

CHRISTIAN EDUCATOR

A MAGAZINE FOR HOME AND SCHOOL

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CHRISTIAN EDUCATOR

W. E. HOWELL, Editor

O. M. JOHN, Assoc. Editor

VOL. XI

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

No. 7

EDITORIALS

Schools and Missions

It has been most gratifying to observe the enthusiasm with which our teachers and students have thrown themselves into the Harvest Ingathering campaign this season. Thousands of earnest young men and women, in company with their instructors, dropping their school work for a short period, have gone out to homes and business houses presenting the needs of missions, returning with an offering which was gladly given and which will be gladly received in the fields beyond.

While the following report is incomplete, it gives some idea of what our colleges and academies have done this year:

Union College	\$2,044.56
Washington Missionary College.....	2,001.57
Emmanuel Miss. College and Church....	2,160.75
Lancaster Junior College	1,112.43
Pacific Union College.....	853.61
Broadview Swedish Seminary.....	677.80
Eastern Canadian Miss. Seminary.....	600.00
Hutchinson Theological Seminary.....	487.85
Bethel Academy	375.00
Plainview Academy	322.26
Enterprise Academy	320.00
Cedar Lake Academy.....	312.12
Clinton Theological Seminary and Church	231.84
Sutherland Academy	180.15
Maritime Academy	150.00
Indiana Academy	145.00
Maplewood Academy	135.00
Fernwood Academy	107.00
Total	\$12,216.94

Though two of the items include the work of the church with that of the school, it is only fair to say that the churches contributed but a small portion of the total.

The blessing from this campaign is a quadruple one, warming the hearts of the givers, inspiring the lives of the solicitors, encouraging the missionaries, and bringing the light of the gospel to souls in darkness.

The school may become a strong contributor to missions, not only in training men and women for future service, but also by helping provide means for supporting the workers. J.

The New Spirit in Education

THERE never was a time when there was a greater tendency to study education in a thoroughgoing and scientific way than now, and never a time when there was greater zeal for improvement. . . .

The aim of the modern school is to develop initiative, good judgment, and right attitude toward one's fellows (good will).

To develop initiative, pupils must be given opportunity to initiate; to cultivate good will, requires active co-operation with others; to develop skill of any sort, involves activity under proper guidance. A good school is an active school, but its activity is not lawless or disorderly. In its activity it is economic, intensive, joyous. As actualities such schools are not numerous, but the spirit is abroad in the educational world and is bringing forth fruit often in the most unexpected places.—*State Superintendent Cary, in Educational News Bulletin, November, 1919.*

GENERAL ARTICLES

Academy Inspection

C. A. RUSSELL

THE General Educational Council held at St. Helena, Calif., June 4-14, 1915, was a history-making convention in our educational work. Among the many actions taken, probably none has made for greater material progress in bringing about a more efficient equipment in our secondary schools, as well as a closer affiliation between these schools and the college in their district, than the plan of academy inspection there inaugurated. This action was as follows:

"That there be an inspection committee consisting of the president of the college, the union educational secretary, and the superintendent. That it be the duty of this committee to examine carefully and inspect annually all academic work, and report their findings to the college faculty and the union conference educational board, and recommend a rating for the schools inspected; and that a report of such rating, together with the necessary information, be forwarded to the Division Department of Education for final approval, and that the college faculty issue the rating.

"That students from accredited schools be admitted to the college without examination.

"That the basis of a credit be the academic standards adopted by the Division Department of Education.

"That the Division Department prepare an inspector's report blank for the use of the inspection committee, embodying the items of standardization."

In harmony with this action the Department has prepared a very complete Report of Inspection, covering all the points passed upon at the council. This blank covers both ten-grade and twelve-grade schools. It is the plan that all such schools be rated by the accrediting committee once each year. Such items as the following are taken into account:

- Place accorded the Bible.
- Accord with the spirit of prophecy.
- Discipline.
- Culture.
- Missionary activity.
- Study spirit.
- Care of health.

Attainments of teachers.

Amount of work required of preceptor and preceptress.

Library.

Science equipment.

Financial management.

Value of units for graduation.

Sanitary regulations.

State regulations.

Character of class work.

The foregoing are but a part of the items considered in checking up a school. A careful consideration of these points must convince all of the great value of the inspection system, both to the school inspected and to the college which is to accept its credits. On one hand, it serves as an incentive to greater efficiency, and the securing of better equipment to this end, by making clear just what may be lacking. On the other hand, the college is taking no chance in accepting credits from an accredited school.

In the Lake Union Conference, there are being operated seven academies in addition to Broadview Theological Seminary, our school for the training of Swedish workers, which is carrying full college work in some of its departments. One of these schools, Indiana Academy, is in process of construction, but will be accredited in due time. All the others have been visited by the committee, the work carefully checked up, and the blanks sent on to the General Department. This was done last year. The inspection will be repeated this year.

Excellent results both to the academies and to Emmanuel Missionary College have already become apparent. Every school has taken a deep interest in coming up on all points necessary to become standardized. In every case the boards have eagerly co-operated in providing necessary funds. The principals have

manifested an enthusiastic interest in the matter, often urging an early visit of the inspection committee, that its suggestions might be carried out during the school year. There is no longer any hesitancy on the part of the college in accepting the work of an academy that has been properly accredited.

We have used the Lake Union schools as an example of the benefits accruing from the carrying out of this plan, since our close-range vision has made these benefits very apparent. After this practical application of the plan, we give it our most hearty and unqualified indorsement.

Problems and Opportunities of a Preceptor

B. E. HUFFMAN

THE preceptor's problem is that much-discussed "boy problem." One speaker has said that "every boy is a problem." With this view of it the preceptor has at least as many problems as he has boys, and perhaps more. But it is much more pleasant to look upon each boy as an opportunity, and from this viewpoint I shall discuss the subject. The preceptor has at least as many opportunities as he has boys associated with him in his work. This article would be too long should we enumerate all his opportunities, but I shall classify and mention a few of them.

First, there is the Christian student who comes to school to complete a course and get into the work as soon as possible. He wants a good, quiet roommate, perhaps one who is taking the same studies and has in mind the same kind of work. The preceptor has an opportunity to broaden his vision and get him to see that there are not yet four years till the harvest, but that the field within the school is already white for harvest, and his help is needed. And, too, he will develop faster under responsibility than in any other way. A young man's life is not to be divided into two periods — one of preparation and another of work. His days of preparation are to be days of service for his fellow students.

Second, there is the unconverted student who wants to be a Christian and a worker, but who lacks faith and the courage of his conviction. Perhaps he came to school hoping that when he broke company with his old associates

he would come under Christian influences, and find it easy to surrender his life to God. Such students give the preceptor an opportunity to train his Christian students in doing personal work.

Third, there is another class of unconverted students who seem to have no desire to be Christians. Perhaps at one time they were baptized and united with the church, but if converted they did not remain faithful. They despise hypocrisy, and therefore do not want to profess to be Christians until they are sure they will not fail. The preceptor and his associate workers (the Christian students) have opportunity to lead these students to see that by their delay the cords of sin are growing stronger rather than their power to do right. It is the power of God that must save them, and not their own power.

Fourth, there may be another class of students who are troubled with infidel, atheistic, pantheistic, or theosophic ideas. As a rule these students are active in discussing Bible subjects, and their associates often argue with them, hoping thereby to correct their theology. The course to be pursued must be determined by each individual case. The preceptor will have opportunity to exercise all his tact and good judgment in order to keep that which is committed to him — his boys — that none be lost.

Fifth, there is the city boy — a gentlemanly fellow — a lady's man. At first he may not be very good or very bad in anything he does, though you feel

that his standards and ideals are not perfect. He may take part in religious exercises, or he may not. He is a social leader in certain circles. The preceptor's opportunity to help him may be in soliciting his help in working out some of the social functions of the school, thus winning his confidence and elevating his ideals.

Sixth, there is the high school student, quick at learning but not much given to study. He is full of school spirit and calls loudly for athletics, but not for manual labor. He is full of his high school pranks and practical jokes, some of which you think are not very practical. He doesn't come to you very often asking for counsel. Whenever you have anything of that kind for him, you have to hunt him up. Perhaps you will have opportunity to work more than sixteen hours a day for a while. But be patient. Stick to your job. It is not lifeless material you are working with. Some who today are faithful and successful burden bearers in the message, belonged to this class a part of their school days.

Seventh: one more class would I mention. To it belongs the overgrown, awkward, clumsy, bashful lad from the country or small town. He has not had an all-round training, and his ideals and standards are not on a par with those of the school. But no need for discouragement here, my brother preceptor. Some of these may be "diamonds in the rough." You have opportunity to build your work upon the neglect and failure of others. Perhaps four or more years of training under your tuition will make them shine "as the stars forever and ever."

Make all your students your companions. Talk heart to heart with them. Spend much time in prayer and God will give you wisdom.

"Teachers who are placed in charge of these homes, bear grave responsibilities; for they are to act as fathers and mothers, showing an interest in the students, one and all, such as parents show

in their children. The varying elements in the characters of the youth with whom they are called to deal bring upon them care and many heavy burdens, and great tact as well as much patience is required to balance in the right direction minds that have been warped by bad management. The teachers need great managing ability; they must be true to principle, and yet wise and tender, linking love and Christlike sympathy with discipline. They should be men and women of faith, of wisdom, and prayer. They should not manifest stern unbending dignity, but should mingle with the youth, becoming one with them in their joys and sorrows, as well as in their daily routine of work. Cheerful, loving obedience will generally be the fruit of such effort." — *Testimonies for the Church*, Vol. VI, pp. 168, 169.

"There is power for us if we will have it. There is grace for us if we will appreciate it. The Holy Spirit is waiting our demand, if we will only demand it with that intensity of purpose which is proportionate to the value of the object we seek. Angels of heaven are taking notice of all our work, and are watching to see how they can so minister to each one that he will reflect the likeness of Christ in character, and become conformed to the divine image. When those in charge of our school homes appreciate the privileges and opportunities placed within their reach, they will do a work for God of which heaven will approve." — *Id.*, p. 175.

HEAVEN is not gained at a single bound,
But we build the ladder by which we rise
From the lowly earth to the vaulted skies,
And we mount to its summit round by round.

— *Holland.*

Sow an act and you reap a habit; sow a habit and you reap a character; sow a character and you reap a destiny.—
Boardman.

HABIT is a cable; we weave a thread of it each day, and it becomes so strong we cannot break it.—*Horace Mann.*

Personal Work in Our Schools

MEADE MAC GUIRE

IN this great movement the paramount demand is for more workers—an ever-increasing army. We have the material, the raw recruits, but they must be trained and qualified for efficient service. It is not enough that they possess great natural ability, genius, or education. The supreme qualification, the one which towers far above all others in importance, is the desire and power to win souls.

It is a well-known fact that at present nearly all our workers are drawn from the ranks of our students. To a very great extent therefore our teachers are determining whether the great army of young people now in training shall or shall not possess the supreme qualification for finishing this work. We want our schools to provide recruits for the publishing, medical, educational, administrative, and evangelistic departments. But we believe their highest success lies in so training every student that he shall realize that to engage in this work in any department and not be a soul-winner is to prove a failure. It is the teacher's duty to give instruction in the ordinary branches of knowledge. While doing this, he should keep constantly before him the great question, "How can I so train each pupil that he will become here and now while under my guidance an active and successful soul-winner?"

Example First

How often a young person's choice of his life-work is determined by the influence of his favorite teacher. The teacher has put such devotion and enthusiasm into his professional work that it becomes irresistibly charming and attractive to the students. The operation of this well-known law proves equally effective when the teacher's greatest enthusiasm and highest interest is enlisted in the science of soul-winning. May the head of the department of science, or literature, or music, in any school, feel

that he has succeeded when he has trained certain talented young people who choose as their life-work to teach in that respective department? Certainly not, nor has any training school succeeded in discharging its responsibility when it sends forth soul-winners from its Bible department only. The product of every department in every training school in this denomination should be, before any other consideration, soul-winners.

Unquestionably every teacher to a greater or less extent is placing the mold of his own highest ambition upon his pupils. If his highest ambition is to be a successful teacher of natural science, and his pupil acquires an ambition for that infinitely higher science of soul-winning, it will be because of influences entirely independent of the teacher. To be a successful soul-winner means simply to be a genuine Christian. No one can be saved and not be actively interested in the unsaved. All the writing and preaching and theorizing in the world about personal work in our schools will amount to nothing unless our teachers are real examples of what we want the students to be. It is not enough for a teacher to talk about personal work, for here, as in other things, it may well be said, "What you do speaks so loudly in my ears, I cannot hear what you say." We confidently affirm that from a school in which every member of the faculty has the passion for souls burning in his heart and permeating every hour of his life, the great majority of students will go out with soul-winning as their highest ambition. The teacher who is indifferent on this subject, is not a source of strength but of weakness to his school.

The Practice

Some teachers take a personal interest in the welfare of their pupils and talk with them concerning their lessons, their future plans and ambitions, their de-

fects of character and their behavior in school, but say they do not have the courage to talk to them about Christ or to pray with them. It is like offering a starving man clothes, sympathy, money, everything but food. Would it be strange if these students should question whether our religion is not largely theory, and whether Christ can be to us a living, present, mighty reality? When Jesus was here upon earth, those who were burdened with care and sorrow and sin were drawn irresistibly to him. They unburdened their hearts and found comfort and peace and life. If he abides in us and the atmosphere of his presence surrounds us, the influence will be the same upon our students.

How often during the Week of Prayer, under the convicting influence of the Holy Spirit, students confess and put away sins which have long been hidden in their lives! Dishonesty, evil habits, participation in worldly amusements, and many sins have been covered up, and the moral and spiritual character essential to success, has not been developing. But the teacher who walks with God and does continual and faithful personal work, will be a constant appeal to his students to keep the moral atmosphere of the school pure.

Students expect the teachers to talk to them personally concerning spiritual things. They have confidence in the Christian experience of those who not only talk religion publicly but improve every opportunity to converse in a heart-to-heart way about the Saviour and what he is to them. What bitter disappointment is expressed in this statement of a student, "I have attended that teacher's classes a whole year and he has never spoken to me concerning my salvation, though he professes to be a Christian." What a testimony it would be for a teacher to be able to say, "I have never had a pupil for a single term to whom I have not spoken about his personal relation to Christ." The far-reaching results of such consecrated effort would be seen all through our ranks.

Methods

Various methods have been devised for doing personal work and for organizing the students to work for one another. No method can be said to be superior to all others, for much depends upon the age and experience of the students, location of the school, etc. Probably the ideal would be for the soul-winning spirit to so permeate the whole school that all the teachers and Christian students would voluntarily engage in personal work for the unconverted. Probably practically all our schools have definite arrangements for so-called prayer bands. It is unfortunate that we have not been more careful to maintain the name "prayer and personal work bands." A band which stops with prayer alone is not likely to accomplish much. While it is true that we cannot substitute work for prayer, it is equally true that prayer without personal effort, like faith without works, is dead.

Much more could be accomplished for the young people not of our faith who reside near our schools than is now being done. This is demonstrated by the striking examples here and there of individuals who, having been invited to the Friday evening service and other student activities, have become interested in the message and have accepted Christ.

We shall conclude with some definite suggestions concerning personal work:

No one can be a successful personal worker unless Christ is to him a living, present reality. Study and practise the suggestions of John R. Mott, in his tract entitled, "How to Make Christ Real."

Keep in close touch with the Saviour by a continuous study of the Gospels and "The Desire of Ages."

Study the Scriptures and "Steps to Christ" until you can tell any sinner without hesitation in a definite, simple, positive way, how to be born again and find present deliverance from both the penalty and the dominion of sin.

Determine to make a success of soul-

winning, whether you make a success of anything else or not.

Secure and study several of the standard books on soul-winning, as "Individual Work for Individuals," "Won by One," "Passion for Men," "Second Timothy 2: 15," and keep adding to the list.

Always use your Bible in personal work, and always pray with the individual if it is possible.

Do not consider that you have a genuine Christian experience unless you carry on your heart a burden for some unconverted or needy soul.

Join a prayer and personal work band, or organize and lead one.

Be definite. The main thing is results. Keep a list of objects of prayer and measure success by the answers you get.

Paul wrote a short, personal letter to his friends at Philippi. He mentioned Christ fifty-nine times. If he were in your school, he could not talk mathematics or literature, language or science, fifteen minutes without bringing in Christ. That was his secret of success — Christ, first and last and always.

Intelligence Tests

JOHN W. FIELD

THE use of intelligence tests is now generally regarded as one of the most hopeful of recent developments in education. For many years physical tests have been given to determine one's fitness for certain lines of physical work. But there is evidently a much greater need of tests to determine intellectual fitness for professional vocations than physical capacity for manual work.

Intelligence tests were first extensively used in the army. Since the armistice these tests have been given in a large number of educational institutions. We are glad to say that they are being used in the psychology department of Washington Missionary College.

There are eight separate tests in the army examination. The first test is to determine the ability to carry out simple and complicated directions. The second test is to measure mathematical ability, and consists of problems in arithmetic. The third test is to ascertain the ability to use good common sense under various circumstances. The fourth test consists of a group of antonyms and synonyms. The linguistic faculty is measured by the ability to differentiate between them quickly. The fifth test consists of de-ranked sentences. The rearrangement of these sentences tests rapidity of thought

and perception. The sixth test consists of the logical arrangement of numbers. The seventh test consists of analogies, and determines the logical capacity to understand the relationship of ideas. The eighth and last test is to determine the general range of information.

The Columbia University tests are quite similar to the army tests. The following illustrations are taken from the Columbia tests.

ILLUSTRATION FROM TEST 2

"Look at these sentences. Think what they would be if the words were put in the right order. If they would be true, draw a line under the word 'true.' If they would be false, draw a line under the word 'false.'"

"Ninety canal ago built Panama years was. True. False.

"Two one than hands are better. True. False."

ILLUSTRATION FROM TEST 6

"If the two words of a pair mean the same or nearly the same, write S after the dots. If they mean the opposite or nearly the opposite, write O after the dots.

Abhor — detest
 Aphorism — maxim
 Effeminate — virile"

ILLUSTRATION FROM TEST 8

"In the lines below, each number is gotten in a certain way from the numbers coming before it. Study out this way in each line, and then write in the space left for it the number that should come next.

101, 92, 83, 74

$\frac{5}{8}$, $1\frac{1}{4}$, $1\frac{7}{8}$, $2\frac{1}{2}$

6, 11, 14, 19, 22, 27"

ILLUSTRATION FROM TEST 9

"In each of the lines below, the first two words have a certain relation. Notice that relation and draw a line under the one word in the parenthesis which has that particular relation to the third word.

ear — hear: eye (hair, blue, see, eyebrow)

tiger — carnivorous: horse (cow, pony, herbivorous, buggy)

pretty — ugly: attract (fine, repel, attract, draw)"

ILLUSTRATION FROM TEST 12

From the statements made under

"Given Facts," form and fill in the deductions called for under "Conclusions."

GIVEN FACTS

Z is thicker than X

H is as thick as Z

V is thicker than H

V is thinner than Y

CONCLUSIONS

Therefore Y is thicker than V

" X H

" Y H

" X V

" Z Y

ILLUSTRATION FROM PART II, TEST 2

"On each of the dots write the word or words that make the best meaning.

"Good your intentions may be, the results of acts are from satisfactory. As a of this fact, I have lost all in The dilemma is a one, does it a bit more as we revolve in our"

These illustrations will serve to give some idea of the tests. One of their most valuable features is their use in vocational guidance.

The Cause and Prevention of School Fatigue

GEORGE H. HEALD, M. D.

WHY do we think so little of it when, during the springtime, pupils show a little decline in health? If Willie loses weight and Mary loses color, we are reconciled with the thought that they will make it all up during the summer vacation. But do they actually make it up, and is such health loss necessary during the school term? Children in the open-air schools do not lose health in this way. Not only do they cover more of the curriculum than pupils in the regular schools, but they actually make a physical gain instead of a loss. This would seem to suggest that there is something substantially wrong about the ordinary school; and one is disposed to sympathize with the little fellow who made application for entrance to the

open-air school and on being refused asked how sick he would have to be in order to be admitted.

Perhaps we do not sufficiently sense the seriousness of the depressing effect of ordinary school life on the health of the children, not realizing that this early physical handicap may influence their entire after-life. The conditions which usually need modification in the interest of the pupils are the several hours' confinement in close, perhaps dusty rooms, and the gradual molding of body to ill-fitting desks; and whatever can be done to mitigate these unfortunate accompaniments of our educational system is worthy of our best consideration and efforts, since the future vitality of the nation is involved.

Home Care

If parents are unable to effect important changes in these conditions, they at least have control of the home life of their children. Not infrequently in the home there are conditions for which parents are responsible, which result in physical deterioration of the children. First in importance, there may be insufficient or ill-adapted or ill-prepared food; or if the menu at home is well selected, the lunch basket may not have adequate attention; or the children may be given money for lunch which they unwisely invest in sweets and confections instead of more simple food. Or there may be unfavorable living conditions—improper ventilation, dusty rooms, hot humid atmosphere in summer, and hot dry atmosphere in winter. Possibly the children do not have a sufficiency of recreation amid healthful surroundings. Or they may be required to take and practise music lessons and do a large amount of home study, hovering for hours over their work with cramped chests, when they should be exercising their muscles in some activity appealing to their interest; or it may be their lot to work to earn part of the family living.

A child may have one or more physical defects, as decayed or ill-adjusted teeth, diseased tonsils, adenoids, or eye conditions that make it impossible for him to do close work without eyestrain and consequent nervous irritation. Any one of such conditions is liable to lower* his scholarship and make it more difficult for him to complete his work with credit. Such defects, if not remedied in early life, may result in more or less permanent injury, which cannot be repaired later.

These are the things that have to do with home life, and no matter how well the school is conducted, it cannot entirely make up for such defects. In view of the fact that the life in school is not always most favorable to the health of the children, parents should see that at least in the home the health of their children is not neglected.

Owing to the fact that few homes are as well ventilated as they should be, even in the summer, the children should be encouraged to be out of doors as much as possible. The outdoor life is more healthful for children than the shut-in life. Exercise should be in the open air, and the children's beds, if possible, should be on a sleeping porch, or at least in rooms which are the equivalent of outdoor air. This does not mean that the children should be subject to chilling; with the protection of walls and windows removed, the protection of warmer clothing should be substituted.

We have marveled at the great transformation wrought in tuberculous patients by an open-air life even in the regions of the Adirondacks. One who has not been an eyewitness of the transformation can scarcely credit the physical and mental improvement wrought by an open-air life even in winter in children who are warmly dressed and fed properly. So marked is the improvement that normal children have sometimes asked the privilege of joining the open-air schools. What is accomplished in open-air schools, parents may do by the aid of open-air sleeping porches, which continue to grow in favor.

Diet

The growing child needs much more food proportionately than the grown-up. Tissue change is more rapid proportionately, more heating food is required, on the same principle that causes a small potato to cool off more rapidly than a large potato, and the body must have growth material as well as repair material. Feeding experiments with rats have shown that even though an animal has an abundance of food, if there is one important constituent lacking there will be little or no growth, though the animal may remain in fair health. The growing child should have not only cereals (breads and grains), fruits, vegetables, etc., especially green vegetables, but he should have a liberal quantity of milk, which contains the growth determinant. Eggs also contain this determinant, but

for another reason eggs are not the best food for children. The green leaves of plants also contain the growth determinant, so that cabbage, lettuce, spinach, and such foods, although they are poor in the starches, fats, and proteins, are rich in those things which are lacking in the grains. But ordinarily one does not eat

enough leafy food to make up for the deficiency in the grains, and the child will be better nourished to have a daily supply of milk. Some say a child should have not less than a quart of milk a day. I should say at least a pint, if possible, with the addition of as much green food as is practicable.

The Students' Association

Washington Missionary College

FRANK R. WOOD

A DIRECT insight into the heart of the Students' Association of Washington Missionary College is well shown in the preamble and object of the constitution of the association.

"PREAMBLE: We, the assembled students of Washington Missionary College, for the purpose of creating and fostering a spirit of loyalty to our college and the extension of its work, do hereby inaugurate and adopt the following constitution and by-laws.

"OBJECT: The object of the organization shall be to bind the students together in a stronger bond of fellowship and unity, for the promotion of student activities, and for the advancement of the interests of the institution."

The membership to date is 201, and includes nearly the entire student body and faculty. Other members are being enrolled as they comply with the requirements for membership. At the present time there is a surplus of \$168 in the treasury.

The *Sligonian*, the official organ of the association, is financed entirely by the association. It is published monthly during the school year, and once in mid-summer. There are 1,000 subscribers scattered over the United States and in foreign lands. Special significance is attached to the midsummer issue, in that it accompanies the college catalogue in the usual campaign of the college representatives to gain students for the ensuing school year.

Statistics show that the *Sligonian* has been the means of securing many students for the college. At present an active campaign is being carried on, hav-

ing as its goal the securing of two thousand subscriptions.

The Students' Association was successful in raising funds for the Harvest Ingathering. At a very spirited meeting, called to consider plans for the campaign, a goal of \$2,000 was set. This was passed by a considerable margin.

The association has appointed many committees, which are actively at work for the betterment of the college. The flower committee keeps in touch with those of the students and faculty who are ill, and sees that flowers are kept at each bedside. The committee on names of buildings is securing artistic panels to place on the different buildings on the campus. On each panel, in the college colors, will be the name of the building on which it is placed. That the college may reap the benefits of publicity to be secured by "write-ups" in various periodicals of the denomination, a publicity committee has been appointed. The athletic committee is promoting basket ball, tennis, and other games of the best character, to provide wholesome recreation for the students. The expense incurred by all these committees is borne by the association.

A commendable standard of conservatism is maintained throughout the association. As a guiding influence and an encouragement to growing spirituality, a spiritual welfare committee is constantly at work seeking an opportunity to lift the association to higher planes. A devotional program was given by this committee at the opening of the Week of Prayer.

A remarkable spirit of response is manifested by the student body at every call to new achievements for the development of the college. A recent effort put forth to raise money for the library, was heartily supported. A note of loyalty was struck lately when at a meeting of the students it was voted to send three delegates to the National Student Volunteer Convention held in Des Moines, Iowa. Money to cover the expenses of these delegates was cheerfully contributed.

There is a creative spirit of energetic loyalty throughout the association. Its aim is: Every student a booster for all college activities, every student a worker for some one else, every student a spiritual factor in the college.

Walla Walla College

GEORGE THANE MC INNES

THE Students' Association of Walla Walla College means much to the welfare of the school. It means organization. It means a concerted plan, simultaneous action in accomplishing that to which we pledged ourselves as a school, in 1918. At that time the need and the feasibility of remodeling our college was considered, and, in harmony with the action of the union conference committee, an organization of the student body, known as the Walla Walla College Students' Association, was brought about.

The purpose of this organization is to raise \$10,000, the students' quota of a \$50,000 educational improvement fund for the schools of the North Pacific Union Conference. All students regularly enrolled and all faculty members belong to the association.

The association is governed by an executive committee consisting of a president, vice-president, secretary, assistant secretary, two student representatives, and two faculty representatives, one of whom is elected by the students and the other chosen by the faculty. This committee considers all problems which affect the \$10,000 fund.

As we look back upon the short history of our association, we feel very grateful for all that has been done. During the summer months of 1919 a sum of \$2,500 was raised by the students, and at the opening of our present school year an additional sum of \$1,200 was raised in a three-day campaign within the vicinity of the college. During those three days school was dismissed, and the entire student body went to the Baker-Langdon orchards in Walla Walla to pick apples. The enterprise was a grand success. In eight hours, the work of the first day, two hundred students from the college, girls and boys, picked 15,000 boxes of apples, the best record ever made in the history of the college. In totaling these cash figures, we have realized \$3,700 of our goal. Plans are under way for a systematic division of the student body into the various conferences they represent. These divisions will solicit from friends in their respective conferences throughout the school year.

We are greatly encouraged by that which has been accomplished, and we feel sure our association will reach its goal by the close of the present school year.

Life's Mirror

THERE are loyal hearts, there are spirits brave,
There are souls that are pure and true;
Then give to the world the best you have,
And the best will come back to you.

Give love, and love to your life will flow,
A strength in your utmost need;
Have faith, and a score of hearts will show
Their faith in your work and deed.

For life is the mirror of king and slave;
'Tis just what we are and do;
Then give to the world the best you have,
And the best will come back to you.

— *Madeline S. Bridges.*

THAT is a good book that is opened
with expectation and closed with profit.
— *Alcott.*

IGNORANCE never settles questions.—
Disraeli.

Educating for Leadership

ROGER ALTMAN

WHEN Uncle Sam's bugle blew the muster call in 1917, when the sinew and brains of the nation were organized for stern accomplishment, the demand for experts was second in insistence only to the call for soldiers. They came — or went, as the need of the country directed — and expertly and speedily did they achieve.

To bring a happy solution to the present disturbances, to win the struggle for a contented country, the same note is being sounded, Give us experts. Experts in city government, qualified to grapple successfully with civic and social problems, must be produced. Where are they to come from? From the schools, which city government has established, must come forth men and women whose training in the arts of civic administration will enable them to establish the government on a broader and firmer foundation.

Major E. A. Fitzpatrick, of Wisconsin, has recently collected and edited a group of papers under the general title of "Experts in City Government," in which the urgent needs of the United States are discussed. "Education is the chief defense of nations," the old copy books taught us; and now this collection of papers reminds us that the education of experts is the chief bulwark of the American city.

The great lack in educational systems has been their separation from everyday life. The impulse is now being felt to better harmonize the work of the school with the work of the home, the farm, the office, and in this case particularly, with the work of running a city. Here lies, according to Mr. Fitzpatrick and his colleagues, the open sesame to a more democratic and efficient administration of the affairs of government.

How well might Seventh-day Adventists apply these principles to their schools and to their organized work! Such an

application would mean educating our young people for definite lines of work in the organization. The denomination has established the schools, and to complete successfully the cycle, the schools must in their turn produce well-balanced young men and women, experts in particular lines, to establish the denomination in its speedily expanding activities. To carry out such a program, the field and the school must be synchronized. The education is to be adapted to the actual requirements of the field, by making field experience, the solving of genuine field problems, an integral part of the education. And as co-ordinate schooling and experience form the Mecca of present-day pilgrims to civic welfare, so will co-operative Christian education in the Master's service hasten the proclamation of the good tidings of abiding peace.

Scholarships for 1920

KNOWING that every year many students in our schools are earning scholarships through the sale of the *Watchman*, we take pleasure in calling the attention of our educators to the new rates for this excellent journal for the year 1920. A \$300 scholarship may be secured through the sale of 1,700 single copies, or by obtaining 320 annual subscriptions.

With this opportunity before our young people, hundreds of new students, otherwise unable to attend, should be enrolled in our schools next fall. Furthermore, the experience in connection with the sale of this journal forms an important part in the course of training for Christian service. Let teachers and parents encourage wide-awake young men and women to take hold of this work which results in a blessing both to themselves and to those individuals into whose hands the journal may fall.

The Rural School

JOHN C. THOMPSON

THOSE among our ranks who have had the longest experience in working for the people of the Southern highlands, have found that the most successful way of getting the truth to this class is to establish rural schools for the educating of the State-neglected children, and small sanitariums for the free care of the sick in the community. These schools and sanitariums are used as a wedge for getting the third angel's message before the native folk, and for winning their hearts.

As an example of the work done by these little centers, the kind of impression they make in their communities, I quote a few paragraphs from the *Lawrence Democrat* of Sept. 17, 1919, concerning the Flatwood Industrial School. This newspaper is published at Lawrenceburg, Tenn., a thriving and modern county seat of about 3,000 inhabitants. The fact that the rural school is located five miles from this town, adds interest.

"FLATWOOD FAIR NOTABLE SUCCESS

"The Exhibits Are Being Shown at the State Fair This Week.

"Remarkable Variety of Exhibits in Stock, Farm Products, Needlework, and Cabinet-work Shown.

"Rarely has the editor spent so delightful a day as he did on last Wednesday when he attended the community fair at Flatwood. The exhibits of farm products, stock, native grasses, fruits, nuts, rugs, needlework, and cabinetwork from the industrial department of the school made a show that would have been a credit to any town or village. It was an interesting study to see the great variety of useful products which the land grows under the skilful husbandry of the progressive people of this neighborhood.

"The community is largely made up of Seventh-day Adventists, and to people of this faith is due the industrial education that is being given in connection with the school. In addition they have nearing completion a sanitarium for treatment of convalescents and chronic diseases, similar to the famous Battle Creek institution of the Adventists. The sanitarium will be in charge of Mr. and Mrs. H. L. Reese.

These good people nursed in almost every family in the neighborhood during the 'flu' epidemic of last fall and winter, and have the most remarkable record of not losing a patient by death.

"Dinner on the grounds for everybody was a feature, and say, if you have never eaten 'soy bean meat,' a delicious mixture of soy beans, peanuts, and tomatoes, you have missed a treat.

"Community games were played and participated in by old and young, and a number of hotly contested athletic events only added to the pleasure of the day. In the men's foot race the editor had the distinction of running fifth (there were five in the race)."

After the exhibits had been shown at the State fair, the above-mentioned paper stated:

"The exhibit sent in to the State fair last week by the Flatwood community and which won a prize of fifty dollars, will be brought to the Lawrence County Fair on October 5, according to County Agent G. C. Wright. This exhibit, the *Nashville Banner* states, caused considerable comment at the State fair, many compliments being paid the Flatwood community, to whose industry we owe the fact that Lawrence County was represented at all, and especially as creditably as it was."

The school work done by many of these rural schools is the kind that our church schools should be doing. Manual work figures prominently in their curriculum, which is based on the General Conference course of study. The above-mentioned rural school, commented on as follows by the *Madison Survey*, a weekly printed by the Nashville Agricultural and Normal Institute, is but a sample of what others are doing:

"There is already a neat schoolhouse on the place, in which Mrs. Bechtel is teaching the children of the community. Mrs. Reese has been looking after the health interests of the community, and at present there is in process of construction a cottage, containing a treatment-room and two rooms for patients. There is also a neat workshop, in which is taught woodwork, blacksmithing, bricklaying, and broom making. Agriculture and gardening are taught. Besides the money put into the place by the workers, the Rural School Fund has been drawn upon for the erection of buildings."

The Importance of Industrial Education

W. A. ALWAY

In the records of the apostolic church we cannot fail to recognize the emphasis placed upon the elements of simplicity and industry, as given in the teachings and practice of those primitive days. This was not due to the fact that these writers were not acquainted with intellectual culture, for we know that Paul, who is most pronounced in his teachings regarding the value of common things, was in close association with the great intellectual education of his day. Yet he is most emphatic in his earnest admonitions exalting the prime necessity of common things. This is especially true with regard to the value of working with the hands.

In a summary given in a farewell address to the elders of Ephesus, who had assembled at Miletus, he called their special attention to the fact that his hands had ministered to his necessities, and to them that were with him. (See Acts 20:34.)

This was made the basis of a practical appeal to the church at Thessalonica to labor,—to work with their hands,—as a strong re-enforcement to a life of honest service.

The influence of a proper mental attitude to all necessary hand labor is an important factor in character development. This vital principle in education is very pointedly stated by the French Minister of Education in the following extract:

"The purpose of education is to aspire to train a child to the yoke of discipline and obedience, to create in him a principle of energy which shall enable him to resist his passions and accept, of his own free will, the law of labor and duty, and contract habits of order and regularity."

One of the perplexing problems connected with our Christian schools is to secure the willing recognition of this "law of labor," on the part of the student body, which is often misguided by a false and pernicious standard that

measures a man's dignity by his freedom from service.

How shall the dignity and respect of common service be extricated from this false setting? First of all there must be a proper sentiment created in regard to the value of common things. Many of our students have been surrounded from infancy with domestic and agricultural activities, which have, in a great measure, become monotonous, and to some have seemed to be great obstacles in the way of their intellectual and social advancement. They have been attracted by incidental contact with the artificial life of the city, and have been led to believe that an education is necessary for their emancipation. Then, too, the perverted view the parents hold of rural life has much to do with this aversion to domestic duties. The father says, as he decides to send his son to school, "Well, I have worked and drudged all my life to get what little I have, and I want John to have an easier time."

It is not surprising that this lad, as he arrives at school, is greatly disappointed, and perhaps offended when the first thing he meets is his domestic program.

There should be a strong and healthy industrial sentiment created by the united co-operation of all departments of a school. Frequent programs which emphasize the value of these fundamental principles are valuable. The daily participation of each teacher in some form of domestic service which requires his appearance in the garb of toil, has its effect. To create and maintain a high regard for toil should be considered an achievement of the greatest value in the education of our youth.

The daily industrial program, including the teaching force, will thus furnish a substantial basis upon which to build this important branch of education.

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

The Normal Exchange

"There is great need for making plans that there may be a large number of competent workers, and many should fit themselves as teachers, that others may be trained and disciplined for the great work of the future."—Mrs. E. G. White.

A View of Emmanuel Missionary College Normal

DOROTHY E. WHITE

Director

The Story Hour

We are often asked, "Don't you think our children lose a great deal because we do not tell them fairy stories?"

"O yes," I reply, "a great deal."

"That's what I think, too. Now why can't we give them stories like those?"

"Because what they miss it is good for them to miss."

"Oh, you mean the grotesqueness and the falsehood, etc. But think of the joy they might have. And then the appeal to the imagination — isn't that good?"

"Very. The imagination of our children need not be dormant. We are told to let our minds dwell on the things of eternity. Give a word-picture of the new earth, our trip to the celestial city, a sketch of the life of Jesus or of some hero of missions. How can any of these be understood without the imagination?"

If you should visit our primary room at story-telling time, you would feel sure that Mother Goose or fairy stories are not necessary to give joy or to add interest to school work. If it be a nature story, you may hear about an animal "who carries his pantry on his back and keeps a water bottle with him all the time;" or perchance about the "eggs with tiny black yolks and no shells," about "the fish with no gills" or "the bird with no nest."

"Is there joy here?"

"O yes, but this is different."

Ah, my friend, it isn't only what you tell, but the *way you tell it*, that counts. Believing this principle, our primary teacher is studying the "how" very carefully, and the results justify the effort and verify the principle. The elements in story-telling may be used in true stories with as interesting results as in stories that are not true.

The Work in Bible

The third-grade Bible class is outdoors this morning. We see them with a student-teacher, coming down the road. She is measuring with a yardstick, and we hear the children count, "64, 65, 65," etc.

What are they doing?

Just then the teacher's voice is heard saying, "Wasn't the ark a big boat?" and we realize that she is adding interest to her Bible class by making *words* express ideas. Three hundred cubits means something to that class.

The fourth-grade Bible class is listening to a story told by one of the pupils.

"Don't you ask the questions in the book?" we inquire of the teacher.

"Sometimes, but not often. 'Expression deepens impression,' you know, and first we let the children tell all they know, and then question to bring out

any omitted part or some principle illustrated by the story."

A child who can *tell* a story must know it much better than one who merely answers questions about it. His power of expression is developed, he learns to think in sequence, and hence he thinks in larger units.

Language Teaching

Our teacher of the intermediate grades is having a language class. There is an animated discussion about "the dam." We learn that the children have taken a trip to the town near by to visit the

The seventh-grade physiology is having a debate. Evidently the relative value of gymnasium exercise, of work and play, is a live issue.

"Where do you get time to train for such an exercise?"

"In the grammar class. You see we are anxious that our boys and girls learn to appreciate the need of correct and forceful English. They love to debate, but they have discovered that to debate well they must have ideas. In this instance their physiology receives the benefit. Secondly, they must know how to ex-



NORMAL STUDENTS AND FACULTY, EMMANUEL MISSIONARY COLLEGE

dam and the power house. A letter was written to the manager asking for the privilege, and after the visit a letter of thanks was sent. The visit itself was made the basis of language work the next day.

"I am much interested in the motivating of school work," the teacher tells us. The children enjoy their work much more, and put forth double effort without feeling it as much as they did before. It did not take them long to acquire proper forms for letter writing when they were learning to write a letter that was actually to be used—sent to the manager who gave them permission to visit the dam. 'The Teaching of Oral English,' by Bolenius, gave me the idea, and 'The Motivation of School Work,' by Wilson and Wilson, has been helpful."

press themselves well; hence the language benefit. Nobody likes to bore any one else, and no one likes to listen to some one saying 'the-a,' 'and-a,' 'why-a,' etc. Hence the class is becoming sensitive to this common error as well as others of greater significance. They criticize one another's language; give their opinion as to the cause of one's success and another's failure; correct 'they was,' 'me and him,' 'between you and I,' etc. Being interested, they endeavor the more earnestly to lay aside errors in the use of the mother tongue. Their grammar assignment is more quickly covered, and we all have a better time."

Vitalizing History

Our history teacher discussed her aims in the following words:

"I regret that it has been necessary to confine our work in United States history to the eighth grade, for I think some foundation for this work should be laid earlier in the grades by supplementary reading or story-telling. We are attempting not only to learn particular facts connected with history, but to discover the laws by which those facts are governed. Considerable time has been spent by the children in doing outside reading, using the textbook largely as a summary. Reports have been made by the children on the topics read. I believe this has done much to vitalize our work. We made use of the locality in an attempt to make the past real when studying the work of La Salle and Marquette, who explored this region."

"You don't question much; how do you get such splendid responses?"

"Well, I read something last fall that was an eye opener to me. It is a monograph called, 'The Question — a Measure of Efficiency in Teaching.' It taught me to ask fewer questions than I did, but to make them clear, direct, adapted to my class, and of such a character that they will provoke thought. I find it difficult, but it pays in the response I secure."

The Class in Cooking

The teacher of cooking says: "The cooking class is making a meal the unit of study rather than a class of foods, as soups or desserts. This has a tremendous advantage. Proper food combinations may thus be taught. Some very helpful pamphlets have been secured from the State department. These are written by experts, and report the results of experiments in rural schools. They also contain bibliographies that place within our reach a wealth of material."

Our Teachers' Conference

"What do you take up in your conferences?"

"The first of the year we give lessons on Junior work, using our 'Junior Manual' as a text. We give a little test, and

grade at the close. We report on the Reading Course books. I wish we had time to discuss them, but we do not. We discuss the 'School Manual,' the curriculum, how to conduct recesses, etc. Of course we always have a devotional service. We plan to make these meetings inspirational in character. Articles from educational magazines are read and book reports given. We also invite our superintendents to give us talks, that we may have a 'field flavor' in our normal."

Our New Normal Building

Our new normal building gives us three assembly-rooms, four recitation-rooms for student-teachers, a woodwork-room for boys, a cooking-and-sewing-room for girls, a classroom for the methods and education classes, and a director's office. Everything is planned to make easier the discipline of the school, to simplify the supervisor's work, and to give the student-teacher as much experience as possible in her work. We have tried to keep the field in mind and keep our equipment simple but adequate.

Our department enrolled twenty-four student-teachers this year, the same number as were enrolled last year. Next year we plan to have many more, as a number will take advantage of our normal scholarship plan.

THE specific place appointed us in life is determined by our capabilities. Not all reach the same development or do with equal efficiency the same work. God does not expect the hyssop to attain the proportions of the cedar, or the olive the height of the stately palm. But each should aim just as high as the union of human with divine power makes it possible for him to reach.—"Education," p. 267.

If time is precious, no book that will not improve by repeated readings deserves to be read at all.—*Carlyle*.

EDUCATION is to know for the sake of living, not to live for the sake of knowing.—*Kate Douglas Wiggin*.

Normal Work at Lodi Academy

VELMA WALLACE

Normal Instructor

LODI ACADEMY was founded twelve years ago as a private school bearing the name "Western Normal Institute." As this name implied, the normal was the leading course given. This course was continued for several years after the school was taken over by the conference. Many teachers were sent out into the field during this period, and a goodly number are still holding positions of responsibility in our work.

After a time it was thought best to discontinue the normal course at Lodi, transferring it to Pacific Union College. However, the number of teachers supplied from this one source has not been sufficient to meet the demands of the Pacific Union Conference. Due to the great shortage of trained teachers in the field, some schools were not opened at all this year, while other schools opened with teachers in charge who had been prepared for it by a brief institute or an interview with the educational superintendent. It was apparent that something more must be done to meet the ever-increasing need, and to this end it was urged that Lodi Academy give such normal work as it is proper for an academy to give.

In response to the invitation given throughout the two conferences forming the constituency of Lodi Academy, fourteen earnest, consecrated young women have enrolled for normal work, the majority of this number expecting to go into the field next year. They are enthusiastic over their work and eager to qualify in every way for efficient service.

We have in our academy building a church school enrolling 122 children in eight grades. These grades are manned by three well-qualified teachers, and give the normal student an excellent opportunity to observe the methods of teaching and the management of a large school. In connection with the class in

primary methods, each normal student spends one period a day observing the methods demonstrated with a class of primary children. "We learn to do by doing" is a motto which we believe contains essential truth, so each prospective teacher has the privilege of proving her ability to "do" by presenting model lessons to her classmates in the various subjects taken up in methods class. However, this is not enough. Before the school year is over each student taking work in methods will be expected to do some actual teaching, under supervision, of classes from the church school.

Our academic normal students are distinguished from other academic students in that they are learning to utilize every spare moment in preparing their "ammunition" for future warfare. It is not uncommon to see a normal student drop into the methods-room during the five-minute intermission before chapel, snatch open her filing case, with the remark, "I have three minutes before I must go to chapel; I can start another page for my first-grade reading booklet." It is really surprising how much some have accomplished by carefully guarding odd moments. During the few minutes between dinner and laboratory and after laboratory there is a veritable hum of industry in the methods-room, which is the normal workshop outside of actual recitation periods. Of course these odd moments are not the only time spent on this work. Our methods-room is not all one might desire, but it is a practical workroom, equipped with a long table, benches, chairs, and long shelves for the individual filing cases and other materials.

At the beginning of the year each normal student purchased a durable filing case, notebook binder, and filler paper to match. All normal notes are written on this paper, and as soon as any subject

is completed or any material finished, the corresponding notes go into the filing case under the proper index card. These filing cases are veritable "hope chests" to the enthusiastic teacher-to-be.

Perhaps many teachers have been perplexed over finding a practical way to use the sentence and phonetic builders prepared for the first grade. As any one who has investigated knows, the builders contain an unorganized mass of words, phrases, and phonetic elements — splendid material, but very difficult to handle unless organized or graded in some way. To get the benefit of this material, a set of graded sentences based

riod at a moment's notice. If one of these sets, containing the seventy-two small envelopes, is prepared for each prospective first-grade child before school opens, the busy primary teacher will find her work greatly reduced during the school year.

We, of Lodi Academy Normal Department, are of good courage. We are very busy considering methods and preparing materials for future use, but not too busy to pause often to reflect upon that which is of greatest importance — the preparation of heart and mind for the "high and noble work" of helping to restore in our boys and girls the image of God.

"He who co-operates with the divine purpose in imparting to the youth a knowledge of God, and molding the character into harmony with his, does a high and noble work. As he awakens a desire to reach God's ideal, he presents an education that is as high as heaven and as broad as the universe; an education that cannot be completed in this life, but that will be continued in

the life to come; an education that secures to the successful student his passport from the preparatory school of earth to the higher grade, the school above."—*Education,* p. 19.



LODI NORMAL STUDENTS

on the preliminary lessons given in the "Reading Manual," and containing the words and phrases given in the sentence builder, is prepared. These sentences are grouped into lessons, typewritten, but apart, and each group pasted on the outside of a little envelope about two and one-half by four inches. Inside the envelope are placed all the words and phrases found in the typewritten group on the outside of the envelope. These words and phrases are cut from the sentence builder by the teacher, and the set when completed is a part of the school equipment.

A similar plan is followed with the phonetic builder, and the material for the two builders is stowed away in seventy-two well-labeled envelopes which are ready for the child's seat-work pe-

Teacher's Memory Gem

WOULD you a scholar attempt to teach?
Study his habits, nature, speech.
Make him tell you all he can;
From this knowledge form your plan.
Begin with that which he does know,
Tell him little, and tell that slow;
Use words that he will know and feel;
Review, call back, draw out at will;
Consult his tastes, help him to climb,
Keep him working all the time;
Be firm, be gentle, love is strong;
Look to Jesus, you'll not go wrong.

— *Anonymous.*

"NATURE testifies of God."

Bethel Academy Normal Work

WILHELMINA JENSEN

Normal Instructor

THE elementary normal work at Bethel Academy began last year with the small enrolment of four. These four, however, became so deeply interested and so enthusiastic in their work that as a result of their influence among the students the normal class this year numbers fifteen, and still others are talking of entering. More students are now interested in teaching church school and in completing the normal course than ever before.

We are adhering closely to the outline of normal work furnished us by the normal director of Emmanuel Missionary College. We plan to do considerable observation work, having the students follow an outlined plan. After teaching for a time, most of our students shown in the accompanying cut are planning to go to Emmanuel Missionary College to complete their normal training.

My first and greatest aim is to interest more of our young people in the church school teacher's work, that "nicest work ever assumed by men and women." Thus I hope that the normal department of the college may realize an increased enrolment, and that those who must teach upon completing the twelfth grade, will have some preparation for their work.

The following statements from some of the students themselves best indicate how the normal work at Bethel is regarded by them:

"The normal course has shown me a few of the responsibilities of the teacher, the privilege he has of molding the children for right. It has also shown me that I must spend more time with my God, that my example before the chil-

dren may be all it ought to be. It has awakened in my heart a deeper interest in all phases of the work of God.

"MABEL SORENSON."

"From the normal work I have learned that the teaching of children is not a humble work but a great work, that it is 'the nicest work' ever given to man. I have learned what true education is



BETHEL NORMAL STUDENTS AND TEACHERS

and what powers it develops. It has helped me to appreciate what an education means, and has given me a greater desire to help others. It has given me more love for the children and a desire to be more efficient in my work.

"CLARENCE NELSON."

"The study of normal work has been intensely interesting to me as well as instructive. It has given me an insight into the great responsibility that is rolled upon the teacher as she lays the foundation of the child's future life.

"DORA YANKE."

"The normal class has given me a deeper realization of what it means to be a good teacher, what the teacher should know to be worthy of her calling.

EVA CADY."

"The study of education has increased my interest in the training of children. In taking up this work, a teacher is taking upon himself a great responsibility, for in his work of teaching by precept and by example, he is molding the later lives of the children who are placed in his charge.

"ADA ALLEN."

"The normal class has given me an increased interest in my own school work. It has also given me an insight into the delicate work of training young minds, which is said to be 'the nicest work' given to man.

"IRMA BIDWELL."

"From our class in education I have received a better understanding of the work of the church school teacher. I have learned some of her problems, and also her joys, which I think greatly overbalance the sorrows. We have learned from the spirit of prophecy that the teacher's is 'the nicest work' intrusted to human beings. Since youth affords the greatest opportunity for forming character, the teacher's privilege is nearly as great as the mother's.

"Won't you join our ranks in this important work God has intrusted to us?"

GRACE MAAS."

Adelphian Academy Normal

HAZEL M. KANE

Normal Instructor

BELIEVING that the education of the children is "the nicest work ever assumed by men and women," and that trained hands can more efficiently perform this delicate work than untrained hands can do, Adelphian Academy has introduced the academic normal course.

We feel that this normal course will in one way be the salvation of the church school work in this conference, for more of our students who desire to teach go directly into active work from the academy than go on with their advanced education, at least for two or three years. If these students have the academic normal training, they are better fitted for the responsibility of molding the minds of the children and laying the foundation for future Christian service in the Master's vineyard.

The professional subjects given by the Adelphian Academy Normal are Education I, teachers' reviews, and observation and teaching. In teachers' reviews we also find time to discuss some of the best methods of presenting these review subjects.

Our training school is divided into two rooms, the first four grades occupying

one room, while the fifth, sixth, and seventh grades are in the other room. With our seventy children, whose work is conducted by two normal-trained teachers, our eight normal students have opportunity for observing the work in all classes. Outlines for observation are placed in the hands of the student so that time will not be wasted on non-essentials, but the attention will be focused on the fundamentals of the recitation. During the last semester each student will teach classes in the training school, the lesson plan being presented for corrections and suggestions two days before the lesson is to be taught. The teaching will all be done under the personal supervision of the normal instructor or the grade teacher.

Two hours a week are spent by each student in library work and in taking notes on such books as "The Method of the Recitation," "Teaching Children How to Study," "The Question — a Measure of Efficiency in Teaching," "Types in Teaching," "The Ideal Teacher," and "The Teacher as an Artist." In our conference class, which meets once a week, we discuss our library reading and

our observation notes, and plan for the next week's work.

After a year of such work, we bid our students go to the children, and with

God as their helper, be a strength to the churches with which they will be associated in training the little ones for the kingdom.

Teacher Training

MRS. J. A. TUCKER

Southern Junior College

How can we make our teacher training more fully meet the conditions in the one-teacher school? To accomplish this, some very decided changes must be made in the work of our normal training schools. The normal student must learn how to meet the conditions of the one-teacher school while he is in training. If he does not, much of his training will be theoretical and not practical.

At present the normal student does his practice teaching in a recitation-room with one class, or at best in rooms where only two grades, possibly three, are taught. He goes into the field to handle eight grades. With all the alternations that have recently been introduced into our curriculum (and what a blessing they are!) he cannot possibly reduce his grades to less than six. Six full grades is a handful for an experienced teacher. To the inexperienced teacher, even though a normal graduate, it is usually appalling. He is wholly unprepared to cope with the situation. Either he is a "born" teacher (a much controverted term), and rises to the occasion by sleepless nights and strenuous effort, or he fails. The blame rests first on the teacher himself, but his failure sadly reflects on the normal department from which he is a graduate.

I have in mind, and so have you, normal graduates who have gone out from our schools, well trained, holding excellent grades, having made good records as student-teachers, and miserably, yes, miserably failed. Nine times out of ten the reason is that the situation each of these individuals faced in the schools he actually taught was so vastly different from the one in which he received his

training that he did not know how to adjust himself to the changes.

Now the remedy. If the church school connected with the normal department is not too large, it can be divided into two divisions, each with a critic teacher, grades one to six in one room, grades seven and eight in the other. Let most of the practice teaching be done in the room where grades one to six are taught, because this more nearly represents the one-teacher school in the field. Let the normal student do enough teaching in the seventh- and eighth-grade room to become familiar with the subjects in these grades and to put into practice the methods he learns concerning them.

It is not so much a knowledge of any certain subject or of the methods of teaching it that the student-teacher most needs to acquire, as it is the ability to manage efficiently all the grades that he will have to handle in the school to which he will go when he completes his training.

During his senior year, or at least the latter half of the year, he should be able to control the room while teaching. The critic teacher should at first be present all the time, but later leave him at times, thus throwing him on his own responsibility. Let the student-teacher feel that the government of the room rests upon him during his teaching period.

I believe such training as this will prepare our normal graduates to handle our church schools in the field with greater efficiency.

[A future issue of the EDUCATOR will discuss the question of how to train the largest possible number of teachers, using a plan similar to the one Mrs. Tucker has explained.—ED.]

The 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.

Our Bible Story—The Messages

ANNA A. PIERCE

The First Angel's Message

PRECEDING the stories of the messages, we have the lessons on the Dark Ages, Martin Luther, and other Reformers. A few thoughts in review are necessary in introducing these messages.

Make a drawing representing the Catholic Church. Fill with marks representing people. In the distance picture some hills, with a few people hiding for shelter. Show how all the world at one time was Catholic, with the exception of these few out in the hills.

Then follows the story of Martin Luther and the Reformation. For this, represent another church. Transfer some of the people from the first illustration to this as you explain that many came out of the Catholic Church as the result of what Martin Luther taught. Add several other churches, and continue the story as follows:

The people in these churches were God's children, and he had many things he wanted them to know, so he sent them three messages. We all know what a message is. Did you ever get a message from some one? How does God send messages to us? (Children answer.)

Today we are going to learn about a message sent from God. It is called "the first angel's message." When Jesus ascended to heaven, he went into a beautiful temple. This temple has two rooms. (Illustrate.) Jesus spent many years in the first room, but one day he opened the door and went into the second room.

In this room God keeps all his books. There is the book of life, where the names of the good people are written. Besides the book of life there are other books in which our angel writes every act and word and thought of our lives. I am sure if boys and girls always remembered this, they would be more careful of their words and the things they do.

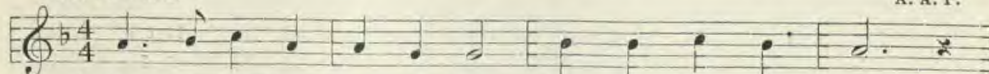
Each morning we start the day with a clean white page, and we may keep that page pure and white all day if we ask Jesus to help us. At night, when we look back on the day and see that we have spoiled our record by something wrong that we have done, we can ask Jesus to forgive us, and the angel will write "forgiven" after all our sins. So you see we need never leave a sin on the books of heaven.

Do you know why Jesus went into the second room? He went in there to read these books. Some day he will come to

A PRAYER

ANNA A. PIERCE

A. A. P.



1. An - gels bright from heaven a - bove Lin - ger here to - day;
2. Guard my thoughts, and keep my heart Pure and white, I pray;



Je - sus, help me to take care What I do and say.
May God's an - gel from a - bove Dwell with me to - day.

our record. What will he find? If he finds sins that have not been forgiven, we cannot be saved. But if we try each day to do right, and ask Jesus to forgive when we do wrong, he will blot out, or erase, all our sins and make our pages white and clean.

Jesus wanted all the people in these churches to know just when he began the work of examining these books, so that they could be sure to have their sins forgiven before he had to read their records. So he sent them a message. This work of reading these books and finding out which ones have sins written on their pages is called the judgment. The first angel's message God sent to the people was, "Fear God, and give glory to him; for the hour of his judgment is come." (Teach the children this for the memory verse. For seat work, let them illustrate at the close of the story by cutting out and mounting a pattern of a flying angel found in the poster patterns.)

This first angel's message meant that the time had come for Jesus to begin this work of judgment. It was preached all over the world. Even little children helped to tell others about it.

But the people were mistaken in what the message meant. They thought it meant that Jesus was coming to this earth in the clouds of heaven. So many got ready to meet him. (At this point bring in several incidents found in "The Great Second Advent Movement," showing how the people prepared to meet the Lord.)

The date for the judgment to begin was 1844, seventy-six years ago, and that year the people expected to see Jesus coming in the clouds of heaven. They were much disappointed when the time passed and Jesus did not come. After this many of the people in these churches made fun of God's people and drove them out. Then the advent believers started a little church of their own, which was the beginning of the Adventist Church. (Illustrate by drawing.)

Children, we are now living just where those people back there thought they

were living. We know that Jesus is really coming soon. Are we ready, as they were? Jesus has been reading the books all these years. Soon he will have them finished and then he will come. Soon he will leave the second room and close the door. Then it will be too late to have our sins forgiven. How careful we should be each moment to keep our pages white and clean so that when he comes he will find us ready to meet him!

The Second Angel's Message

In review, use the illustration of the churches, showing how the first message went to them all.

To introduce the story of the second angel's message, tell part of the story of Sister White's first vision found in "Early Writings," pages 14 and 15, in which she saw the people of God traveling on a path east up above the world. As they kept their eyes on Jesus, they traveled safely on the path, but some took their eyes off Jesus and looked down to the world, and fell into the darkness below.

Doing right, keeping God's commandments, is walking on the straight path that leads upward to heaven. It is possible to fall from this path and be lost. (Illustrate the two paths on the blackboard.)

So long as these churches listened to the message God had sent them, they remained on the path. But only a few of the people believed the first message. The others made fun of the good people, and turned them out. God gave these churches a name. Let us write it on the board—"Babylon."

Because they refused to listen to his message, he said, "Babylon is fallen, is fallen." (Teach this much for the memory verse.) By this he meant that the churches had disobeyed him and had fallen off the right path.

God then told his people to go by themselves and start another church. (Draw a church at one side.) This was the beginning of the Seventh-day Ad-

ventist Church. These people were to be different from the others.

We belong to this church that God has separated to follow him. Can Adventist boys and girls be just the same as the children of the world? In what ways should they be different?

(At this point, lessons on amusements, dress, diet, reading, etc., can very profit-

ably be given, showing how Seventh-day Adventist children should live differently from those of the world.) God has many children in all these other churches now. As soon as this message reaches them all, God's work will be finished and Jesus will come. Our work now is to tell other people about this message and hasten the coming of Jesus.

The School Garden

IN most localities, March is a little early to do much with the school garden, but it is none too early to plan for it. Now is the time to study the various seeds to be used later. Every child should be able to recognize at sight a radish seed, a lettuce seed, a carrot seed, and other common garden seeds. Direct the children in making their seed envelopes. Study the collection of seeds made in the fall and add to the collection.

Seed Testing

Procure half a dozen blotters any desirable size, as 10 x 12 inches, that will just fit in a box two inches deep. Moisten the blotters thoroughly, and place the seeds to be tested between them. Keep moist and warm for a few days, and note how many seeds of each kind germinate. Test a few seeds of each kind that are to be planted.

Experiments

The following simple experiments show the relation of the plant to light, moisture, temperature, and soil.

Relation of the Plant to Light

1. Place a bulb of any kind, a potato, a geranium, or almost any kind of plant, in a dark place in a pot or box of moist earth. Keep the soil moist and the air temperature about 70° F. At the same time place a plant, bulb, or tuber of the same kind in a sunny window, keep moist, and have the temperature same as above. Temperature may lower several degrees at night without harm. From week to week note the results.

2. Place a geranium in a sunny window and leave in the same position for two weeks. Does it turn toward or away from the sun? Turn the plant around halfway and note the change at the end of the next two weeks. What lesson can we learn from the flower? Where should we look?

Relation of the Plant to Moisture

3. Take two 4-inch pots or small boxes, and in one place some rich soil which has been thoroughly dried and pulverized. In this, place four beans or kernels of corn. In the other pot or box, place some of the same soil and four beans or kernels of corn. Place the one pot in a dish of water until thoroughly saturated. Then place the two in a sunny window. Keep the one pot moist and the other dry until you can see the results.

NOTE.—Ninety-five per cent of the plant growth comes from the water and air. Five per cent of the plant growth comes from the soil. Water contains plant food, conveys plant food, dissolves plant food, and regulates the temperature.

4. Procure a white leaf of fresh lettuce or the stem of some plant which is growing in the dark and is bleached white. Place a few drops of red ink in one fourth of a glass of water. Immediately upon severing from the plant, place the lower end of the stem or leaf in this solution and note the movement of the water in the tissues of the plant. Water conveys plant food.

5. Place a small lump of sugar or salt

in a glass of water and note the results. Water dissolves plant food.

Relation of the Plant to Temperature

6. Before the seeds in the pot (experiment 3) germinate, with a common thermometer determine the temperature of the soils in each pot, first in a warm room and afterward in a cool room. What effect does the summer shower have upon the soil in the garden?

7. With similar equipment to that found under experiment 3, place one pot in an air temperature of from 35° to 50°, the other in a temperature of from 70° to 90°. Note the time of germination in each. Note the relation of the plant to heat and cold. What should be the temperature before you plant seeds in the garden?

Relation of the Plant to Soil

8. Fill a 4-inch pot with pure sand, one with pure clay, and one with good garden loam. In each, plant four kernels of corn. Keep well watered and in a sunny window at an air temperature of from 60° to 80°. Note the results, and the relation of the plant to the soil.

The following experiments show that plants eat, drink, and sleep or rest.

Plants Eat

9. Fill two 4-inch pots with pure sand. In one, place a tablespoonful of bone meal. In each pot place four kernels of corn. Water one with clear water and the other with leachings from the farmyard. (The leachings can be made by filling a deep vessel with fine, well-rotted manure, then filling the vessel with water, and when the water becomes the color of weak tea, drawing it off.) Or add one fourth well-rotted manure to the sand in one pot, and then water both alike with clear water.

10. Find a plant that has been in a pot for some time and has become pot-bound. By turning it out of the pot you will find that nearly all the soil has been eaten up and the roots occupy the space.

Plants Drink

11. Procure a bottle with a large neck; an olive bottle is good. Get a rapidly growing plant about eight inches high, a corn plant, tomato plant, coleus, or sultan flower. Split the stopper perpendicularly and hollow out the two halves sufficiently large to fit around the stem of the plant. Fill the bottle to one inch from the stopper when placed in the neck. Place the roots of the plant in the bottle. Fit the stopper in the neck around the stem of the plant. Seal the stopper around the stem of the plant with melted paraffin. Place the plant in a sunny window, and note the decrease in water absorbed by the plant from day to day. It requires about 350 pounds of water to grow a plant which when dried, weighs one pound.

Plants Sleep or Rest

12. Notice how the tulip, the morning-glory, the oxalis, go to sleep at night. Tulip bulbs can be purchased for a few cents each. If they are placed in a pot of soil and the pot placed in a dark, cool room for two weeks and then brought to the light, blooms may be secured in a few weeks. The oxalis can be treated in the same way. The pupils can find the morning-glory during the summer. Trees, shrubs, and all perennial and biennial plants rest during some portion of the year.

13. Under experiment 11 note the amount of water used during the day in comparison with that used during the night.

14. Plant two morning-glory seeds in a pot in the window. Keep warm and watered. Note the difference of growth during the day and the night. Measure the growth.

S. E. P.

Four Things

FOUR things a man must learn to do
If he would make his record true:
To think without confusion clearly;
To love his fellow men sincerely;
To act from honest motives purely;
To trust in God and Heaven securely.

— Henry Van Dyke.

The Junior Work

How is a Junior Missionary Volunteer Society carried on in the lower grades where the children cannot read, for instance, the first three grades? E. K.

Divide the room into groups or rows. Let each group in turn give the missionary program.

The teacher should have plenty of reading material suitable for the children to memorize in a short time. Three little songbooks which contain much that can be used for this are "Sacred Songs for Little Voices," Nos. 1, 2, 3. They can be obtained from the Hope Publishing Company, Chicago, for twenty-five cents each.

The stanzas in these songs make excellent recitations. One stanza only may be used, or two, or all. Sometimes several children can take part in one selection, each giving a stanza. The verses should be given out two weeks ahead. The second-grade pupils are able to read sufficiently to have a short Scripture reading each time. It is a good plan to assign Bible verses to be memorized.

In our readers are some excellent selections that can be assigned and prepared by some good readers in the second grade. Toward the last of the year some in the first grade will be able to do this also. We should train the children to see that the program is only a small part of the work of the society. Encourage them to be real missionaries. Encourage them to save their pennies, also to earn money for missions. Make the collection an interesting feature of the program.

Take a certain mission field as a subject of study for one school period. During that time let the teacher find all the interesting information she can about that field and include it as a part of the program. It is well to have a "missionary shelf" on which are placed objects, pictures, etc., pertaining to the field of study.

Let the children conduct the exercises. Each new period appoint a new leader and a new secretary. It will be neces-

sary for the teacher to write out the program and report and give to the children for study before the meeting.

ANNA A. PIERCE.

The Recess Problem

EDNA KITCHER

"WHY is it that there is always trouble on the school ground?" asked a perplexed teacher after an unusually troublesome day. "It's John did this and Jane did that," and by the time I have one thing settled something else comes up. It's first one thing and then another. And how to solve it seems to be a problem."

"Do you spend the recreation periods with the children?" asked a sympathetic friend.

"Oh, how can I, with lessons to plan, papers to correct, and a thousand other things to do?"

"You will find that if you are with the children during the play periods, many of the problems of discipline will disappear. Your presence on the playground nips many a quarrel, the spirit of which is otherwise carried into the schoolroom. Here is something from 'Education,' page 212: 'In some schools the teacher is always with his pupils in their hours of recreation. He unites in their pursuits, accompanies them in their excursions, and seems to make himself one with them. Well would it be for our schools were this practice more generally followed.' Again from the same author: 'Teachers should sometimes enter into the sports and plays of the little children, and teach them how to play. In this way they may be able to check unkind feelings and actions without seeming to criticize or find fault. This companionship will bind together the hearts of teachers and pupils, and school will be a delight to all.'"

"I will surely follow this instruction. The explanation of the problem has been given me; I will now proceed to work it out," replied the no longer perplexed teacher.


Getting a Church School Library

MADGE E. MOORE

Walla Walla Normal

MORE than thirty volumes were added to our church school library last year by the children of two grades selling little printed certificates like the one here shown. The full-size certificate was $3\frac{1}{2} \times 5$ inches. The child's name placed upon the slip held him responsible for the amount certified thereon, or he might return the certificate. He thinks he is selling something, though, of course, in reality he is very politely and properly soliciting. What adult would withhold ten cents from a child for such a noble purpose?

Printing a picture would make the certificate more costly, so from a Sears & Roebuck catalogue the children looked for pictures of baby heads and small children. When neatly cut out and pasted in the empty square, many thought they were printed on. The printing and paper cost one dollar,— but that was a very small part of the \$30 collected. The funds were collected in three days, and the children's enthusiasm was doubled when the well-earned library arrived and they saw the fruit of their endeavor.

	THIS IS TO CERTIFY
	<i>that.....</i> <i>has permission to receive ten cents, to help enlarge the library of the primary grades.</i>
"Feed My Lambs"	Madge Moore, Teacher Normal School

Kitchen Work for Girls

HOUSEWIVES cannot get help. That is a fact that is staring us in the face. They are willing to pay wages as good or better than thousands of girls get for standing behind a counter or clicking a typewriter. Yet some sort of prejudice forbids the girls' taking the positions offered them.

A difference of phraseology often makes a big difference in attitude. The girl in the kitchen has a "place;" the girl at the desk has a "position." When we recognize the fact that talent and training of just as high, or even higher,

grade is necessary for doing good housework as for filling any other position, we will have taken one long step in solving the problem. It is surely just as delicate a job to plan meals that will keep a family well, to do it at a minimum cost, to know all the niceties of kitchen and dining-room work, to know how and what to buy, and to understand the management of a home, as it is to sell lace over a counter or to know how to spell Kamchatka from one's shorthand notes. — *The Progressive Teacher, December.*

The Home School

"Do not send your little ones away to school too early." "Parents should be the only teachers of their children until they have reached eight or ten years of age."

—Mrs. E. G. White.

THIS section of the EDUCATOR is for the purpose of helping parents who wish to heed this instruction. The editor not only welcomes but solicits contributions from any who are endeavoring to follow God's plan for these little ones. We shall also be glad to answer questions from those who are seeking the right way.—Ed.

My Home School

MRS. H. A. WASHBURN

YES, I had a home school, and I believe in it. Mothers, the reward is ours when we obey the Lord's instruction. And how plainly it has been given to us!

You know, dear mother, that after all, the *home* is the *real* school, and *we* are the *real* teachers. Oh, may we more often sit at the feet of our Master Teacher to learn his methods better, that we may know both *what* to do and *how* to do it to his glory.

In this article I shall state briefly both my failures and my successes. Personally, I do not care to undertake real class work until the child is eight years old. In places where the law requires school attendance at the age of six,¹ it would be necessary to begin at that age. But under such conditions, how much more important that he do his work at home, where there is more freedom and more time for relaxation.

Until the time when regular work is taken up there are two things to be kept in mind by the mother-teacher. One is

to enlarge the vocabulary and form a taste for good reading; the other is to make both work and play of educative value to the child.

Regarding the first, it is my firm conviction that at no other period in the child's life is there such a golden opportunity to form a taste for good reading as between the ages of eight and ten, though we must begin our work before that time. I began with my two girls when they were three and four years old. I read to them every day; usually at the twilight hour, or the bedtime hour.

At first it was the Bible story from beginning to end. Six different times did we go over this wonderful story, reading books by various authors. It took a year to finish one book, but it paid.

As the children grew older we read books of travel, history, missionary experiences, nature, and geography. In fact, we formed the habit of reading. We always have one book on hand which we read together. In such reading the children not only enlarge their vocabulary, but they receive a fund of information that enlarges their minds and prepares them to appreciate the facts later learned in school.

But right here I want to tell one way in which I failed. I did not read enough poetry to them.

Second point: All play may be of educative value. As early as three years

¹ According to the Bulletin issued by the United States Bureau of Education, there is no State in the Union that requires school attendance at the age of six years. Out of forty-eight States, sixteen require attendance at the age of seven; twenty-four require attendance at eight. The District of Columbia also requires attendance at eight. Oregon law is nine years; Tennessee, from fourteen to sixteen, and six States (all Southern States) have no law at all.

Parents desiring other information regarding other educational State laws will find a digest of State school laws in our "School Manual," pages 172-187. By the way, we think the "Manual" contains a good many other things that intelligent parents would like to know. Why not own a copy? One dollar handed to your church missionary secretary will secure one.—Ed.

some children can learn to cut on the line. Many simple patterns may be obtained from such firms as Thomas Charles Co., 258-260 Wabash Ave., Chicago, Ill.; or David C. Cook Co., Elgin, Ill. These patterns may be used in many ways—for paper cutting, for pasting, or sewing. A valuable help for these early years is a general merchandise catalogue. From this the children learned the names of various things, their uses and prices.

Much may be done to make the Sabbath a happy day. Our girls have always had something special for Sabbath. When a new dolly came to them, it became the Sabbath doll. It came out on Friday afternoon as soon as baths were over and was put away after sunset at the close of Sabbath. A little later, perhaps the same doll became a week-day plaything, but had a special set of clothes for Sabbath, and doubtless was old enough to play Sabbath school with the little mother-teacher.

For a while I had plasticine for Sabbath entertainment, with which we made

things illustrating their Sabbath school lesson or some missionary story. And what pleasure they had with paper dolls! They were allowed to select a number and have Sabbath school with them. Sometimes they played primary and kindergarten division together, and divided into classes; or again they would have the paper dolls sit on little folded benches for the Sabbath service while the visitor (the mother) read to them.

Before the completion of this preparatory work done in the home school, and before the child is old enough to begin regular studies, is the period, to my mind, when we should give instruction regarding the origin of life. We have found it very sweet to begin teaching this lesson in connection with the story of the birth of Jesus. If taught thus early and with this association, each reference to it later in our reading may be an additional opportunity to bind the hearts of our children to us, and to help them feel its sacred character.

The next article will be on teaching reading in my home school.

Spoiling a Child by Too Much Attention

PROF. M. V. O'SHEA
Wisconsin University

FRANCES is three years old, very pretty and winsome. There are in the family two older sisters and one brother, besides the father and mother and an aunt. All the members of the family have been much interested in the baby since her birth, and they have given her a good deal of attention. They are a social family; many friends call upon them, and they go frequently to visit their friends. All who come to the house must say something to Frances and show how much they think of her by talking much to her, taking her in their arms, offering to do this or that for her, and so on. The members of the family like to have people notice the child because she is such an attractive little thing. But she is causing some apprehension now

because whenever any one speaks to her she says "No, no," in a petulant voice. If any question is asked or any advance made toward her, her one response will be, "No, no." The parents think she is developing a bad habit and should have some training to correct it.

One way to prevent Frances from forming an annoying habit and acquiring an irritable disposition is for the members of the family and all others to leave her alone more than they now do. She is being spoiled by overmuch attention. Her "No, no," is a kind of protection against the irritating actions of the people around her. She should be taken only very rarely to neighbors and friends for visits. When friends come to the house, she should be kept out of

sight for the most part—in her sand pile or playing alone with blocks or dolls. The brothers and sisters should leave her to her own devices more than they do. She must grow from within quietly. It will take some time for the family to learn that they should not make a plaything of their little girl. They have not done this purposely, of course; they think they have been doing the right thing in showing her off and making her the center of attention.

In American families there are a great many children like Frances who cause their parents trouble because of their irritability and lack of appreciation of what is being done for them. They would be more appreciative if they received less attention, and were left to themselves most of the time without interference, even by members of the family, and certainly by friends and neighbors.—*National Kindergarten Association.*

Regularity at Home

MRS. MARY DE VILLEZ

“KNOW ye not that ye are the temple of God, and that the Spirit of God dwelleth in you? If any man defile the temple of God, him shall God destroy; for the temple of God is holy, which temple ye are.” 1 Cor. 3:16, 17. Did I hear some one say, “What has that to do with regularity?”

Every child may be this dwelling place. But in order to have our bodies strong and healthy, fit dwelling places for the Spirit of God, we must establish habits of regularity, especially in sleeping and eating. We seldom think of going without a meal, but many think nothing of robbing themselves of one third of their night's rest, though most people can better afford to miss a meal than lose any part of their sleep.

In his infinite wisdom and power, God has provided a means of repair during the night, but if we do not observe the hours of sleep, the body cannot keep up its normal condition.

How much sleep is needed? That depends largely on the age and the occupation of the individual. Children need a great deal of sleep, time not only for the needed repairs but for promoting healthy growth. Children under nine years should have eleven hours' sleep; from nine to thirteen, ten hours; above thirteen, nine hours. Children should have a regular time for going to bed, as

sleep comes more promptly to those who retire at the same hour each night. One engaged in mental work should strictly observe his sleeping hours. A rested brain cell is full of nourishment and vigor; a tired cell is shriveled and weak. Because of indifference to this important matter, many children are fretful, irritable, deficient in self-control, in mental clearness and vigor.

From lack of sleep, children become dwarfed physically and mentally. Too much food or food that is taken at irregular hours produces the same evil results. Many mothers allow and even encourage their children to go about their play from day to day with a piece of bread, an apple, a cucumber, or some other article of food in their hands, and they wonder what makes Johnny so ill-tempered, what makes Mary so fretful, or what makes the baby cry so much. Ask yourself, “Are the children getting regular sleep, and regular diet of the right kind?”

Our habits of doing and thinking and feeling really constitute our characters. This shows the importance of right habits. By carefully guarding our habits, we shall strengthen our characters. The body is made up of cells. Whenever a cell acts in a certain way, it is easier for it to act in the same way the next time. Thus habits are formed.

THERE are certain things which must be true of every mother.

She must be a Christian. The father may fail if he must, but if the mother fail, God pity the children!

She must be consistent. The children may forget the inconsistencies of the father, but when the mother fails, the impression is as lasting as time and almost as lasting as eternity.

She must be prayerful. I do not know of anything that lifts so many burdens, or puts upon the face such a look of beauty as the spirit of prayer.

And she must study her Bible. When we pray, we talk with God; but when we

read the Bible, God talks with us; and every mother needs his counsel.—*J. Wilbur Chapman.*

"To my mind," says a successful father, "the boy needs father and mother alike in his bringing up. It is a mistake to leave him to the latter while he is a kiddie, and to believe that the father can wait until his son is grown to start an intimacy. From the beginning, the father and mother should work together to achieve satisfactory results. My wife and I have followed this plan with our boy and our girl, and we tell each other with thankful pride that it has worked!"

EDUCATIONAL ITEMS

A SYSTEM of exchange professorships between the republic of Chile and universities and schools in the United States has been arranged, and the first two representatives from the United States will leave early in 1920 for their South American posts, according to a statement in *School Life*, the official publication of the Bureau of Education, Department of the Interior.

THE enrolment of Broadview Swedish Seminary to date is 153. Of these, 125 are in the regular departments, and 28 in the miscellaneous language department. In the latter are represented the following foreign-language-speaking peoples: Bohemian, Finnish, Greek, Hungarian, Italian, Rumanian, Russian, Serbian, and Slovakian.

The weekly vespers, Sabbath school, and church services are conducted in two divisions: One in the Swedish language, for the regular department students; the other in English, for the benefit of the students of the foreign department.

In the seminary curriculum are seven classes in the Swedish language and literature. In addition to these, about one half of the history and Bible studies are conducted in Swedish; the others, in English. Six Russian language classes

are providing for the needs of the students from the growing Russian element here.

Among the very interesting numbers of this year's lecture course that have already been given, were two lectures delivered by Dr. Edgar J. Banks, of the University of Chicago. His subject, "The Dwindling of the Turkish Empire," was especially appreciated. He will return later to lecture on "The Seven Wonders of the Ancient World."

EMMANUEL MISSIONARY COLLEGE has passed its enrolment goal of 400. The new dormitory for the boys is much appreciated. The Home Economics building just completed will add greatly to the work of that department.

ADELPHIAN ACADEMY has built an extension on the girls' dormitory, providing additional rooms and a beautiful dining-room. An extension above the chapel is also being made, giving room for twenty-eight more boys.

A NEW boys' dormitory at Bethel Academy has been completed. It is a splendid, well-arranged building.

WALDERLY ACADEMY is erecting a new girls' dormitory which is now nearly completed.



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