophecy in that book regarding this:

“The cause of God needs efficient men; it needs men who are trained to do service as teachers and preachers. Men have labored with a measure of success who have had little training in school or college; but these might have attained a greater measure of success, and might have been more efficient laborers, if at the very start they had acquired mental discipline.”—*Page 92.*

Our senior and junior colleges are endeavoring to give this necessary training in a special course, covering one or two years. As to the scope of the work, we may first divide it into two parts: Ministerial Theory and Ministerial Field Work. By “Ministerial Theory” is meant the classroom instruction; or, as the name implies, the theoretical part of the study. By “Field Work” is meant the practical experience in the

field while the course is being pursued.

Again dividing, we may have the following subpoints under Theory:

1. The importance of the ministry; its responsibilities; its purposes; its privileges.

2. The minister as soul-winner.

3. The minister as preacher.

4. The minister as evangelist.

5. The minister as pastor.

6. The minister as conference laborer.

The following subheads would come under Field Work:

1. Conducting church services.

2. Hall, tent, or cottage meetings.

Class Work

Dealing with the first point under Theory,—that of the importance of the ministry,—the first few weeks of the year are given to a thorough study of the minister, his call, the sacredness of his work, his deportment, dress, etc., from the viewpoint of both the Bible and the spirit of prophecy. "Gospel Workers" should be largely used throughout the whole course, both in the Theory and in the Field Work. If conducted in the right manner, this cannot help but profoundly impress the prospective minister with the seriousness of the calling he has chosen. Works on homiletics and autobiographies and biographies of successful ministers will give valuable help in this study of the calling of the minister. The public and private life of the minister should be dwelt upon, with the idea of properly representing the Master in all places and in every way. The minister's personality—and that personality as helped or crippled by his dress—is another vital point.

These topics are simply suggestive; the scope is broad and the qualified teacher will know the cardinal features to emphasize.

Second to none in the writer's mind is the next point,—“The minister as soul-winner.” If the minister is not successful in this, he is successful in nothing, no matter how eloquent he may be as a preacher, or how skilled in Scriptural knowledge. “Gospel Workers” is

of special help here, as is also “Steps to Christ.” There are many good books on soul-winning. The writer has used Torrey's “How to Bring Men to Christ,” with excellent results.

We as advanced teachers are prone to think that college students know the art of soul-winning. Experience has shown the sad opposite. Soul-winning is an art, a science; yea, the greatest of all arts and sciences. How tragic to think that our college students should know the other arts and sciences, and not know the greatest of all! The students in this class should be encouraged to put into practice among their fellow students the principles of soul-winning. With tact and Christian interest, much good may be accomplished. This will increase the spiritual life of the school, as well as water the lives of the prospective ministers.

Preacher and Pastor

“The minister as preacher” should next be taken up; and here a good text on homiletics should be used. Many could be suggested, but perhaps the best is “Preparation and Delivery of Sermons,” by Broadus. The student should be carefully taught the principles of sermon construction; should frame and perfect his own sermons under the teacher's direction and general class criticism. Sermons by well-known preachers should be studied as models. To stimulate originality, let the teacher select certain texts of Scripture and certain subjects, on which the students may construct sermons. The important features of the study of homiletics should be mastered by the student. The teacher should particularly emphasize the need of correct English. The different kinds of sermons should be stressed, particular attention being given to the preparation of lectures for tent or hall meetings.

A very profitable part of the course is that touching on the work of “the minister as evangelist.” The student should be instructed regarding the holding of tent and hall meetings; how to pitch a tent; the sequence of subjects

in a series of meetings. General class discussions or round tables are very helpful, especially if there are experienced preachers in the class. Some of the most interesting and profitable classes the writer has ever conducted have been in this course when there were as students some licensed or ordained preachers. Their experience should be drawn on by the teacher; it will help and stimulate the others who have not had actual experience. Methods of advertising should be dwelt on; what kind of advertising to avoid. Let the teacher stimulate questioning from the students especially in this part of the course,—since it deals with the practical side of their field work, which will be of great value to them.

How to organize and direct the assistant workers in a tent effort should be emphasized; how to work the vicinity of the effort systematically, how to secure names for visiting,—these and many other important points may be taken up under the evangelistic phase of the preacher's work. The value of workers' prayer meetings and counsel meetings should not be lightly passed by.

"The minister as pastor" deals with the relations that obtain between the shepherd and the flock. The student should be carefully instructed as to church organization, from the General Conference down to the individual church member. Charts showing these interconference, interchurch, and inter-individual relations will be found helpful. Nor should the financial part be overlooked. The disposition of all church moneys, as tithe, foreign mission offerings, Fifty-cent-a-week Fund, etc., should be shown. Charts will also help here.

The relation of the elder to the other church officers should be emphasized, and the relation they sustain to one another. The different church meetings, as the Sabbath service, prayer meeting, church business meeting, etc., should be dealt with. The excellent little book, "Church Missionary Work," by Miss E. M. Gra-

ham, will be found very helpful in studying these topics. Instruction should also be given in conducting the ordinances, the baptismal service, and special services at which the minister is asked to officiate. Special attention should be given to the personal work the minister is called upon to do for the members of his church.

As a conference laborer, the minister has special responsibilities; and the teacher should emphasize these. Conference sessions, committee meetings, duties of conference officials, need to be thoroughly studied. If during the year the student can attend any of the special conference meetings, it will be well to urge him to do so.

Field Experience

The Field Work is perhaps the most beneficial part of the year's work to the student. According to arrangements with the conference, opportunities should be given to the students of the ministerial class to hold services at different local churches on Sabbath. This experience will be invaluable. And if opportunities open for the holding of hall or cottage meetings, these should be improved. Under the direction of the instructor, or better, some minister appointed by the conference for this special work, the young men should conduct these meetings, going through a regular series of subjects with the object of bringing people into the truth. This will be a great inspiration to the class, and will keep a live missionary spirit in the school. Upon the young men should be placed the burden of the entire effort, just as if they were out on their own resources, subject, of course, to the supervision of the instructor. The teacher should tender no more help in the construction of the lectures, advertising, etc., than is absolutely necessary. The student should be encouraged to use his own individuality. In fact, through the whole course the individuality of the student should be drawn out. The teacher should not seek to impress his own methods and habits of thought upon the students.

If time can be arranged for it, the students should also do house-to-house work in connection with the effort or efforts they may be conducting. They should be emphatically taught that this personal work is a large part of their responsibility. Much good has been accomplished by these student efforts, and many people have been won to the truth.

The Small College

IN moments of clearest vision, every one realizes that bigness and greatness are not synonymous. Yet many people, perhaps a majority of them, worship the former and lightly esteem the latter. History is full of examples of big nations that were not great, big institutions that did not function, big men that left no "footprints on the sands of time:" while, on the other hand, greatness is recorded as having existed among men in lowly station, in small and obscure institutions, and in nations insignificant in size and prestige. There seems to be no casual relation between size and greatness among individuals, institutions, or nations. These reflections seem to apply with particular force to institutions of learning.

The small college has too frequently been regarded as an inferior one. It has been viewed with condescending tolerance as something to be avoided by the ambitious aspirant for an education. The big college has been the goal for the ordinary student and his parents. This mental attitude toward the small college brought forth one of the most eloquent orations of Daniel Webster, and won a degree of respect for the little institution that has never been entirely lost.

The smaller colleges have in many cases been influenced by public opinion to aspire to be big, and many of them are no longer small in any real sense. This ambition for size seems to be an element of weakness that has in some cases led to a decadence in the distinctive life of the small college. The intensive has been sacrificed to the extensive, with

appreciable loss of mental and moral vitality. Bigness has been attained, but real greatness has not been advanced.

The small colleges were generally formed by personal sacrifice; the instruction was given by devoted scholars who were also men of great personality; the course of study was limited and intensive. The outreach for mere diversity of studies and courses has doubtless, in some instances, neutralized the most valuable features of the work of the small college without making it more attractive to those who aim at some bread-and-butter goal.

The specialty of the small college is mental and moral character; not chemistry, agriculture, or salesmanship. It should not aim to make doctors, lawyers, or farmers, but to make men, confident that in making men it is paving the way for better doctors, lawyers, farmers, and business men than would result from a direct approach to a vocation or profession. For its proper work there still is and always will be a place for the small college, and it should glory in the name rather than seek to get rid of it.—*American Education, November.*

Simply Stated

A VISITOR to a school began an address as follows:

"This morning, children, I propose to offer you an epitome of the life of St. Paul. Perhaps some of you are too young to grasp the meaning of the word 'epitome.' 'Epitome,' children, is in its signification synonymous with synopsis!"—*London Tit-Bits.*

Red Cross Health Hints

KEEP the windows open at night.

Put new life into your veins by walking.

Remember, "The health of the child is the power of the nation."

A brisk walk in the morning is a fine setting-up exercise. Your whole day will be brighter if you throw back your shoulders, breathe deeply, and—walk!

Student Government at Union College

MISS HEYWOOD

Some General Principles

BEFORE taking up the discussion of supervised student government as it has been operating for the last two years among the young women of Union College, there are several points that must be recognized. It must be understood that student government is based upon a fixed standard of conduct. It may be that students and teachers can work out the standard together, but there are certain principles which must remain intact. The student must see the teacher's point of view, and devise the standard in harmony with it. It is the student tendency to create a standard from his own point of view, that renders him unsafe as a standard maker.

Another principle is that the personnel of the supervisor becomes the personnel of the government. Leaders of great movements stamp the impress of their personality upon every phase of the movement. The success or failure of supervised government rests largely upon the supervisor, his ability to mold the sentiment of young people and to see and control all the forces that militate against the ends toward which he is leading. Self-government has often been reported a failure, when it was the leader who failed instead.

Finally, student government is a device and a very successful one. It consists in helping the student to appreciate the teacher's position of authority and the burden he feels in getting the right response from those under his jurisdiction.

Student Government in South Hall

When supervised government was inaugurated in the ladies' dormitory at Union, there was no decision to be made about a standard. The college already possessed one, and our new organization was not free to reject it. Furthermore, we did not wish to change the rules of

conduct. We wanted to see them willingly and cheerfully regarded. The work of the supervisor was rather difficult at this stage, because many had not yet grasped the larger meaning of self-government. They dreaded the new responsibility. Some opposed the plan openly. Nevertheless, by tactfully educating the house the time came when student government was adopted without opposition.

The student body selected from their group seven young women, most of them juniors or seniors, to act as a house committee. There was a president, a vice-president, a secretary-treasurer, a spiritual vice-president, a social vice-president, a house vice-president, and a mercy and help vice-president. This committee met weekly, with the preceptress as supervisor. They appointed monitors to look after the corridors during the evening study periods for a week at a time, and to grant certain permissions. The committee planned social affairs in which the social vice-president played a prominent part. They discussed the spiritual tone of the house, and listened to suggestions from the spiritual vice-president. The house vice-president worked hard, and succeeded in fitting up an unused room in the basement for a laundry, with electric iron, boards, and tubs, where articles that could not be sent to the college laundry might be washed and ironed. In the course of time a "spread-room," very neatly arranged, appeared as the work of the house vice-president, where girls might go and make candy or bake a cake.

Occasionally matters of discipline were acted upon by the house board. In addition to this, the evening worship hours came to be planned by certain members of the committee; the dormitory office work (receiving guests, answering telephone, satisfying the needs of a score of callers daily) was taken in charge also.

The scope of the committee's work tended gradually to widen in degree as the capacity for responsibility widened. Reports from the committee were required, that the supervisor might keep in close touch with their work.

The aim of self-government on the part of the girls is service. If to help a certain girl demanded that some one give up a congenial roommate and take her in, this was done. If it required the lesser sacrifice of being kind and interested in her, this was conscientiously entered upon. Hence a spirit of democracy, of helpfulness, and of responsibility for the welfare of others, was developed.

Supervised government in South Hall has by no means reached maturity. Pub-

lic sentiment among the girls against certain irregularities must become more emphatic. New attitudes of the public mind must yet be created. The old students who return year after year must act as leaven to help new students fit into the plan easily and quietly.

Many who consider our plan of government will wonder whether such a system does not necessarily sacrifice some elements of good in order to gain its ends. It does. But these values are among the ones lower down in the scale of importance, as compared with the values gained. And as the system becomes more completely realized, there is a tendency to eliminate such compromises.

Maritime Academy

C. H. CASTLE

THIS academy was formerly the Williamsdale Academy located at Williamsdale, Nova Scotia. For some years it had been thought that its long distance from the railroad and the consequent difficulty in reaching it, and the great expense of transportation of students and supplies for the school, was a real handicap to the development of the school.

Those directly responsible for its maintenance came to feel that a change should be made, and that if a change were made, it would mean a much larger attendance of students from the Maritime Provinces. With this in mind, a special effort was made last summer to find a suitable location.

After much consideration and the investigation of many properties, the board decided that the best location they had seen was at Memramcook, New Brunswick. A thorough investigation into details that would enter into the development of this school was undertaken, and when the final decision was made to secure the property and make a change, it

seemed that the Lord had prepared this very place for us.

The main building was erected about fourteen years ago for a private dwelling, and was well put up, with the very best of material and by good workmen. The owner died a few years ago, and for seven years the property has lain idle, as if waiting for us to come and make use of it. It was secured at a bargain, and with very slight alterations, will be admirably adapted to our work.

When the final decision was made to transfer from Williamsdale to Memramcook, it was just six weeks before the opening day of the new school year. All realized that it was quite an undertaking to pack up the entire outfit of the school, haul it eight miles to the railroad, ship nearly a hundred miles, make needed repairs, remodel, and get ready for the opening day. However, every one took hold with a will, and the deed was accomplished.

We feel that God has most signally set his approval upon the move, for already the enrolment is the largest in the

history of the school, more than double that of last year. Grades from five to twelve are taught this year, besides some



MARITIME ACADEMY

special subjects. The school is a happy, united family, and the blessing of the

Lord is with us. Many inconveniences have been experienced, but with little if any complaint.

During the Week of Prayer we were blessed beyond what we dared expect. Students who had never given their hearts to the Lord were converted, and those who had been under a cloud were helped out into the clear sunlight of God's love and mercy.

The largest Harvest Ingathering goal ever set was set this year, and all are working hard to reach it. The faculty and students of Maritime Academy receive with much interest information concerning our sister institutions, and pray for their success. We also desire your prayers that God may help us all to see clearly his purpose in thus establishing this institution, and that he may aid us in accomplishing it.

Printing and Bookbinding at the Danish-Norwegian Seminary

Printing

THE department of printing in the seminary had its small beginning about eight years ago, when Prof. M. L. Andreassen secured a small job press and a few cases of type. Under his supervision the department grew and prospered. Two years ago Mr. Fred Moen, of Fargo, N. Dak., was made manager.

Now we are well equipped with cylinder and job presses run by individual motors, besides such other necessary equipment as folder, stitcher, paper cutter, and punches. Last year approximately \$300 worth of new type was added to our assortment.

We are well equipped to do first-class commercial job printing, and periodical and catalogue work. Our regular work includes the printing of the *Northern Union Reaper* and our school paper, *Ungdomsbaandet*, besides other conference work and a small amount of job printing. At present the shop furnishes work for ten or twelve student helpers.

The printing department also conducts classes in which the fundamentals of the printing business are taught to those students who are interested in this industry. This course aims to develop compositors and job pressmen.

PAUL EUGENE NELSON.

Bookbinding

The bookbinding department is in its infancy. The instructor aims to give the main processes necessary to the art. The student is first taught how to take apart books that are to be rebound. Nearly all are liable to do this carelessly, thus increasing the amount of work in binding. After all old threads, glue, paste, etc., are removed, the book is collated and arranged for binding. The next step is the proper knocking down, or pounding down, of the signatures, thus insuring as nearly as possible the same thickness at the back as at the front of the signatures. Torn leaves are then mended. The importance of properly guarding the flyleaves is next taught.

Sawing, putting on end papers, and sewing are the next steps taken. Trimming, gluing, rounding, backing, putting on back lining, making the case, casing-in, and pressing, follow in the order named. The book is now ready for use.

The student is given practice in every step of the art, and is required to study

a text on bookbinding. It has been found to be a work that students enjoy. Last year the bindery did considerable work for the seminary library, and also some job work. The department was more than self-supporting, thus being a double asset to the school.

M. S. REPPE.

Dedication of Southern Junior College and the Workers' Bee

RUBY LEA

THE formal dedicatory service of Southern Junior College, at Ooltewah, TENN., was held Sunday, Nov. 2, 1919. The weather was delightful, and the exercises were held on the college campus. Quite a number of our people from the two union conferences were with us at this time, as well as several of our friends and neighbors from the surrounding community.

Our hearts were thrilled as some of the brethren who have been closely connected with the work of the institution since its establishment here told us of the wonderful leadings of God in the up-building of the school. We listened to stories of faith on the part of some of the students, who, when in particularly trying circumstances, have proved that God is just as able and willing today to help those who trust in him as he was in days of old.

Others from outside our field spoke of watching with interest the progress made during the three years since the school was moved to this location. Really, it is marvelous how rapidly the institution has grown. As we see this company of young people, two hundred strong, gathered in from all over the Southland, we feel sure that many earnest workers for the Master will go forth from Southern Junior College.

On Monday, November 3, the workers' bee began. The conference laborers and other brethren from the Southern field laid aside their regular work for a

little while, and came to help us build our dairy barn, blacksmith shop, and other farm buildings. Although some of them had hardly used a hammer or a saw since they were here at the workers' bee a year ago, it didn't take them long to become quite skilled workmen.

Collegedale was indeed a busy place during the two weeks of the bee. Our students' dining-room was so crowded that as soon as the blacksmith shop was nearly enough completed, it was fitted up and used as a dining-room for the workmen.

Some idea of the size of the structure in comparison with the barns in the surrounding community may be gained from a remark by a man who lives near the school farm: "Some barn! I've been living here twenty years, and there has never been enough stuff raised in five miles square to fill it." We feel sure he is mistaken; for now we shall have a place for the corn, hay, and other feed that heretofore have remained out in the weather until used. And the dairy herd and farm stock had a real Thanksgiving day when they were transferred from the old barn to this fine new one.

We greatly appreciate the help of our brethren and friends,—those who gave and those who worked to make this new barn possible. We extend a cordial invitation to those who could not be with us this time to come and spend a while with us at the next workers' bee and help build up the college.

Soul-Winning in Student Days

C. V. LEACH

"It is necessary to their complete education that students be given time to do missionary work,—time to become acquainted with the spiritual needs of the families in the community around them. . . . They should be encouraged to make earnest missionary effort for those in error, becoming acquainted with them, and taking to them the truth."—*Counsels to Teachers,* pp. 545, 546.

The apostle Paul, in writing to the young man Timothy, who, above all others, may be called the disciple, companion, and fellow worker of the great apostle, admonished him to "study" that he might become a workman "that needeth not to be ashamed, rightly dividing the word of truth." 2 Tim. 2:15. This young man was no doubt old enough to undertake religious instruction from the time of his acceptance of Christianity; and with the exception of the instruction received from his mother, very probably his only schooling was that given by Paul.

We have here a striking example of results that may be obtained by combining study and work; for this young man was competent to strengthen and establish the church in Thessalonica (1 Thess. 3:2) and to repeat Paul's preaching to the Corinthians (1 Cor. 4:17; Phil. 2:19-23).

This was Jesus' method of training the twelve men whose names will be emblazoned in the foundations of the holy city throughout the cycles of eternity. At one time you will find him teaching the disciples in some quiet, secluded spot; the next time moving among the multitudes, giving a practical demonstration of how to apply the principles taught. He thus placed his divine approval upon the so-called "laboratory" method of teaching. The great work accomplished by the apostles and their associates in proclaiming in one generation to "every creature which is under

heaven" (Col. 1:23) the gospel message for that day is the best of evidence that the apostles had received a thorough, practical preparation for the greatest work ever committed to any group of men.

Healing the Soul

While the faculties of our schools are encouraging and supporting this missionary spirit, yet, in spite of all this, the tendency seems to be, as it always has been, away from personal work. It is easier for us to philosophize and sermonize about the thing than to do it. The ordinary physician of souls is too frequently content to lecture rather than to prescribe. As Dr. Duryea puts it, "The sick soul needs not a lecture on medicine, but a prescription." Fortunately the young man or young woman who during the important years of preparation for his life-work, catches this vision and learns to prescribe successfully for sin-sick humanity, as well as lecture about it.

Some of the greatest opportunities that present themselves in a lifetime come during the days in school. There is usually a large number of fellow students who have not taken their stand for Christ, for whom the active missionary student can labor. Many of our most efficient laborers in the work today were converted during their stay in a Christian school. As these lines are written, from memory's hall two pictures are before me. Two men—then the school's problem; now the work's factors. Then, one cared more for his baseball than his Bible; now he is one of the leading city evangelists in the United States. Then, the other drove preceptors and preceptresses almost to distraction; now he is doing the work of four ordinary men in a heathen land. Save for a Christian school and the missionary zeal of earnest, active students, these

men would in all probability be spending their strength and ability in the world.

There is the great needy world surrounding the school — an opportunity for the ministerial students to arrange for and hold meetings in halls and school-houses, and to do personal heart-to-heart work with interested hearers. The Bible Workers' and Christian Help Bands can very profitably join the Ministerial Band in an effort of this kind. For those interested in the truth who live some distance from the school, the Correspondence Band can labor.

The young people who engage in this missionary work may expect success just as confidently during their school days as after their graduation. A young man attending an Eastern school told me that he had been following up with lit-

erature and correspondence some of the interested people he had met in his canvassing experience during the summer of 1918, and as a result four had accepted the truth. Another reported that two had taken their stand. Many other experiences might be given, but these will suffice to show that these are days of great opportunity for the wide-awake missionary student.

The example of great missionary leaders calls us to this work. Those who have gone abroad were not only winners of men in their chosen field, but won men before going out. Our earnest hope is that the rank and file of the students in our schools may catch the spirit of Mackay of Uganda, who said in student days, "I must be more terribly in earnest where I am, knowing that I must so soon go elsewhere."



A 'SNOWBANK' AT PACIFIC UNION COLLEGE

(Shasta daisies grown by Mrs. W. E. Robbins last fall)

Why not have a hedge of these beauties in some of our church school grounds?
A little interest plus a little work can do it.

ELEMENTARY EDUCATION

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

SARAH E. PECK, Editor

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.

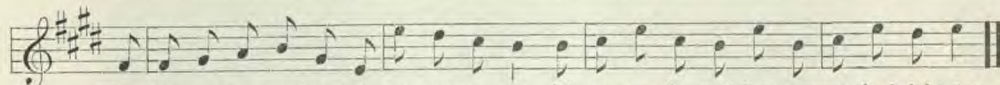
MORNING

ANNA A. PIERCE

A. A. P.



1. The rob-in is sing-ing his cheer-y sweet song; The dew-drops are spark-ling on meadow and lawn;
2. The breez-es are sing-ing good morning to you; The sky is un-fold-ing its man-tle of blue;

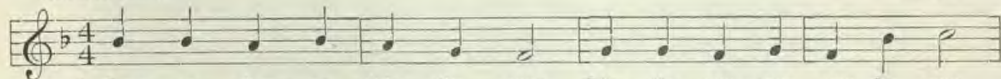


The flow-ers are opening their pet-als so gay; All na-ture is wak-ing to greet the bright day.
While o-ver the hill-top is peep-ing the sun; 'Tis morning! 'Tis morning! The day has begun.

EVENING

ANNA A. PIERCE

A. A. P.



1. Low-er, low-er sinks the sun; Lit-tle sun-rays one by one
2. Lit-tle bird-ies' songs are still, Dark-ness falls on plain and hill,
3. Fa-ther, let thy lov-ing care Keep thy chil-dren ev-'ry-where,



All a-mong the cloud-lets fold Streaks of red and orange and gold.
Flow-ers close their pet-als bright, And all na-ture says, "Good night."
May thine an-gels guard each one Till a new day has be-gun.

Blackboard Decorations

CARRIE SIMS

For variety in blackboard decorations, nothing gives more beautiful and pleasing results than liquid paint. This paint may be made by crushing to powder colored chalk and mixing it with water. If thinned down too much, the liquid will spread farther and faster than one desires; if too thick, the paint will not be smooth. A few trials may be necessary before the very best results can be obtained.

Colored powder for this purpose may be purchased from any school supply company. The red powder should be mixed with vinegar. To remove the red paint from the board, use hot water; other colors are removed with cold water.

The brushes used in doing this kind of painting should be oil paint brushes, for they are flat and not so soft as water-color brushes. One about three fourths of an inch wide is most useful.

Our Bible Story---The Good Samaritan

Fourth Period — Fifth Week. Text: Luke 10: 25-37.

VELMA WALLACE

Lodi Normal

[NOTE.—This story is very effective as a chalk talk. Sketch in mountains; road, half hidden by trees, following the side of mountain, with Jericho in the distant valley. This may be drawn rapidly while telling the first three paragraphs of this story. At the proper time, place in the picture the man lying by the roadside, the priest, the Levite, and the Good Samaritan. A simple mark for each will stimulate the imagination of the children, and hold their attention.]

Jerusalem, the city where Jesus taught the people so many, many times, was built on three mountains, and there were mountains all around it.

Perhaps you have taken a trip through the mountains where the roads were steep and narrow? Yes, Melvin has. What did you see on either side of the road, Melvin? Did you see anything besides tall trees? Yes; steep banks, great rocks, etc. That is the kind of road you would have traveled over had you started from Jerusalem toward this city in the valley, in the days when Jesus lived here on earth. The name of this city was Jericho, and this road was very lonely, and very dangerous, too. Many times wicked men would hide among the rocks or behind the trees until some traveler came along, then they would spring out from their hiding places and rob him.

One day a man left his home in Jerusalem and came down this road on his way to Jericho. He was alone, and some robbers caught him and took away his money. They whipped him and hurt him until he was nearly dead, and then they ran away and left him by the roadside.

As he lay there, a priest came along. He looked toward the poor suffering man by the roadside, but he passed right by on the other side.

In a little while another man came down the road. He saw the sick man

and felt sorry for him. He wondered what had happened; so he came over and looked at him closely. He knew what he ought to do, but he didn't want to do it. He wished he hadn't seen this man at all, because something was telling his heart that he ought to help him. "But then," he thought, "suppose the robbers should come back! They might catch *me*, too. Perhaps some one else will come along and take care of the suffering man." So he hurried on.

Pretty soon a Samaritan came down the road. He did not live in Jerusalem, and the Jews who lived in Jerusalem hated him and all his people. He was riding on a donkey, but as soon as he saw the man lying by the roadside, he got off quickly, and did all he could to make him well right there. Then he lifted him onto his own donkey and, walking along by his side, took him slowly and carefully to an inn, or hotel, where he could put him to bed and care for him. This good Samaritan stayed right there with the sick man all night. In the morning the sick man was better, so the Samaritan went on his journey; but before going, he gave the innkeeper some money, and asked him to take care of the sick man until he was able to go to his home.

What a kind and thoughtful man the Samaritan was! How selfish were the first two men who passed by, caring only for themselves! They thought themselves much better than the Samaritan; but do you think God thought them better? No, indeed! God looks at our hearts, and if our hearts are full of his love, we shall be kind and unselfish.

The Bible says: "Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy strength, and with all thy mind; and thy

neighbor as thyself." Luke 10:27. We like to have our friends do things to make us happy. If we love others as much as we do ourselves, we shall be watching for ways to make them happy. Our neighbors are not only those who live near us. Of course they are our neighbors; but every one else whom we can help is our neighbor, too.

Should we be kind to those who are unkind to us? Are we to be neighbors to them? I will tell you another little story: Mary had been very unkind to Jennie. She had said things to the other girls when Jennie could hear her, that hurt the little girl very much. Her brother told her that if he were in her place he would just get even and "pay her back."

Jennie was trying very hard to be a real Christian, and let me tell you how she paid Mary back. Mary's mamma gave her some money, and told her she might buy herself a pair of pretty red mittens that she had been wanting for

ever so long. She started happily down the street, but dropped part of her money on the sidewalk. It rolled somewhere, she couldn't tell just where, although she searched everywhere around. Perhaps she could have seen it if her eyes had not been so full of tears; but just as she was about to give up, who should come along but Jennie.

Jennie saw that Mary was in trouble, and ran right up and put her arms around her, just as if they had always been the best of friends. Together they soon found the coin in a crack in the sidewalk, and two happy little girls went on their way. Jennie was a true little neighbor,—just as true as was the Good Samaritan.

I wonder if any of my boys and girls can find some way to be a Good Samaritan this very day. I believe you can. The first thing we must do is to love Jesus with all our hearts, as our memory verse says, and then it is easy to love all those who need our help.

Paper Construction Without Paste—No. 2

(For Grades 1 and 2)

RUBIE E. BOYD

Materials for Kitchen Table

QUARTER-INCH Latshaw ruler.

Paper square 4 by 4 inches (5 tables can be made from 3 squares).

Directions for Making

Top:

Cut a 2-inch square for the table top.

Fold in half.

On the folded edge, measure $\frac{1}{4}$ inch from each end, and make cuts $\frac{1}{2}$ inch deep.

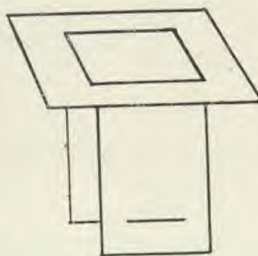
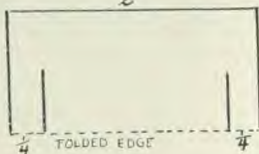
Legs:

Cut an oblong 1 by 4 inches.

Score lengthwise down the center.

Make two crosswise scores $1\frac{1}{4}$ inches from the ends.

Fold on the lengthwise score.



Measure on the folded edge $\frac{1}{2}$ inch from the ends, and make $\frac{1}{4}$ -inch cuts.

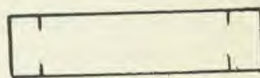
Open the paper oblong, and insert into the

slits of the table top.

Under Crosspiece:

Cut an oblong $\frac{1}{2}$ by 2 inches.

Measure $\frac{1}{4}$ inch from the ends and make $\frac{1}{8}$ -inch cuts on both sides.



Fold the laps together and slip through the incisions in the legs, then unfold the laps and the table will stand secure.

A library table may be made on the same principle, using a 2 x 4-inch piece of paper for the top, a 1 x 6-inch piece (or two shorter ones) for the legs, and a cross-piece $\frac{1}{2}$ by four inches.



Materials for Straight-back Chair

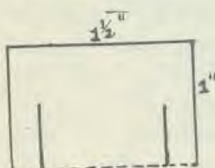
Eighth-inch Latshaw ruler.

Paper square 4 by 4 inches.

Directions for Making

Back and Seat:

Cut an oblong $1\frac{1}{2}$ by 2 inches.



Fold crosswise in half.

Measure on the fold $\frac{1}{4}$ inch from the ends and make $\frac{1}{2}$ -inch cuts.

Open so that the back and the seat form a right angle.

Arms and Legs:

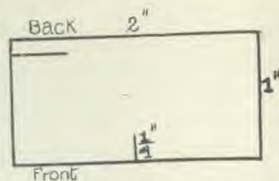
Cut two oblongs each 1 by 2 inches.

Measure from the end 1 inch and make

a cut $\frac{1}{4}$ inch deep. That will be the front edge of the chair side.

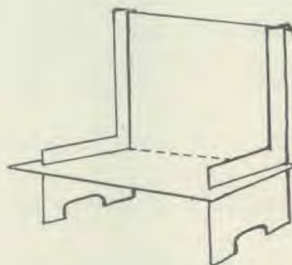
Make a similar cut on the other chair side.

On the upper edge of the chair side, $\frac{1}{8}$ of an inch from the back, make a $\frac{1}{2}$ -inch cut.



Do the same to the other chair side.

Insert the two chair sides into the slits of the first oblong, dovetailing the slits.



Then cut the arms and legs into any design to suit the fancy. Simple designs are the best.

On the same principle, rocking-chairs, real armchairs, settees, and davenport can be made. In making a rocking-chair cut the rocker and arm in one piece.

Children's Club Work

MRS. GRACE R. RINE¹

THE "State and County Club Work for Boys and Girls" has been of great assistance to us in encouraging work in missionary lines. Under general supervision of the county club leader, we have organized a garden club, a poultry club, and a canning club. The local leader is either an older student or a student-teacher from the normal. Occasional meetings are held and instruction given by the county leader as to the best methods of gardening, the proper care of poultry, as well as actual demonstrations in canning. The boys and girls

then go home and put into practice the instruction given. As a result of these meetings, some of our girls have canned vegetables for the family in the most approved method, and are justly proud of their work; some of our boys have been encouraged to increase their garden yield for missions; and both boys and girls have experimented in thoroughbred poultry raising, which is expected to produce a neat sum for the Harvest Ingathering, to say nothing of the value of the training itself.

[Does not this contain a suggestion to some wide-awake superintendent?—Ed.]

¹ Deceased.

The Morning Watch Habit in Our Schools

MRS. ELLA P. INGRAM

Of all people on earth today, we need to know God as a friend,—one who not only makes promises but keeps them. Surely there is no more fitting time for us to lay hold of these promises than in the quiet hours of the morning, when all about us seems to say, "Be still, and know that I am God."

No one can overestimate the value of the Morning Watch, and its observance should become a habit with us and with our pupils. If our pupils have not already formed this habit, it rests with the teacher to help them see the importance of doing so. But before we as teachers can interest our pupils in anything, we ourselves must have become interested. Therefore, in order to help our pupils form the Morning Watch habit, we must first have formed the habit.

There are various ways to accomplish this. Usually the thing we are interested in we often talk about. Then let us frequently speak of the benefits we have received from the Morning Watch, and thus encourage its observance by our pupils.

It is also a good plan to call for a recitation of the verses by pupils who have studied them. They will enjoy reciting them, and it will prove to them that the teacher is mindful of this observance. I have known pupils to begin studying the Morning Watch because of the enthusiasm of those who were able to recite the verses. Others, though at first prompted merely by a desire to keep up with their classmates, afterward learned to love and appreciate the exercise.

Pupils sometimes ask if the Bible requires the Morning Watch, or if it is just some of our leaders who advocate its observance. We can point them to Moses, whom we find was ready at God's command to meet with him in the morning. Ex. 34:1-3. David had the habit of looking to God in the morning. Ps. 5:3. Isaiah says, "Morning by morning he wakeneth mine ear to hear." Isa. 50:4.

The greatest reason we have for studying the Morning Watch is that our Saviour while here on earth had the habit of arising early and communing with his Father. Mark 1:35. If Jesus is to be our example in all things, surely the Morning Watch habit must be included.

Some of the world's greatest men found the day's work a success only as they gave God the beginning of that day. Gladstone is said to have been faithful in looking to Heaven in the early hours of each new day.

As we consider this privilege, let us take hold with renewed energy, or begin for the first time, to have an appointment each morning with the Master Teacher, and thus obtain strength and grace and wisdom for the duties of the day.

The Teacher's Goal

"HIGHER than the highest human thought can reach is God's ideal for his children. Godliness — godlikeness — is the goal to be reached." — "Education," p. 18. Never man taught as this Man, for never man lived as this Man. What he taught he was. This is the secret of power over your pupils. Reflect him.

How the Teacher May Spell "Success"

- S - Spiritual interest in each child.
- U - Understanding child nature.
- C - Consecration and Co-operation.
- C - Courtesy and Control.
- E - Efficiency in education.
- S - Sociability and sympathy.
- S - Self-sacrifice.

What the Teacher Should Know About First Aid

Emergency Measures Should Be Understood by Children, but Supplies Should Be Under the Control of the Teacher

A Little Kit of First-aid Remedies Is as Essential in the Schoolroom as a Box of Crayons

(Timely suggestions from the Home Economics Division, Bureau of Education, Department of the Interior)

QUITE as essential in the schoolroom as a box of crayons is a little kit of first-aid remedies. Emergency measures should be understood by the children, but the supplies should be under the control of the teacher. One bottle of diamond-shaped, blue-colored bichloride of mercury tablets should be kept, that any cut may be first cleaned in antiseptic solution before being bandaged. These tablets are so poisonous that, after explaining to the children their use, they should be kept under lock and key. One to a pint of water makes a solution in which wounds can be bathed.

A roll bandage for cut fingers or wounded heads should be ready. If bleeding is excessive, the teacher must remember that many layers of bandage do not stop the bleeding but only cover up the blood, and prevent recognition of the excessive flow. Sharp pressure must be made over the wound until bleeding ceases. Zinc oxide adhesive tape is used to hold the edges of wounds together. It can be purchased in rolls two inches wide, and torn lengthwise to any width needed. The cut so often made on the forehead by bat, ball, or stone, can be most effectively treated by first washing in an antiseptic solution and then bringing the edges together, and closing the

wound with short pieces of adhesive tape.

Not infrequently a child breaks a bone while playing at school. If the skin is not torn by the jagged edges of the bone, no serious alarm may result. A few slats from a window shutter, a yardstick cut into pieces, some pine kindling smoothed and cut into lengths, any of these will do as temporary splints. The prominences of the broken member should be padded with cotton (a half-pound roll of absorbent cotton should be a part of every school equipment), and

the splints placed parallel on the limb and firmly bound in place. The binding must be tight enough so that no muscle contractions will cause the bone to tear the flesh, but must not be so tight that circulation is impeded.

Should a small foreign body get into a child's eye, carefully

remove it by using the rounded point of a lead pencil.

If a child chokes on a foreign substance, he should be picked up by the heels and shaken. If too large for this treatment, lay him over the teacher's desk or table with face downward and head and shoulders hanging over the edge, and give a slap on the back.

No teacher should assume the responsibility of administering medicines internally.

The Man Who Wins

"THE man-who wins is the average man,
Not built on any peculiar plan,
Not blessed with any peculiar luck,
Just steady and earnest and full of pluck.

"When asked a question he does not 'guess,'
He knows, and answers 'No' or 'Yes.'
When set a task the rest can't do,
He buckles down till he's put it through.

"The man who wins is the man who works,
Who neither labor nor trouble shirks,
Who uses his hands, his head, his eyes;
The man who wins is the man who tries."

Getting Penmanship into the System

BERT RHOADS

South Dakota Conference

No one can learn to write well with poor materials. Paper, approximately eight by eleven inches and of a fairly good quality, is of first importance. It is just as necessary that the proper kind of pen be used,—not a stub pen nor a Spencerian No. 1 to start with. Palmer Method, Nos. 1 and 5, glide smoothly, and the points are just blunt enough to prevent the pen's sticking through the paper. It is so easy for a class to become discouraged at first, even with the best of materials.

Good penmanship cannot be obtained with poor position or any amount of poor position practice. Practice makes perfect only when it is of the right kind. It is the teacher's business constantly and insistently to maintain right positions in practice. The Palmer Method Manual gives full instruction, but the teacher must fully obey.

There are just two fundamental movements in penmanship, the push-pull movement and the oval, with modifications of both. If these movements are not correctly executed, all subsequent practice will be faulty. If the oval is made narrow, the capitals and small letters will be narrow, and illegibility will result. If the oval is too round, the letters will be too broad. If the slant is too much or too little, the letters will have the same defects. These two principles are an index to the whole writing experience.

It is not necessary to keep the members of a class in penmanship together. It is an interesting and profitable diversion occasionally to have a class write in unison, either by counts or by music. But when a pupil has mastered any given drill, he should be checked off on that drill and be allowed to pass to the next one, absolutely regardless of where the rest of the class are. It may come about that at the end of six weeks or sooner no

two pupils will be practising on the same drill. This makes the teacher no trouble, for in the writing class just a word of instruction or an adjustment of position is all a pupil needs. He is checked off on his drill, or must practice it again at the next writing period.

In this way the pupil becomes interested. He is getting somewhere. John wants to excel Tom. He takes home his writing materials, comes to school next

morning with several pages of drills, and is checked off on four or five of them. Then Tom gets busy; the class is interested. Soon the practice enters the other written work outside of the writing class. Penmanship is getting into the system.

It takes from six months to two years for a pupil to become an expert penman, so expert that he naturally and of his own choice takes correct positions and makes his letters speedily and accurately, but no manual work in which the teacher instructs shows up so beautifully.

Bad "I Can't"

LEAVE our schoolroom,
Bad "I Can't,"
Leave it now forever!
We will try, and try again,
And listen to you never.

Leave us, leave us,
Bad "I Can't,"
You have naughty brothers:
Won't and Shan't and Tain't
and Ain't,
And too many others.

Good-by, good-by,
Bad "I Can't,"
Shut the door behind you.
In the schoolroom nevermore
Shall our teacher find you.

—Selected.

Schoolroom Decoration

MYRTLE V. MAXWELL

Ooltewah Normal

THE art teacher had risen to speak, and her subject was "Schoolroom Decoration." Now that was a subject I was interested in. Hadn't I tried all the year to have a pretty room? I got my pencil and notebook ready, so as not to miss a single thought. I was sure she was going to load us with many novel and interesting ideas — was sure she could. I could hardly wait for her to begin. Hadn't I slipped into her room at every opportunity to see the beautiful work her class was doing?

After she had talked about five minutes, I began to find her talk disappointing; and the more she talked the more disappointing it became. Do you know, she did not tell us a single thing about drawing, cutting, coloring, arranging, what pictures to use, or which to shun. I might as well admit it, I was provoked. I had expected so much!

I went away half discouraged. But somehow I could not help thinking about what she had said, and little by little I began to appreciate her talk. It took a long time, though, for me really to believe it was appropriate; but I know now that it was. Shall I tell you the substance of what she said? It was the best talk on the subject I have ever heard.

She began: "If you want a beautiful schoolroom, keep the room clean. Are the walls, floors, windows, stove, desks, in fact everything, clean? Or is the plaster falling from the ceiling? Are the desks marred? Are the shades flapping and torn? Is everything in disorder? Are cheap pictures pasted or tacked all over the walls? All these conditions can be remedied by the teacher who really wants to do it. The teacher won't have to do all the cleaning, either." That was the gist of her talk.

We all know what an influence these things have on the children. After all,

don't you think that cleanliness and order make beauty?

Now let us suppose that our schoolroom is sweet and clean. We shall want a picture or two, and they must be good ones. That does not mean that they have to be expensive. It is not well to have too many pictures, but every schoolroom should have that beautiful picture of Jesus as he stands before the doctors on the occasion of his visit to the feast. Let the pictures be hung low enough for a child to see them well. Be sure to help the children to love the pictures.

Posters representing life in other countries are very pretty for the room,— a Dutch poster, a Japanese poster, etc. These look well arranged as a border. Bible posters would also be interesting; for instance, cut a few sheep, a boy, a harp, a tree or two, and mount them on a strip of paper, and you have the boy David. The paper should be blue with a strip of green at the bottom for grass. Be sure the figures are large enough to be seen well. The figure of the boy should be at least twelve inches tall. After mounting, each figure should be outlined to make them show well.

The blackboard, if you can spare the space, is very pretty with an appropriate border put on each month. If you cannot draw and do not have a pupil who can, stencils may be purchased. But see if you or your pupils cannot make your own designs. Begin with cat-tails or something else easy. Draw the design on the board and trace over it with colored chalk. Next cover it with a piece of paper, and rub over it with an eraser. The design will come off on the paper. Quickly trace the outline with pencil, and with a pin prick holes about one eighth of an inch apart. A quicker way is to unthread the sewing machine, adjust the length of the stitch, and stitch

(Concluded on page 160)

THE PARENT-TEACHER ASSOCIATION

"The teacher should not be left to carry the burden of his work alone. . . . Let parents and teacher take hold of the work together. . . . The teachers in the home and the teachers in the school should have a sympathetic understanding of one another's work." — "Counsels to Teachers," pp. 153, 156, 157.

Co-operation

HAVE you a Parent-Teacher Association in your school? If not, you do not know what you are missing. The greatest factor in the training of children is unquestionably the home; the most responsible individual is the parent. Next to the home and the parent come the school and the teacher. Either one of these agencies alone or both of them working independently of each other, have a hard struggle in this degenerate age. Only where both unite in intelligent, sympathetic, persevering co-operation, can the greatest and most satisfactory results be hoped for.

The Parent-Teacher Association provides this avenue of helpful co-operation. Though a comparatively new feature of our educational work, it is rapidly taking its place in the ranks. If directed and controlled by the Spirit of the Lord, it will be the strongest of ties

to bind together the educational forces of the church, the school, and the home.

Co-operation is the corner-stone of each association. The same co-operation between the various associations and the EDUCATOR will enable each association to share the benefits of all the others. Tell us when and how your association was organized, and what your various committees are doing, or what they plan to do. Tell us about your meetings, the good papers presented, and the best points brought out in the general discussions.

If you are struggling on without an association, the EDUCATOR will be glad to answer any questions that will encourage you to undertake this good work. Tell us your problems, and let us try to help you and your school. Address: Editor of Elementary Education, General Conference, Takoma Park, D. C.

Punctuality at Home and at School

MRS. C. M. SORENSON

[Last year the church at Takoma Park, Washington, D. C., organized a strong Parent-Teacher Association. The constitution adopted called for a meeting once a month, but the interest from the first was so active that special meetings were held between times. The membership continued to increase from the first. The following is a paper read at one of these meetings. The animated discussion which it aroused was so helpful that we give it here in part.—S. E. P.]

THE question is often asked of school children, "Is it possible for a child never

to be tardy or absent?" We often have children who go through school a whole year without tardiness or absence. One boy who finished the eighth grade last year had been neither tardy nor absent for three years, until the last part of last year, when he had the measles. I think he would not have stayed away then if he had been allowed to come. At one time, when he had a severe cold, we suggested that perhaps he was not well enough to stay in school, but he replied with tears in his eyes, "It is only a cold; I do not want to miss school."

Do you think a boy who forms the habit of always being present and on time at school could be late in meeting an appointment when he is grown to manhood? Is it the fault of the child or the parent that children are so often tardy or absent? I would answer, "Sometimes the child, but more often the parent."

Teachers often receive such notes as, "Please excuse James for tardiness because I had to send him to the store," or, "Please excuse Mary because I let her sleep late." We teachers often think, "Why was James not sent to the store ten minutes earlier?" or "Why was Mary not put to bed earlier at night?"

Of course we are expected to keep sweet and wait, while James comes in just as we are ready for the Scripture reading. From the time he enters the door until he is seated and we have the children's attention again, about three minutes of the precious time of twenty or more students is gone, making a total of sixty or more minutes that should have been put to a better use.

Just as we are finishing the Scripture reading and are ready for prayer, Mary quietly opens the door, and we have the same experience over again. You might say, "Do not let them in until opening exercises are over." But would you want your child left for several minutes standing in the hall with just any other child who might come late?

Then again we have notes like this: "I am sorry I had to keep Catherine out of school yesterday, but I really had to take her to the city to get her some shoes." The day Catherine stayed away we took up a new subject in arithmetic, and all the class learned how to work the problems, but now the teacher has to spend nearly the whole class period doing for Catherine what she did for the whole class yesterday, or perhaps stay a half hour after school to help her.

We also had a review in physiology, and today is a written test. Catherine fails in the test because she missed the review, and now the work must be made

up. We often wonder why Catherine could not get her shoes in the same way the teacher gets hers—catch the first car to the city after the close of school. If a teacher can get along with what shopping she can do after school, why cannot the pupil?

At noon a girl comes in late. "Teacher, will you please pronounce the spelling words?" This has already been done, instructions for study given, and the class is ready to recite. Now it must be done again for the benefit of the tardy one, and the class must do something else for a few minutes while Mary studies, or she will receive a poor grade in spelling, for which the teacher is likely to be held responsible.

In the home and the school we are preparing children for life, and the habits they form now will be hard to break; yes, will not be broken when they are older. They should be taught that school is a business to be attended to just as carefully as the father attends to his business. Regularity in the home life, as certain early hours for retiring and *no evenings out late*, will help the child to do faithful, efficient work every day.

From the time the children begin to plan an evening party until a week or two after it is over, the effect of it is felt in their school work. In these days children are very nervous and excitable, and need a regular program in the home and in the school, with everything left out that would tend to excite. We are sure if the parents could take the place of the teacher during the time one of these parties is being planned and carried out, they would say, "No more parties for my child while he is in school."

Discussion

THE FATHER OF THE BOY WHO HAD NOT BEEN TARDY FOR THREE YEARS: "We make a business of having our children at school on time. We plan to have nothing on hand in the morning that will tend to cause tardiness. We teach our children to have a time limit

for both work and play, and to live up to that program. Then we instruct them not to loiter on their way to school."

A MOTHER: "During the long evenings in the winter we plan at our home to get everything possible done the night before, even to preparing the breakfast. I see that the buttons are all sewed on, the shoes polished, and the stockings that are to be worn the next day laid out. I also see that the children go to bed on time. There are then but two things left for the morning—getting daddy to his business on time, and getting the children off to school on time."

A PARENT WHO HAD BEEN A TEACHER: "When I taught school, I had a beehive device—a blackboard picture in which each child was represented as a bee making a "bee line" for the hive. No bee was ever found playing around the streets. This impressed the little tots with the importance of punctuality."

A TEACHER: "As a child I was tardy but once during my twelve years of school from the first grade through high school. This once I can just remember, as I was but four years of age, and should not have been in school at all. There were three girls in the family, and my mother required us to wash the breakfast dishes, tidy the kitchen, and make all the children's beds before dressing for school. We lived one mile from the school, but I do not remember that any of us were ever tardy excepting the one time referred to. My parents at one

end of the line and a teacher at the other end who taught us that tardiness was little short of disgrace, kept us alert."

It is interesting in this connection to note a few of the State laws governing tardiness in public schools.

CALIFORNIA LAW: "A child is a truant when absent from school three days or tardy three days, and may be so reported. When reported a truant three times or more, a child is a habitual truant." A habitual truant is subject to punishment by the State.

WASHINGTON STATE LAW: "Any superintendent, teacher, or attendance officer who shall fail or refuse to perform duties prescribed by this act shall be guilty of a misdemeanor punishable by fine of not less than \$20 nor more than \$100." The Act referred to is regarding a requirement to report cases of truancy, which may be cases of tardiness as well as absence.

CONNECTICUT LAW: "The law requires regular attendance during the hours while the schools are in session. Therefore, if a child is absent at the opening of the sessions, or is withdrawn before the close of the sessions, the parent may incur the penalty of five dollars for every week of irregular attendance."

These quotations from State laws are taken from our "School Manual." Should not all our parents more conscientiously obey all these just and right laws? God is never tardy. Why not teach our children to be more like him?



Cheering Words from Educational Superintendents

Louisiana Conference

"I SHALL organize Parent-Teacher Associations." MRS. C. N. SANDERS.

South Dakota Conference

"We have just organized our second Parent-Teacher Association, at Madison. Our first one was at Sioux Falls. We had an excellent meeting at Madison." BERT RHOADS.

Western Oregon Conference

"Since taking up the church school work in this conference and after reading what our 'School Manual' had to say about Parent-Teacher Associations, it occurred to me that this was one of the means to an end for better equipment and facilities for our schools, and to increased attendance of Seventh-day Adventist children.

"We have not done very much yet, but the start that has been made has been so helpful already that I am expecting to spread its gospel throughout Western Oregon Conference territory, or wherever there is a church school. The constitution adopted by the association here in our Portland church is after the outline in the 'Manual,' which I consider most excellent. I had 250 of these printed to use as a model in my efforts to organize the association in churches outside of Portland, also in institute work. The call is for all to co-operate for the welfare of our children."

I. C. COLCORD.

Virginia Conference

"Our church at Richmond has organized a Mothers' Club, and though only started a few months ago, it is attended with much interest. Practical problems of the day take their turn, different members preparing papers, which are followed by general discussions.

"Last spring the subject of dress gave to the mothers many suggestions, and as the result of this study, no silk gowns were worn at the closing exercises of the school, though some of the girls had

planned to do so. The hostess of the day prepares a suggestive lunch for school children, which the mothers enjoy, obtaining recipes for the dishes that are served.

"The Mothers' Club is now raising a fund with which to supply the school with needed lavatory supplies,—stationary wash stand, liquid soap globe, paper towels, etc.

"As conference superintendent, mothers, and teacher meet, there is an exchange of thought which cannot but prove a help to the school."

ELOISE WILLIAMS.

All praise to the earnest, faithful, and efficient efforts of the mothers! The good that mothers can accomplish in a Mothers' Club is deserving of the heartiest commendation. But why should not fathers share this blessing and this responsibility? The protecting strength of noble fatherhood is as necessary in the symmetrical training of the child as is the protecting care of intelligent motherhood. A Parent-Teacher Association should enlist the attention of both father and mother. ED.

Another superintendent writes:

"I am intensely interested in the matter of the Parent-Teacher Association.

"There is much room for education along this line in this conference. I believe that an association of this kind should exist for the purpose of building up and working for the school, and not be made an occasion for thrashing out school troubles. The settling of school difficulties is under the jurisdiction of the school board, instead of the Parent-Teacher Association.

"I should like to know if membership cards can be secured in quantity. I like the form of the card you sent me, and have no suggestion to offer except a word of approval."

The Parent-Teacher Association membership cards referred to are priced on page 129 of this journal. An order for

1,000 was recently filled for the South-eastern Union Conference. Two editions of this card have already been printed this school year. These neat little cards are sure to help in giving character to this work. They make nice bookmarks. The aim printed on the card, "Gather the children;" "for the day of the Lord cometh, for it is nigh at hand," will help to keep before the mind the responsibility of parents and church members. Organization of the right kind always gives strength and efficiency to any undertaking.—Ed.

Alabama Conference

"The Parent-Teacher Association combines those forces which form the basis of our educational system. Our schools are conducted by the teachers, and patronized and supported by the parents. When parents and teacher are associated in their common work, every factor is present which is necessary to operate a successful school. Therefore the Parent-Teacher Association assumes its position, not as a side issue, but if properly used, as the strongest agency of co-operation for the benefit of the children of each local school organization. As parents and teacher thus meet on common ground, each learns to appreciate the problems of the other; each learns to sympathize with the anxieties of the

other, and to help the other in understanding and curing the ills incident to child life in the home and the school. Only with this close Christian co-operation can Christian education ever be what it should be.

"Parent-Teacher Associations are not always difficult to start. The first, and at present the only, association in the Alabama Conference started spontaneously when the chairman of the school board began reading the 'School Manual.'

"I find that such an association does much to increase the efficiency of the superintendent. Although it may require a little effort to get it under way, it helps to lift the burdens. The way to make the project a success is to fashion its work so that the results will be apparent in a practical way; for enthusiasm is hard to sustain where the association exists only as a name. I am optimistic concerning this important line of work in our conference, and hope to see much more accomplished in the near future."

W. PAUL BRADLEY.

Who will be the next to send us a word of encouragement from this effort to cement more closely the work of the home, the school, and the church? We all want to hear from every conference.—Ed.

OUR QUESTION BOX

4. If an unbelieving husband insists upon starting a child in public school, what home study could I conduct that would strengthen the child and prepare her for what she must meet?

This is a very practical and important question. First of all, be *sure* that you keep the confidence of your child who is thus exposed to error and temptation. Know what she is studying in school, and what she is reading outside of school. The Junior Missionary Volunteer Reading Course will be a help here. Know who her companions are, and as far as possible direct her choice from the

church. Study the Bible with her every day, using the "Bible Lessons for the Church School." This study not only will help the child but will be a blessing to the parent, and may be the means of winning the unbelieving husband.

THE sailor builds his finest ship of heaviest steel, and the airman soars by means of things that fall. Depend upon it, heart of mine, the heaviness that seems to crush thee was meant for thee to soar by! Be an airman every time! — *John Brierly.*

SECRETARIES AND SUPERINTENDENTS' COUNCIL

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

Standardizing Our Schools

G. R. FATTIC
Lake Union

As I have visited school after school, I have been convinced that we need to raise and hold up the standard that has been set for our elementary schools. Unquestionably, progress has been and is being made; and unquestionably, superintendents everywhere are endeavoring to reach these standards; yet much remains to be done. How can more be accomplished?

Personally, I am a fervent advocate of the score card. I believe that by constantly keeping before our people, our teachers, and the members of our school boards, the standard we want to reach, we can eventually reach it. Most men qualified to act on a school board have ambition enough to want to see their school as good as any, and they are ready to standardize their school when they know what is required.

Our Lake Union score card, which is displayed at each school, not only completely indicates the present standing of the school, but it provides for recording the progress made for three successive years. In this way those who are responsible for the building up of the school can see the growth or lack of growth on each point. Progress is largely a question of agitation. The slogan, "Agitate, agitate, agitate," does, little by little, produce gratifying results.

It follows obviously that there needs to be some recognition of the merit attained by those who try to build up their schools; and for this purpose we are using a bronze plate on which are inscribed the words, "Seventh-day Adventist Standard School." This plate is given to any school securing 475 of the 500 points required.

In planning for a standard school, several things must be taken into account. These will be determined partly by local conditions, though there are some general standards that apply equally to all. The question of grounds, their size, esthetic adaptation, elevation, drainage, and so on, must be given consideration. Attention must also be given to buildings, sanitation, equipment, and accessories. The latter two receive a large number of points, for that is where our schools are most lacking. They are not properly equipped, and many of the buildings are not adapted to school use. But as soon as our boards and patrons see the value of these things, they willingly do what needs to be done.

When the superintendent visits the school, he, together with the members of the local board, should indicate the proper per cent after each item on the score card, and then present his findings to the school constituency. The patrons will always be interested, and it is surprising how quickly they respond to suggestions that will help to put their school in the ranks with standard schools.

Aside from the question of interest and money, there is nothing to speak of in the way of schools' quickly reaching the first place. Lack of interest can be largely overcome by agitating the subject, after which the question of money usually adjusts itself. Much can be done that has not yet been accomplished in standardizing our schools, for the Lord has told us plainly we are not to allow the standards to be lowered. His approval will rest upon every effort we put forth to make our schools real centers of intellectual and spiritual attainment.

The Superintendent's Responsibility in the Teacher's Wage Problem

O. S. HERSHBERGER

Good teachers are worthy of larger wages, and larger wages encourage better teaching. When a teacher does good work in a certain school, work that is above the average, that school is willing to pay almost any wage in order to secure his services. On the other hand, when a teacher does work that is of an inferior nature, it is difficult to persuade the school to give him a second chance, to say nothing of raising his wages. In fact, it is a real problem to get that school to pay a higher wage to another teacher unless he has a good record.

In considering the other side of the problem, we find that we have plenty of talent, young men and women who would make splendid elementary school teachers, but the wages are such that there is no inducement for them to take up this line of work. It appeals to them as work of an inferior character. How can we minimize this important branch of the

work? Definite instruction has been given concerning the high standards for our church schools and yet we pay a wage that makes this work appear of but little importance. Let us give it the rating that it deserves, and we shall soon see great changes.

The Ohio Conference has tried to work this problem from both angles with gratifying results. We aim to secure well-qualified teachers and give them a reasonable wage. As a result of our efforts we have been able to give our teachers an average increase in their wages of 30 per cent for this year.

The superintendent's first responsibility is to secure the best talent possible for this work, and then do everything he can to make the work a success. After this he can take up the matter with the churches and appeal to reason, and he will not experience great difficulty in securing better wages.

Books and Magazines

Number by Development, by John C. Gray. Volume II, for Intermediate Grades; Volume III, for Grammar Grades. J. B. Lippincott Company, Philadelphia. Price, per volume, \$1.60.

Mr. Gray has done a fine piece of work in these books. Those of us who were given the "rule" for an arithmetical operation and assigned a list of examples to work out, remember how much groping and dead reckoning we did, how much dependence we put on the "answers," and how little intelligent reasoning we connected with our arithmetic. Fractions were administered by means of a substantial lecture, telling us what they were, and we did our best to remember it, whether we understood it or not. Decimals kept us in the proverbial whirl of conflicting emotions, and percentages were a nightmare.

Mr. Gray has worked the number problem out scientifically, and has applied it with a painstaking attention to the detail of its class-

room treatment that will, we feel sure, help the light to dawn on many a puzzled young mind. The exact order of steps to be taken in presenting the lessons, even to the phrases to be used by the teacher and the answers to be brought out, are suggested. Illuminating diagrams are numerous. The teacher will be greatly helped to better crystallize his instruction in arithmetic by adopting the methods set forth.

First Lessons in Business, by J. A. Bexell. J. B. Lippincott Company, Philadelphia; 174 pages; price, 68 cents.

Here is a timely little book, suitable for children in the grades as well as older people, on a subject that is too often slighted. Our youth need to be diligent in business, and if right habits are formed while they are children, the result will be fewer families in straitened circumstances. "How to avoid extravagance and waste; how to save and practise thrift; exercises in the keeping of personal and household accounts; and those elements of business forms and practice with which every one should be familiar—all are given in a series of lessons so excellently graded and arranged as to appeal to adult and pupil alike."

EDUCATIONAL ITEMS

THE average number of pupils per teacher in American cities ranges all the way from 49 in Nashville, Tenn., to 26 in Rochester, N. Y., according to figures compiled by the United States Bureau of Education.

PHYSICAL training in schools throughout the State of Michigan is provided for in a recent act of the Michigan Legislature. The law requires boards of education to engage competent instructors and to provide the necessary place and equipment.

PACIFIC UNION COLLEGE, under date of Dec. 1, 1919, reported an enrolment of 340 students. They have reached the limit of their capacity, and have been compelled to turn away a large number of students. It is interesting to note that 40 per cent of their students are of college grade.

"FRANCE is now seeking the means whereby she can open the doors of the universities to all men worthy of entrance and able to profit thereby. University training must cease to be the privilege of any single group of society, and become the common property of all." This is the statement of Dr. Levy-Bruhl, French exchange professor for the Sorbonne, now at Harvard University.

THAT there are 160 Japanese language schools in the Hawaiian Islands, with 444 teachers and 20,253 pupils, where the principals and teachers are predominately non-English-speaking aliens and the pupils are predominately American-born children who are to become American citizens and voters," is the gist of a detailed statement recently issued by the Department of Public Instruction of the Territory of Hawaii.

PLANS are now definitely laid for the completion of the Southern Junior College plant. The full building program of Southern Junior College calls for these buildings: Administration hall, girls' dormitory, boys' dormitory, dining-

hall, dairy barn with silos, horse barn, blacksmith shop, tool and wagon shed, and cornerrib. All the above-mentioned are now up except the administration building, dining-hall, and horse barn. These are planned for, and it is hoped that another year will see them nearly completed. A workers' bee held for two weeks in November, made up mostly of workers from the Southeastern and Southern Unions, was the means of erecting the dairy barn, blacksmith shop, cornerrib, and tool and wagon shed.

OAKWOOD JUNIOR COLLEGE produced 1,200 gallons of molasses this year. And they have the largest and best cotton crop in the school's history, and one of the year's best in that section of the country, with cotton now selling at forty cents a pound and prospects of its going to fifty.

INDIANA ACADEMY, which just opened this year at Cicero, has an enrolment of 38. Principal Marsh writes that the roof is on the girls' new dormitory, and that the central heating plant is completed.

THE following enrolments have been reported: Emmanuel Missionary College, 388; Bethel Academy, 132; Adelpian Academy, 130.

Schoolroom Decoration

(Concluded from page 152)

in the outline. Remember when you transfer the stencil to the board that the smooth side must be next to the board. After coloring the design, outline with charcoal or black chalk, and the effect will be much prettier.

Windows look pretty with cut-out birds pasted or colored as you would for the blackboard. The birds may be represented as migrating. Try pasting or drawing snowflakes, a pot of flowers, etc.

Decorations should never be allowed to stay up till dusty or discolored.



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C. L. STONE, Principal

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

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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."

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