

CHRISTIAN EDUCATOR

A MAGAZINE FOR HOME AND SCHOOL

Vol. XI

May, 1920

No. 9

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The JUNE issue of CHRISTIAN EDUCATOR
will be the

Campaign Number

This number of the EDUCATOR will have the following features:

1. *A beautiful and striking cover design.*
2. *A generous amount of school advertisements.*
3. *Articles with a pull, written by seasoned fishers of men. The following are some of the titles:*
The Harvest Touchstone.
The Footprints of Youth.
Why Our Own Schools?
Our Youth in the World-wide Work.
The Ministry.
4. *Messages from Students.*
5. *Articles from Department secretaries, and many other helpful, interesting, inspiring items.*

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THE HOMEWARD DASH

CHRISTIAN EDUCATOR

W. E. HOWELL, Editor

O. M. JOHN, Assoc. Editor

VOL. XI

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

No. 9

EDITORIALS

Next Session

THE closing days of the school year are dramatic ones. Within the space of only a few swiftly flying hours there follow in rapid succession the review, the examination, and the farewell. In another moment the once-crowded halls and classrooms stand vacant and silent and the year's record is closed.

Even before the echoes of the distant footsteps have died away, workers are busily engaged in preparation for the next session.

It is at this juncture that teachers and school administrators experience a deep realization of the fact that the success of the future enrolment rests largely in their hands. A full harvest is the sure product of faithful sowing, attentive cultivating, and timely reaping.

During the school year much seed has been sown and many students have resolved to return another year. But the gaps must be filled with new faces, and this requires that scores of other youth be acquainted with the benefits of a

Christian education and the advantages to be found in our schools.

Furthermore careful follow-up work is necessary for the encouragement of both old students and prospective ones.

Most effective in all this endeavor is the personal effort of teachers and heads of schools. In conjunction with this

work we suggest the use of our special campaign number of the EDUCATOR, which will be filled with a message for every youth.

Facts demonstrate that the enrolment in our colleges and academies is largely proportional to the enthusiastic, painstaking effort put forth, together with the use of literature and correspondence.

So far as we are able to determine, our schools are enjoying their banner year in attendance, but we must not stop here. There are hundreds of fine specimens of young manhood and womanhood that should be obtaining a Christian education, and the coming campaign should be productive of a large harvest of students to be welcomed by our schools next September.

J.

Commencement

Roger Altman

I leave astern the placid bay,
I cross the harbor bar,
To cleave the heaving blue in spray
Beyond the morning star.

My wings are spread in eager hope,
My pennon flutters free.
I brave each briny crest and slope;
I glory in the sea.

The Pilot holds the shining wheel
Safe in his wounded hands.
No fear I feel of shattered keel,
Or unsuspected sands.

I leave to him what lies before
As through the foam I fly;
Straight to the glory-tinted shore
He guides me with his eye.

GENERAL ARTICLES

Summer Campaign Methods

B. F. MACHLAN

THE work of interesting young people to prepare for the work of God is a very important one, and its success depends largely upon the opportunity to present, in some definite way, the great advantage of an education and the facilities provided for it in our schools.

No other feature of campaigning is so effective as personal contact, but, as this is not always possible, the management of the school must resort to other means. A close touch with the field is absolutely necessary; but, here again, we may find men differing as to the best method of securing the close association necessary. The writer will undertake to discuss but one plan, leaving others to revise it to meet their own particular conditions, or to criticize it for its lack of effectiveness.

A card index containing the names and addresses of all our young people within the territory of the school, together with the ages of the persons listed and such individual history as is obtainable, is of great service in a school campaign. To be of the greatest service, however, this index must be frequently revised. A letter to the prospective students from time to time, giving items of interest concerning the school, keeps such individuals in close touch with the institution. Just before the summer campaign begins there should be forwarded to each prospective student a letter informing him that a representative of the school will endeavor to meet him personally sometime during the vacation season. An urgent invitation to attend the local camp-meeting, to meet the president and other representatives of the school, should be included.

Before entering upon the campaign, the school representative should be furnished with a list of the churches, church

officers, and names of the young people in the field assigned him. This enables him to begin at once the work of visiting the churches, and getting into personal touch with those whom he wishes to interest.

The homes of the people should be visited, and an effort made to reach the parents as well as the young people. The local superintendent should accompany the school representative in his visits to the churches, and, wherever possible, the conference president also should be present.

At the camp-meeting, the head of the school, who may have found it possible to visit only a very few churches and still fewer homes, meets his representative, and receives from him data relating to a large number of the young people on the camp-ground, and together they begin the work of interesting the camp in the cause of Christian education.

Former students are a great asset to a school in its campaign work, not only at camp-meeting, but during the entire vacation period. Not only should their interest and co-operation be sought during the school year, but as soon as they come upon the camp-ground their services should be enlisted in the work of interesting prospective students.

The school representative should take advantage of every opportunity offered to bring his work before the people; and, before the camp-meeting closes, every young person should be personally interviewed, and ways and means suggested to enable him to enter school.

Close co-operation with the union secretary and local conference officers is absolutely necessary to the successful operation of any campaign. The union secretary and the local superintendent

are directly interested in the work of educating the children and youth, and the conference president has not done his whole duty until he has made provision for the training of his boys and girls for service.

As local conditions vary so greatly and the matter of economy must enter into this feature of the work, the writer does not deem it necessary to discuss campaign literature, etc. It may, however, in this connection, be well to emphasize the value of the current cat-

alogue, the commencement number of the school magazine, and the campaign number of the *CHRISTIAN EDUCATOR* in this campaign work.

The foregoing by no means exhausts the subject of summer campaign work, but it is hoped that it may, at least, lead to further and better suggestions, and that, by a mutual exchange of ideas, we may learn to present our work to the people in such a way that there will be aroused in all our young people a desire to prepare for efficient service for God.

Interpreting the Facts of History in the Light of Evolution or Revelation

C. S. LONGACRE

How are the facts of sacred history to be interpreted? This is the great question that faces every history teacher. The history teacher who believes in the theories and suppositions of evolution, interprets all the facts of sacred history concerning the beliefs, customs, and practices of religious peoples in the light of the modern deductions of social evolution. Do these speculative interpretations justify the facts of history and place them in their proper setting? One thing is certain and very apparent among the evolutionary teachers of sacred history,—they are not agreed and their interpretations and deductions are as varied as the colors of the rainbow. The truth of history is not subject to such frequent changes and radical adjustments. The facts of history never change.

There are some facts of sacred history which cannot be understood and rightly interpreted by the history teacher without the aid of divine revelation. The modern critic who views the origin of all existence and organic functions in the light of modern evolution, utterly ignores the sources and aids of divine revelation handed down to us from the past ages. The facts of ancient history must be put in a modern setting of speculative

knowledge, cast in the mold of a Darwinian evolution. There is no Scriptural dogma or moral principle which has escaped the critics' ken and which has not been assailed by the scholastic dogmatism of speculative evolution.

We who believe in divine revelation and inspiration are prepared to interpret the great facts of history in harmony with a fixed standard without resorting to the vagaries of human speculation. Judging things according to the standard of human speculations, is likely to subject us to as many varied positions as there are human minds and dispositions.

The writer has just read several volumes of sacred history which are used as textbooks in most of our universities, and are completely upsetting the faith of students in divine revelation and the authority of the Sacred Scriptures. The author of these textbooks is a man of great prominence, and claims to be a Christian and a friend to religion. His great burden is to put the doctrines and customs of Christianity in a new setting of evolutionary deduction.

This author states that the account of creation in Genesis is not based on divine revelation, but that Moses borrowed the story from the pagans and embellished

the legends and myths of Babylonian and Chaldean theologies. To prove his contention he quotes the accounts of creation as recorded on the ancient tablets of the Assyrians, Chaldeans, and Babylonians, which are similar in many respects to the account of Moses in the first and second chapters of Genesis. The historian says that Moses either invented this theory himself or borrowed it from his pagan neighbors, and changed the story from a polytheism into a monotheism.

Likewise, this historian attempts to prove that Moses obtained a knowledge of the weekly cycle and the seventh-day Sabbath from the ancient Chaldeans and Assyrians, whose tablets record a weekly septenary cycle, the seventh day of which was a sabbath.

Likewise, he attempts to prove that Moses borrowed the sacrificial system from the ancient pagan neighbors, instead of receiving a direct revelation from God. Quotations are given from the tablets of nations that antedate the Jewish people by many centuries, showing that these ancient nations offered various sacrifices to make atonement for their sins. The historian interprets these facts of history as proving that the Jewish people borrowed their system of offering sacrifices for the atonement of sin from the priests of the ancient pagan religions. In like manner similar comparisons are made in reference to many other Scriptural practices among the Jewish people.

Now what is the correct interpretation of these facts in the sacred history which antedates the time of Moses? Was Moses an impostor and a deceiver? Did he set up false claims for himself? Did he tell an untruth when he said the Lord Jehovah appeared unto him and revealed these things to him? Did he merely take the legends of a grotesque polytheism and embellish them into an elaborate system of monotheism according to his own fancy, while claiming divine authority and direct revelations from heaven? Whom are we to believe

—the modern critic or Moses, the evolutionist or the revelator? Is the Bible a "result of an evolutionary process," while it pretends to be a divine revelation? How shall the history and Bible teacher relate himself to the facts of history as they appear upon these ancient tablets of pre-Mosaic times?

One thing is very evident: The Bible does not limit divine revelation to the time of Moses. Moses was not the first prophet to whom God gave revelations concerning the matters about which Moses wrote. The divine volume states: "God hath spoken by the mouth of all his holy prophets since the world began." God made his will known to Adam. He spoke to Enoch, who lived contemporaneously with Adam. He spoke to Noah and to Abraham and many others long before the days of Moses. Adam handed down to his children a knowledge of the weekly cycle, the Sabbath, the moral and the sacrificial laws, the account of creation, the concepts of the Deity, the garden of Eden, the knowledge of the tree of good and evil, and the fall of man into sin and the consequent atonement for sin through a vicarious sacrifice.

This knowledge was handed down from one generation to another by tradition, and as the people became scattered and finally established themselves into various nationalities and clans, these traditions became corrupted. In many instances, the original ideas still prevailed, but extraneous matter crept into these sacred traditions until the original concepts themselves lost their true significance to the people. The ancient tablets of Assyria, Babylon, Egypt, Chaldaea, and Phœnicia, afford a striking illustration of how these sacred traditions of prehistoric times were preserved by the different nations, even after the people lost sight of the worship of the true God and drifted into polytheism. In order that the true concept of divine things might be restored again to the people, God revealed himself anew to Moses, and gave him a written transcript of his will and of divine institutions, and made

a new application of divine concerns to the new conditions under which God's chosen people found themselves; and they in turn were to communicate this knowledge to all the world.

The human race left to itself without the aid of divine revelation, would never have conceived of the universal plan of setting aside a weekly cycle of seven days and appointing the last day a sabbath. There is nothing in nature that teaches a man to make atonement for his sins by employing a vicarious sacrifice. Man left to himself would have based his beliefs and conclusions upon his own personal observations and experiences relative to the constant changes in life and material nature. Without divine revelation, and the consequent traditions based upon revelation, man would have been a rank materialist or mechanist. Death and the grave would have been his only concept of the destiny of the human race. The thought of making atonement for his sins by offering sacrifices that he might entertain the hope of pardon and the promise of life beyond the grave, would never have entered the mind of man. Man, that is, man isolated from all external influences bearing upon this concept, is not blessed with inherent powers or an instinct which leads him to see the necessity of performing such a rite when he has done a wrong act. Yet all the ancient nations of the grossest kind of polytheism, were imbued with the concepts of the necessity of offering sacrifices for sin that they might have the promise of the life beyond the grave. This concept was first given to the human race when sin entered. Abel and Cain offered their sacrifices. Noah and his sons offered sacrifices for their sins. They were taught the necessity of such a plan by divine revelation. This concept was handed down from one generation to another, but the farther the nations were removed from the original revelation and the land of God's people who walked nearest to God, the more the sacrificial system was corrupted by the traditions

and practices of the people. A written, permanent revelation was needed to restore this service to its original meaning, and God chose Moses as his medium to bring about the needed reformation. The Mosaic rites and ceremonies regulating the offering of sacrifices were "imposed" upon Israel "until the time of reformation,"—the new reformation when Christ was to become the high priest of the new covenant.

There is no difficulty in explaining the facts of sacred history when divine revelation is the compass to steer us through the mazes of history and philosophy. Human speculations and presuppositions which are assumed as hypotheses in the theories of social evolution are poor foundation material upon which to build stately structures. The historic method which selects evolution as its compass to steer its way through the facts of history, makes man the inventor of his own concepts of religion, his own customs and habits the standard of his morals, his own efforts the sum total of his righteousness, and finally it makes man his own savior here and hereafter, if evolution has a hereafter.

The history and Bible teacher in our schools must follow either one of these two methods in teaching and interpreting the facts of sacred history. The historic method of the evolutionary hypothesis, is followed in nearly all the universities of the land. Nearly all the modern histories are written by authors who interpret the facts of sacred and profane history in the light of evolution, not only as to the processes of nature but as to the origin of nature.

We who believe in divine revelation have a wonderful opportunity to interpret the facts of sacred history in the light of their true setting, and lead the world back to God. Never was skepticism so rampant in the land as at the present time, and it is the privilege of our teachers to build up the faith of our children in the authority of God's word by interpreting the facts of history in the light of divine revelation.

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

THIS section of the EDUCATOR is devoted to the education of our boys and girls from their earliest years until they pass from the elementary school. It not only includes the work of the elementary school with that of the local church school board and the Parent-Teacher Association, but it also includes the normal, which trains the teachers for these children, the field officers who extend and perfect the work in the field, and the home where the real foundation is laid.—Ed.

One More Year's Work for Jesus

ANOTHER year of school is almost over, another year of happy toil and willing sacrifice, another year of grateful service for the Master. As we linger on the threshold of the schoolroom made sacredly dear by the presence of Him who so often throughout the year has fulfilled to us the promise, "I will be with thee," how our hearts throb with gratitude for what he has done through us for our boys and girls!

There is reckless James and indifferent John—now studious, helpful, and above all, with hearts submitted to Jesus. There is frivolous Mary and careless Jane—how they have improved! But there may be others, in whom, in spite of all our efforts, we cannot see the response for which we have longed and prayed. But God's word cannot fail, and he has said, "It [his word] shall not return unto me void, but it shall accomplish that which I please, and it shall prosper in the thing whereto I sent it."

So, dear teacher, as you turn the key in the schoolroom door and return to your school board this emblem of responsibility, look up. Be hopeful. Trust God. As you say good-by to your little flock, take with you a list of their names with their birthdays and their post-office addresses. Then, as you have opportunity, send them a post card bearing a short message of personal interest. Prove to them that you really care for them, that you really want to see them

develop into noble Christian men and women. Oftentimes this personal effort when you are absent will accomplish that which you were unable to do during the school year. Encourage them to continue in school until they are prepared to occupy the place in God's work which he has for them. Ask God to bless these little messages of love. And he will do it. These reminders of your personal interest mean much, *so much*, to children. Of course, these things take time, but it is an investment that pays large dividends.

So much in behalf of the children. Now, just a word to you, yourself, dear teacher. Has this been your first year of teaching? Are you weary and worn with the perplexities and labors of the year? Are you disappointed in its results? Are you discouraged with your failures and mistakes? Have you about concluded that you have missed your calling? Away, away, forever away with such temptations! Say to the tempter as did Jesus our example, "Get thee behind me, Satan." The present is no time for weak-hearted discouragement. Remember the thrilling words of Columbus to his sailors: "On, sail on!" "There is no failure save in giving up." "The man who fails is the man who quits."

You are counting the days when you will be at home. You are anticipating the glad welcome of father and mother. You are rejoicing in the prospect of for-

getting your trials in the unfeigned love of brother and sister. How good of God to give us *homes!*

But with all the love and joy and peace, these homes are but earthly and temporal. Soon, very soon, if faithful, we shall reach our heavenly home which is eternal. Even now we are "counting the days." Even now we are anticipating the glad "welcome of Father." Even now we are rejoicing in the prospect of the love of "brothers and sisters." So let us be faithful. Let us throw ourselves into this work for the rest of time. Let us not make it a stepping-stone to some fancied earthly pleasure or prospect. The service of God for our boys and girls is worthy, abundantly worthy

of our fullest, deepest consecration and of our greatest talent.

Go to your homes for the rest that you have earned and that you so much need, but go only to secure the fitness for another year of service. "Go out under the stars and breathe the resolve in prayer to be true to right ideals. The reward is to the one who remains steadfast to the end." And then go back again to the boys and girls who so much need you. No teacher ever drinks fully of the satisfaction of schoolroom service until he has been in it long enough to see the fruit of his efforts in the men and women who are themselves taking their places in the ranks of workers for God.

S. E. P.

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.

Paper Construction Without Paste — No. 3

(For Grades 1 and 2)

RUBIE E. BOYD

Models for the Sand-Table

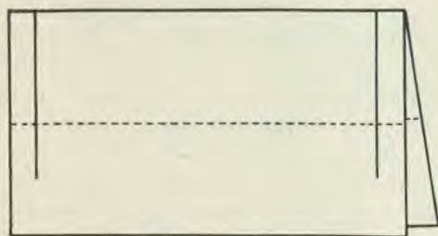
Materials for House

QUARTER-INCH Latshaw ruler.
Paper square 4 by 4 inches.
Paper oblong 2 by 4 inches.

Directions for Making

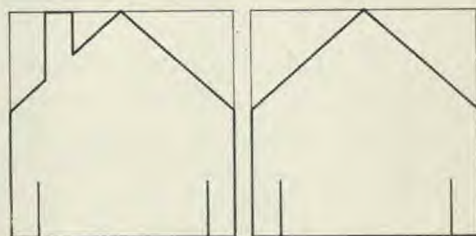
Roof and Sides:

Score one square into four oblongs 1 inch by 4 inches. Cut a half-inch strip



ROOF AND SIDES

off length of house. Fold on the middle score. Cut through the fold $1\frac{1}{2}$ inches,

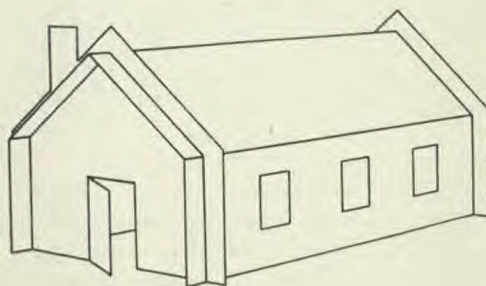


ENDS OF HOUSE

making these cuts $\frac{1}{4}$ inch from the end.

Ends of House:

Cut the oblong into two equal squares. On one end of each square make two



THE HOUSE

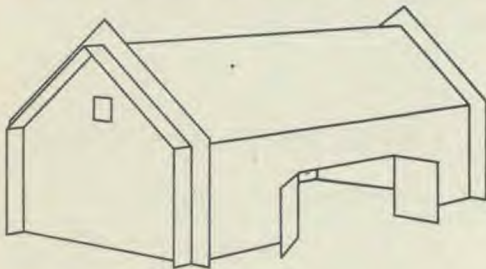
half-inch cuts $\frac{1}{4}$ inch from sides. Cut a chimney on the piece to be used for the front end. Shape the ends near the roof. Let the children show individuality in the cuttings of doors and windows. Tissue paper at windows makes dainty curtains.

Materials for Barn

Latshaw quarter-inch ruler.
Paper square 4 by 4 inches.
Oblong 2 by 4 inches.

Directions for Making

Make similar to the house, making it full four inches long. Omit the chim-



THE BARN

ney, and cut windows and doors to suit the fancy.

Materials for Store or Church

Two paper squares 4 by 4 inches for either.

Directions for Making

Cut according to the directions for the house, except that the backs of



STORE

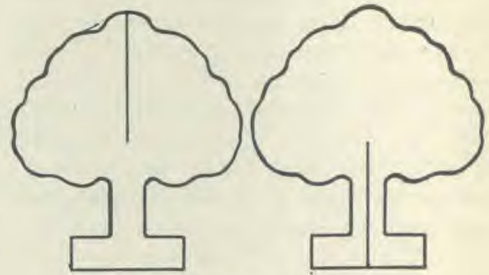


CHURCH

the buildings are like the front of the house. The fronts of the store and church are suggested in the accompanying cuts.

Trees:

Cut according to the desired size and shape with a standard. Make cuts as suggested in the illustration. Use the first cutting as a pattern for the second. Dovetail the parts, and the result is a tree which stands.



TREES

Health in Education and Education in Health

MRS. M. W. HOWE

Medical Missionary Secretary, Maine Conference

THERE is no doubt that boys and girls who are well are better students and less trouble than those who are handicapped by ill health. Teachers who have undertaken our health program are finding it is worth while from this viewpoint alone. A child who is dull, irritable, or intractable is often suffering from some physical defect. When this is sought out and corrected, an improvement is soon manifest. It is estimated that three out of every four children are suffering from some physical defect which might be remedied or relieved. The teacher who endeavors first to correct the physical defects of his pupils is doing a work far greater than one who educates the mind at the expense of health. A child who is forced into mental work of which he is physically incapable, labors under a constant burden of discouragement and failure. "Health in Education and Education in Health," is a timely slogan for Seventh-day Adventists.

In conferences where the health work is organized, there should be the closest

co-operation between the school board, the teacher, the school nurse, and the parent; but the success of the health program depends chiefly on the teacher. The opening of the door to better health for the children through our schools may be helped or hindered by the teacher's attitude. The teacher is the hinge on which the health program swings.

The following examples of special help needed are well within the scope of observation of any wide-awake church school teacher.

1. *Mary.* Almost blind in one eye and straining the other under cross light in a schoolroom. She was laboring for education at a great disadvantage and at the expense of her eyesight.

2. *John.* Slowly growing deaf; impairment so gradual that it was not noticed by his parents. Examination revealed tonsils so large that a sheet of paper could not be placed between them! With this defect remedied, John's hearing was saved, while delay would undoubtedly have resulted in loss of hearing. Are your ears valuable to you? John's are to him.

3. *James.* A big, strong, healthy-looking boy, his tired and weak feelings called laziness by his parents and companions. From observation the teacher felt that something ailed him, and made special effort to see that he was present for the physical examination. This revealed a serious condition of the heart, caused or aggravated by too heavy work. This boy may well be grateful to his teacher who saw beneath his apparent laziness.

It is to be hoped that in the near future every conference will provide a medical inspector for all our schools. In the meantime the following suggestions are given the teacher:

Some Things to Know

A church school teacher should understand —

1. The health principles found on pages 295-335 of "Ministry of Healing."
2. The "Report of Physical Examination" blank provided for our schools.

3. The health laws of the State.
4. Schoolroom and toilet sanitation.
5. How to teach simple physical exercises.
6. How to detect the common communicable diseases.
7. How to render first aid.
8. How to give fomentations and other simple treatments.

Some Things to Do

1. Obtain the height and weight of each child. A card showing how to ascertain the normal weight can be obtained from the Department of the Interior, Bureau of Education, Washington, D. C.

All children whose actual weight is 10 per cent below normal should receive immediate attention. Malnutrition is regarded by Government authorities as a definite departure from health which should be recognized as much as is tuberculosis.

2. Keep these suggestions before the children:

- Do not put fingers into the mouth.
 - Do not put pencils into the mouth or wet them with the lips.
 - Do not put money, string, pins, or tickets into the mouth.
 - Do not put anything into the mouth except food or drink.
 - Do not wet the finger in the mouth when turning the leaves of a book.
 - Do not accept another's chewing gum, half-eaten food or candy, whistles, bean-blowers, or anything that has been put in the mouth of another.
 - Never drink from a glass or cup that is used by others.
 - Never spit on a slate, a floor, or a sidewalk.
 - Never cough or sneeze into a person's face; turn your face to one side; better still, cover your mouth with a handkerchief.
 - Always wash the hands with soap and water before each meal.
3. Teach the children these health rules:

Take a full bath oftener than once a week.

Brush the teeth at least once a day.

Sleep long hours with the window open.

Drink as much milk as possible, but no tea or coffee.

Eat some fruit or vegetables every day.

Drink at least four glasses of water every day.

Play out of doors part of every day.

Secure a bowel movement every morning.

Some Things to Have

Health library including the following:

1. "House We Live In," as a supplementary reader for the lower grades.

2. "Epidemics," published by the Review and Herald Publishing Association, price 25 cents.

3. "Manual of Calisthenic Exercises," by Jean B. Henry.

4. "Health Index of Teacher," "Health of Pupil," and other excellent material, including

free bulletins from your State department of education and medical inspector of schools.

Other bulletins may be obtained from Child Health Organization, 156 Fifth Avenue, New York City, and from the Bureau of Education, Department of the Interior, Washington, D. C.

Waking Up the Dull Child

ELLA M. ROBINSON

SHE had one of the roughest groups of children that ever fell to the lot of a primary teacher. Her predecessor of the previous year had become so discouraged

that she had abandoned the teaching profession forever.

The school year had started with a teacher who had an exceptional reputation as a disciplinarian but who broke down before the term was finished. This young woman had taken her place.

"I wouldn't want to handle those children," I heard a fellow teacher say to her one day.

"O, they are not bad children," she responded. "I love every one of them."

"Some of them are not very bright,"

the first teacher continued. "There are Emma and George —"

"But none of them are stupid. They learn well, and are so interested in their work. Emma is slow in reading and arithmetic, but that is because she lacks self-confidence and is easily confused. Have you ever noticed what a neat hand she writes? And she's a fine little artist.

"Her mother told me one day that she had cried herself to sleep many a night over Emma's dulness. Well, I simply told that poor woman that she ought to be ashamed of herself, wasting precious time that should be spent just being happy over the fact that she has such a dear little girl.

"I made thirty or forty arithmetic game cards, and every night now Emma takes one home with her. We spend ten minutes in the morning before the other children come, dissecting the difficult words in the spelling lesson for the day. And she is picking up in her studies right along."

The Man Who Fails

THE man who fails is the sort of chap
Who is always looking around for a snap;
Who neglects his work to regard the clock;
Who never misses a chance to knock.

He is grouchy and slow when the work begins,
When it's time to quit, he jokes and grins;
He's always as busy as busy can be,
When the superintendent's around to see.

He's on his job when he draws his pay;
That done, he soldiers his time away,
While the men who tackle their jobs with vim
Keep pushing and climbing ahead of him.

So the man who fails has himself to blame,
If he wastes his chances and misses his aim;
He'd win if he'd use his hands and wits;
The man who fails is the man who quits.

— Selected.

I listened with more than ordinary interest, for I knew Emma's slowness to learn had been the trial of each teacher through whose grade she had passed. And now this big-hearted little teacher was undertaking to clear George of the charge of stupidity which not without cause had been thrust upon him.

"He is so bright in mechanics," she was saying. "I bought a mechanical building set, especially for his use, and now he is studying with all his might. Of course the other children use it, too, but it was George I had in mind. I'd do anything for George. You see, when he has good lessons I let him go to the recreation table during the last half hour of school and play with the toy. Fun is a good tool for sharpening children's wits and cheerfulness always reacts favorably."

But it was the improvement in discipline that surprised us most. "Frank,"

I said to one of the boys, "how does your teacher make you behave so well?"

"I dunno," he grinned.

"I never hear her scold. Is she very strict?" I further queried.

"No she doesn't scold. When she keeps us boys after school, she always talks to us so kind, and before she gets through, I am beginning to feel sorry I was bad, and to feel as if I really want to be good." Then he added enthusiastically, "She's some teacher all right. She's the first teacher I ever had that really liked the kids."

This was the secret of her success. She "liked the kids," and they knew it, and were willing to work for her.

If our heavenly Father should deal with us as harshly as we sometimes deal with children, and if he should become discouraged as easily as we do — but he does not, and how thankful we should be!

If we could but have some conception of the awfulness of sin, sorrow would steady the hand that administers punishment. And a fuller knowledge of our Father's great love would strengthen the hand that we extend in helpful sympathy.

Grading Examinations

It is a well-known fact that there is a very wide difference among teachers in the matter of grading a pupil's class work and examinations. Some teachers make altogether too free use of the "E's," while others seem to think it almost a pedagogical sin ever to grant a

pupil such an honor. I have seen some pupils marked E in almost every subject throughout the year, who under a more careful teacher the following year found it impossible to do even a fair grade of work. On inquiry, the teacher's explanation was, "I didn't want to discourage the child or his parents by giving him a low grade."

I am willing to grant that there are a few cases of subnormal children who should be allowed to attempt work in the next higher grade even if they have failed to secure a passing standing from their

The Man Who Succeeds

GENIUS, that power that dazzles mortal eyes,
Is oft but perseverance in disguise.
Continuous effort of itself implies,
In spite of countless falls, the power to rise.

'T'wixt failure and success, the point's so fine,
Men sometimes know not when they touch the line.

And oh! how true, when shades of doubt dismay,

"'Tis often darkest just before the day."

A little more persistence, courage, vim!
Success will dawn o'er fortune's golden rim.
Then take this honey for the bitterest cup;
"There is no failure save in giving up."

"No real fall as long as one still tries,
For seeming setbacks make the strong man wise.

There's no defeat, in truth, save from within.
Unless you're beaten there, you're bound to win!"

— Henry Austin.

own grade or class. But such cases are decidedly the exception. Nevertheless, we have no right to deceive either the child or the parent. Both, and certainly the parent, have a right to know from period to period exactly the quality of work the boy or girl is doing, and the teacher's mark should be as honest and fair as it is possible for him to decide upon. If by absence from school the child has missed a part of his work, neither he nor his parent should expect as high a grade as if he had been regular in attendance, unless it is perfectly clear that the work has been carefully made up.

It is true that this question of honest grading has its perplexing side, but it is also true that it has certain well-defined, underlying principles. What are some of these?

The real test of knowledge is use, and it is this *use* of knowledge that connects school with real life. A pupil does not deserve 100 per cent in spelling even if his given list of words is faultless, if in other written work he misspells words which he should be able to spell correctly. However, a pupil who misspells words in Bible or history or arithmetic examination should not on account of these errors be graded lower in the subjects themselves, but these errors in spelling should lower his grade in spelling. The same may be said regarding grades in oral language, written composition, penmanship, and reading. The grade in oral language should include the proper use of words in oral recitation and daily conversation; the grade in written composition should include sentence and paragraph structure and punctuation in all written work in whatever class. The grade in penmanship should include the care with which all papers are written, and the actual progress the child is making in muscular movement, while reading should include the child's ability to grasp quickly and to interpret the thought in his arithmetic problems, his geography, civics, or other subjects.

The following schedule will aid in giving this problem careful attention, and

will serve to illustrate the practical application of the principles discussed:

	Per cent
<i>1. Arithmetic</i>	
Correct principle	40
Accuracy	40
Good form and legibility	10
Speed tests	10
	100
<i>2. Reading</i>	
Interpretation of thought	25
Use of dictionary	
Root meanings	
Analysis of words — suffixes and prefixes	
Choice of words — synonyms and antonyms	
Meanings of words and figures	
The main theme, emotions, and spirit of peace, and lesson taught	
Pleasant Delivery	25
Expression	
Ability to look ahead and read to audience	
Tone, time, inflection, emphasis, etc.	
Fluency and ease	
Pronunciation and articulation (Including diaeretical markings)	
Position	
Literature and Entertainment	25
Authorship	
Required memory work and public delivery	
Silent reading	
(Speed, grasp, and discrimination in thought gathering)	
Required Outside Reading	25
	100
<i>3. English</i>	
Oral Composition	25
Thought, pronunciation, correct language	
Written Composition	25
Theme work, paragraph, sentence, capitals, punctuation, etc.	
Literature — thought and memory	25
Daily use of correct English	25
In all written work	
In daily conversation	
	100
<i>4. Spelling</i>	
Dictation	25
Syllabication	10
Application of rules	10
Homonyms	10
Spelling in other classes	25
($\frac{1}{2}$ per cent off for each misspelled word)	
Number required: An average of 2 each day during five weeks of each school period	
"Current" Spelling (observation)	20
New words (in common use) from outside reading and conversation	
Number required: 10 each school period	
	100

5. Music

Ability to read at sight	50
Ear development and reproduction	15
Notes, rests, time, keys, signatures, trans- position	15
Notebook work	10
Musicians	10

100

6. Penmanship

Position	20
Of body and pen	
Formation	20
Analysis of letters and figures	
Legibility and neatness	
Movement	20
Drills applied to all written work	
Speed	20
Should be 85 to 120 letters a minute.	
Preserve correct formation, neatness, and muscular movement	
Character of penmanship when not on test....	20

100

7. Drawing

Mechanics of drawing	20
Colors and tones, perspective, etc.	
Illustrations in pencil, ink, crayola, water color	40
Lettering	
Design — notebooks, sewing, etc.	
Fruits, vegetables, flowers, leaves	
Composition work in drawing	
Landscape	
Applications	40
Geography, Physiology, Composition, Nature, etc.	

100

S. E. P.

Language Teaching

MRS. W. G. MC CREADY

LANGUAGE is the expression of thought and we are daily giving expression to our thoughts in our conversation with our friends and in the letters that we write. The writers of our papers, magazines, and books all use this medium of thought. The lawyer, the politician, the salesman, the minister in the pulpit, all use language as a means to an end. A subject which is so constant and potent in our lives ranks as foremost in importance.

In all these lines, only language which is correct can be most effective. Incorrect speech is jarring to the ears of the cultured and refined, whether heard in daily conversation, in business, or in the public lecture. Especially does the minister of the gospel or other worker for God need to be very careful of the words

in which his language is couched, that it may impress and win the hearts of his hearers, and not repel by faulty expression.

Of the importance of this work the spirit of prophecy has spoken: "One of the fundamental branches of learning is language study. In all our schools special care should be taken to teach the students to use the English language correctly in speaking, reading, and writing. Too much cannot be said in regard to the importance of thoroughness in these lines. . . . He who knows how to use the English language fluently and correctly can exert a far greater influence than one who is unable to express his thoughts readily and clearly." This applies to our schools, and we as church school teachers must bend our mental sinews to the task of carrying out this instruction.

Grammar as a science should be deferred until the pupils are mature enough to be able to comprehend it, say at least until the eighth grade. Until then, more can be accomplished by doing more careful work in composition, both oral and written.

From the first, the child should be taught what a whole sentence is, and that when correctly written, each sentence begins with a capital and ends with some mark of punctuation. Pupils often reach the seventh and eighth grades and do very poor work in composition and grammar because they fail in this simple fundamental. No student can be expected to give a correct analysis of a group of words which he cannot immediately recognize as a complete sentence. It will help to secure this result if in all his work the pupil is required to answer questions in a complete sentence. This gained, the capitalization and punctuation are more easily acquired, and a good beginning has been made for successful work in grammar.

The early work should be practical. We daily hear such expressions as, "It's me," "Charlie has went to school," "I'm awful glad," "The boys is playing." These glaring errors we should strive to

correct by oral sentence exercises giving drill in the proper use of the pronoun, correct verb forms, choice of descriptive words, and agreement of subject and verb. Exercises in the spelling and use of homonyms, antonyms, and synonyms more directly prepare for correct written composition, which, indeed, should find a large place in the pupil's program.

We must not do our work in a careless, haphazard way. We are told that work in "language may be so conducted that it will tend to the strengthening and upbuilding of character." To this end the work must be systematic and very thorough.

It is to be regretted that so many of our pupils come so far short in the correct use of the English language. This can be overcome by better teaching and by using the methods best suited to our individual classes. We can stimulate a deep interest in this work, if we ourselves thoroughly understand and enjoy it. Most of all, our own speech must exemplify our teaching. Pupils are as likely to imitate their teachers in their language as in other ways. The mistakes we make, we may expect to hear them make; but if we speak aright, they will be influenced and impressed by a theory and practice that agree.

The Teacher's Dream

THE weary teacher sat alone
While twilight gathered on,
And not a sound was heard around —
The boys and girls were gone.

The weary teacher sat alone,
Unnerved and pale was he;
Bowed 'neath a yoke of care, he spoke
In sad soliloquy.

"Another round, another round
Of labor thrown away,
Another chain of toil and pain
Dragged through a tedious day.

"Of no avail is constant zeal,
Love's sacrifice is lost,
The hope of morn so golden, turns
Each evening into dross.

"I squander on a barren field
My strength, my life, my all;
The seeds I sow, will never grow,
They perish where they fall."

He sighed, and low upon his hands
His aching brow he pressed:
And o'er his frame, ere long there came
A soothing sense of rest.

And then, he lifted up his face,
But started back aghast —
The room by strange and sudden change,
Assumed proportions vast.

It seemed a senate hall, and one
Addressed a listening throng:
Each burning word, all bosoms stirred,
Applause rang loud and long.

The 'wildered teacher thought he knew
The speaker's voice and look,
And for his name, said he, "The same
Is in my record book."

The stately senate hall dissolved,
A church rose in its place,
Wherein there rose a man of God,
Dispensing words of grace.

And though he spoke in solemn tone
And though his hair was gray,
The teacher's thought was strangely wrought:
"I whipped that boy today."

The church a phantom vanished soon,
What saw the teacher then?
In classic gown of alcoved room,
An author plied his pen.

"My idlest lad," the teacher said,
Filled with a new surprise —
"Shall I behold his name enrolled
Among the great and wise?"

The visions of a cottage home
The teacher now descried:
A mother's face illumed the place
Her influence sanctified.

"A miracle! a miracle!
This matron well I know
Was but a wild and careless child
Not half an hour ago.

"And when she to the children speaks
Of duty's golden rule,
Her lips repeat in accents sweet
My words to her at school."

The scene was changed again, and lo,
The schoolhouse rude and old;
Upon the wall did darkness fall,
The evening air was cold.

"A dream!" the sleeper waking said,
Then paced along the floor,
And whistling slow, and soft, and low,
He locked the schoolhouse door.

And walking home his heart was full,
Of peace and trust and praise;
And singing slow, and soft, and low,
Said, "After many days."

— Selected.

The Call to the Work

HARRIET A. BEARDSLEY

Normal Director Canadian Junior College

IN Bible times God called men to do special work for him. He called Abraham, Moses, Samuel, and others. And today we speak reverently of a young man's being called to the ministry or to a foreign mission field, but too often we consider lightly the divine calling of a young man or woman who teaches in a church or a family school or perhaps in an academy.

Teachers themselves do not always look upon their work as sacred, for they change their vocation with little prayer and no counsel from others who hold responsible positions in the Lord's work and who are interested in the progress of the message in every line. A teacher cannot recognize that he is called to his work if he does not possess a deep love for, and a spiritual interest in, those under his care; or if he sells his talent for money; or if he teaches simply to have a part in the work. In order to be called, he must love the teaching work more than any other. He must not change his work for a monetary reason only, nor use the teaching profession as a stepping-stone to "something better." He must teach because God has called him to the schoolroom. In his heart he must recognize that one of the gifts of the Holy Spirit has been given him, and that he is responsible for its use. It does not follow that one who has entered the profession must remain there throughout life, but he should continue in the work until he is fully assured that God has called him to something else.

Our work is languishing for want of teachers. In the homeland there is great difficulty in filling the openings every year. Teachers are not asking, "Where can I get a school?" but, "Which school shall I accept?" In foreign fields hands are outstretched appealingly for help, and those already in the field are working beyond their strength in their vain endeavor to fill the many

openings. Does not this great need constitute a call?

This is especially true when there are men and women all through our ranks who possess unused talents. We find these talents hidden on farms, at carpenter benches, in kitchens, and in other like places, while the unwarned millions are drifting into eternity. The great need certainly does constitute a call.

God has given the various talents to a sufficient number of individuals to man his work in every respect — teaching as well as every other department. The trouble lies wholly in the fact that the talents are not used. In misusing these gifts we are placing ourselves where the blessing of God cannot rest upon us. If we believe that, "Not more surely is the place prepared for us in the heavenly mansions than is the special place designated on earth where we are to work for God," then we must agree that there is a definite call to the work.

The Spirit invites us repeatedly to prepare to occupy the home in the Father's house, and in no less a persistent way does the same Spirit call us to our definite work here. Let our young people who have not yet listened to the call of God in their lives, pause long enough to hear the quiet voice of the Spirit, and having heard, let them arise and be about their Father's business.

Teaching and Life

MRS. H. K. TETZLAFF

Clinton Normal

ONE of the outstanding faults of much of the teaching of today is its artificiality. We teach with an eye upon the future rather than supplying the child's immediate needs. Consequently, we must accept results as pictured in "Alice in Wonderland." "I took only the regular course," said the mock turtle. "What was that?" inquired Alice. "Reeling and writhing, of course, to begin with," the mock turtle replied, "and

then the different branches of arithmetic—ambition, distraction, uglification, and derision.”

It is a fact that in our teaching of arithmetic many of us have conscientiously aimed to establish number facts and number values, but we have omitted the greater task, that of connecting it with real life experience. Our great engineering feats seem to find no relation to arithmetic. The building art is never thought of except it be in some tedious, lifeless problem as, “How many brick of such and such dimensions are required in a wall so many feet high and so many feet broad?” etc.

History does not teem with those lessons which the Lord has written in every chapter for our learning. No, exasperating dates and events must be crammed into the memory.

Language is a topic to be carefully criticized and scrutinized during its particular recitation period, but we may disregard all rules of syntax during a physiology recitation and our playground conversation may even border on slang.

Reading is the ability to recognize words as we meet them, but time spent in real thought getting and thought giving, and the cultivation of an appreciation for the purest and noblest in literature, requires too much time and study. We must of course “get through” the reader at any cost.

Good spelling is knowing the correct order of the letters in a word and per-

haps the definition, but the ability to use such words in sentences is beyond children.

I could lengthen our list of inconsistencies to an almost wearying extent. Let this suffice. But permit me to ask, How long shall we continue this traditional teaching? How long shall we be slaves to an old theory? How long shall we persist in making the most beautiful profession a taskmaster?

When shall we be fired with a definite ambition and when shall we carry our dreams and aspirations into our school-rooms to make them a part of each day's work? When shall we teach the child to love nature so that he may help himself to her bountiful store? When shall we teach him that life is what he makes it? When shall we impart to him a bit of liking for all the wondrous things we find in books?

A Request

MANY of our teachers desire to know what material other teachers are using in their school programs, either for some special occasion or for the close of the school year. This notice is an earnest request from the Teachers' Help-One-Another Band for such material, both original and selected. By this free interchange it is possible for all to be encouraged and helped. Please send your material to the editor of the “Elementary Education” section. May we not have a generous and hearty response from *all*? “Think not *thy* gift as small.”



OUR COMPOUND IN TOKIO, JAPAN, SHOWING SCHOOL BUILDING

THE PARENT-TEACHER ASSOCIATION

"The teacher should not be left to carry the burden of his work alone. He needs the sympathy, the kindness, the co-operation, and the love of every church member." "Let parents and teacher take hold of the work together." "The teachers in the home and the teachers in the school should have a sympathetic understanding of one another's work."—*Counsels to Teachers*, pp. 153, 156, 157.

Health Program.

[A number of requests have been received for programs to be used by our Parent-Teacher Associations. The accompanying program was prepared and sent out to the associations in the Indiana Conference by the educational superintendent.

This conference has gone to the expense of sending a qualified health inspector to all the church schools in the conference. A health blank was filled out for each child and sent to the parents.

The letter accompanying the program contained the following paragraph, which should arouse us all to the importance of looking closely after the physical condition of our children.—*Ed.*]

"SOME parents are so busy making a living for their children that they have not noticed certain defects in them. If these reports are not studied and advice taken from Brother King, some of our boys and girls will in the near future be great sufferers. One child was nearly blind. The parent did not believe this, but feared the report enough to take the child to a specialist, and the report was verified. Glasses were obtained at once and that student, who was counted very backward, began immediately to make progress in his studies.

"Another child had serious throat trouble, which was helped at once by proper treatments, while if the condition had continued much longer an operation would have been necessary.

"So, you see, the follow-up work is necessary. The teacher should give health talks to the pupils at least once a week, and I feel that your committee will want to plan a health program at

once. Learn from the teacher the special defects noticed in her pupils. Get a doctor or trained nurse to give some instruction that the parents and children may not be in darkness concerning these matters. Study the Testimonies on this line. The Lord would have our children strong in body, that they may be strong spiritually and mentally."

PROGRAM

1. Opening Exercises.
2. Quotations from Testimonies (Select them from "Counsels to Teachers," "Christian Education," and Volume VI. Secure those that apply to the church school and our children especially. Have these copied upon slips of paper and read by different ones in the room.)
3. Teaching Health in Our Schools. (Suggestions may be taken from "Teaching Health," No. 4, of the Health Education Series, published by the United States Bureau of Education, Washington, D. C. Price, 5 cents.)
4. A letter from the conference health inspector of schools to the parents and teachers of Indiana.
5. Talk by local doctor or trained nurse.
6. Discussion.
7. First-Aid Work by the Teacher (February *EDUCATOR*).
8. Collection (used for some necessary school equipment to build up sanitary conditions).
9. Dismissal.

EDITH SHEPARD.

Reports from Associations

OUR associations have been so recently organized that there is very little to say, as yet, about them. I might report that the Stockton association invited the church to be present at a program rendered by the church school, and after the program a collection was taken which amounted to \$12.50. This, they say, will be devoted to manual training equipment for the school. Mrs. L. M. Maycock is leader. C. D. STONE,

Northern California Conference.

[Such an active and practical association is worthy of a large membership from the church.—ED.]

I trust I shall have more than three Parent-Teacher Associations to report soon. Last year I felt that the churches which encouraged this work had a better understanding of the needs and opportunities of the schools.

At Redlands the parents feel a very personal interest in the school. They have built a fine new room, with facilities for woodwork. The teachers appreciate the help.

At Loma Linda also the parents are in close touch with the school. The teachers greatly appreciate the opportunity of setting before the parents the needs of the school, and the parents have a fuller understanding of the teachers' problems. They work together for the children. In the meetings, certain topics are presented by different ones who have given them special study, after which all are invited to join in the discussion. Time is given for considering local problems, such as the spiritual interests of the children, entertainments, home life, school activities. The writings of Sister White are much in evidence.

The organization at Santa Ana has followed a similar program, to the strengthening of the church and the school.

I see the need of this work, and plan to press the matter this year.

MAX HILL,

Southeastern California Conference.

The amount of good that can be accomplished for a school when not only the teacher, but the children and parents get under the load, can scarcely be estimated. And all can well afford to be interested in the school, for this is where the children spend one half of their waking hours.

Perhaps the best way to obtain results is through the organization of a Parent-Teacher Association. I have in mind, especially, one church in our conference which through this means has done very efficient work for its school. Last year the schoolroom was so very undesirable that it was a question whether the school could be conducted there again. But as rent in other places was very high, it was quite impossible to secure another location. At the next meeting of the Parent-Teacher Association, it was decided to remedy conditions and to this end plans were laid at once.

A committee was appointed to decide on the needs of the room. They found that by the expenditure of a few dollars in paint, wall paper, and curtains, a wonderful transformation could be wrought. Before school opened these needs were all supplied, and now they have a schoolroom to which any parent should be glad to send his child. The problem of equipping this school and thus reaching the standard has also been solved, all because the parents have accepted this responsibility and are really doing things.

In another school this year the children have assumed the responsibility of equipping their school. They are selling our small twenty-five-cent books in order to earn money for wall paper. The parents thought this to be quite an impossible task, and are surprised at the results the children are obtaining. When the children accomplish this, they are planning to raise a fund for playground equipment and maps. They hope that when these have been secured they may become a standard school.

What parent could fail to become interested in that over which his children

have shown such marked enthusiasm? I do not doubt for one moment that through the influence of these children the Parent-Teacher Association will find ways and means for supplying every needed equipment, and that before very long they will be calling for a "Standard School" plate to be placed on their schoolroom door.

EVELYN L. MELEEN,
Illinois Conference.

I was greatly interested in the department for the Parent-Teacher Association which appeared in the February CHRISTIAN EDUCATOR. We have just organized our association, having had our first meeting last Wednesday evening, so we are very glad to avail ourselves of the invitation to ask you for help.

We have a school of twenty-one pupils, with all grades from one to eight except the second. This is the first time we have had a school in this church. The whole work of organizing and equipping the school has been done since last July. The school has been doing good work.

We shall be very glad to get any suggestions you can give regarding the questions the association should consider; the committees that should be appointed, programs for the meetings, etc.

B. F. KNEELAND,
Pastor Toledo (Ohio) Church.

It is a real pleasure for me to tell you something of our San Francisco Parent-Teacher Association, for it is a real, live, working association, and has accomplished wonders for the school, in equipment, particularly. It began about four years ago as a "Mothers' Club," and its sole aim was to furnish and equip the school with everything necessary for a

standard school. Year by year these faithful friends and patrons have added to their furnishings, till now there are few actual needs left to fill.

The spirit of the association is well expressed in the way one of the members kept asking the teacher if there was anything more needed, saying, "Now is there *anything* you need? If there is, we will get it for you; you just let us know about it." Such backing and cooperation indicate a like loyalty from parents in holding up high principles of government also, and actual experience is proving this to be true.

This association has bought a Webster's Dictionary and stand, costing \$17, a nice desk for the teacher of the upper grades, costing \$25; a world globe, for \$10; wall maps, costing \$18; some scales, tools for carpentry, sewing models, six sets of American history schoolbooks for all the children

up to the eighth grade, paper towels, soap, lumber for woodwork, and is furnishing car fare for children who live too far to walk but whose parents are unable to pay their fare.

Do you not agree with me that this is a fine showing for this association? This financial statement does not include all either, for many other things are bought by them. If new brooms or dustpans are needed, the association soon sees that the articles are supplied. If chairs need reseating, if chalk, models, books, or such things are needed, that need is very soon filled by this estimable little association. Yes, it is a blessing to any church school to have a willing, working Parent-Teacher Association. If you do not know it, try it yourself—you who are struggling to equip and maintain a church school. But we have a secret as to how the money is earned,

Work for the Children

"WORK for the children; time is short,
Soon will earth's treasures be as naught.
Opening skies! a great white throne!
Stand not before the Lord alone.
Say with a smile, 'My flock is here,
My beautiful flock, O Saviour dear!'
Make no delay,
Work while you may."

for there are not many of us who have much money to spare. If it isn't an original way to get funds, it is at least a very successful way.

Here is the method which brought in \$200 one year, \$150 the next year, and nearly \$135 this year.

Each member is asked to make and contribute articles to be put on sale. Near the holiday season is the usual time set for such a sale. In addition, each member is at liberty to ask neighbors, friends, and relatives if they would like to contribute articles to be sold to help the school fund. This year the plan of making caps, aprons, and children's dresses from remnants, and selling them, was followed with fair results.

During the two or three days of such a sale, the church took an interest, and our people bought; also they brought friends, who bought willingly. Such a plan seems to draw us closer together, and it gives opportunity for that friendly handclasp and heart touch which we all appreciate in this big, busy world.

We have not done so much on programs as we plan to do now that our annual sale is out of the way.

We are a band of earnest workers, for the most part mothers, who long to reach the full standard of an all-round, consecrated, Parent-Teacher Association.

MRS. B. BACKUS,
San Francisco, Calif.

For the purpose of promoting the interests of the Parent-Teacher Association and enlisting the co-operation of all the church members, the Indianapolis association has begun to publish (by neostyle) a small sheet, "Echoes of the Parent-Teacher Association." In the words of the president of this association, Brother B. F. Ogle, "The aim of this little paper is to make every member tingle with enthusiasm for our school. We take this means of acquainting the members of both churches with the facts and figures concerning our school."

The contents of Volume I, No. 1, are as follows:

Glimpses from Our School.
Young People's Missionary Volunteer Society of Indianapolis.
Our Sewing Class.
Call for Books.
Church News.

Here are two brief quotations from this interesting little sheet:

"Let our slogan for 1920 be *co-operation!*"

"Sometime soon why not lay aside other duties and spend the time visiting our school? Deposit that time in the Bank that will finally pay big dividends in our Child-Welfare Movement."

PARENT-TEACHER ASSOCIATION,
Indianapolis, Ind.

VACATION'S DANGER SIGNAL!

While men slept, the enemy sowed tares

THE CHURCH SCHOOL BOARD

"Let the church carry a burden for the lambs of the flock. Let the children be educated and trained to do service for God, for they are the Lord's heritage."
—*Testimonies for the Church,* Vol. VI, p. 203.

No people in our churches are more willing to labor and sacrifice for our children than are the devoted men and women who as members of our school boards are chosen to carry the responsibilities of the school in their midst, and to them this section is open for contributions, for questions, for counsel.

EDITOR.

Free Textbooks for Our Church Schools

C. J. KUNKEL

*Pastor of the Los Angeles Carr Street Church
and Member of the Church School Board*

God has shown his confidence in us by giving into our hands the education of the lambs of the flock, surely a privilege we cannot overestimate, a trust we cannot cherish too highly. As I look into our schools this year, I see an awakening that does my heart good. It may be that I am confining my survey to my little circle, but be that as it may, it is encouraging. Even the children from people not of our faith are taken from the public schools and are brought to our church school. To hear the testimonies of appreciation from the mothers as they bring their little ones to our school, makes one feel like putting forth more earnest work for the education of the boys and girls.

In our school in Los Angeles, we have been trying out the free textbook plan. We are now on our second year in this enterprise, and we are satisfied that it is a great advantage to our work. This method is followed in our public schools, and all taxpayers do their share to make this possible. We all know how gratifying it is. Now we ask our brethren and sisters to send their children to our schools, pay tuition, and buy their books besides. To many of them this means quite a hardship. Many of the households are divided, the father having no confidence or interest in an arrangement that requires him to support the public schools and then pay for the education of his children in a private school

besides. The mother sees the need of giving the children a Christian education, and with the consent of the father, she saves from her weekly household money, enough to pay all or in part the tuition charged by the school. But when the charge for books is added, it becomes in some cases simply impossible to meet all these obligations. As a result, a goodly number have in the past gone to public school.

What could we do to help this situation? As we sought God for wisdom, we decided that the solution lay in providing free textbooks. But how?

A good sister came to our rescue and donated enough money to purchase the books for the last year. We in turn charged the pupils a rental equal to 2 per cent of the cost price, this money to be kept to replenish the stock. If any one desired to own the books, he had the privilege of buying them, but most of the pupils paid the rental. As a board, we passed an action requesting the teacher to inform the school that any damage done to the books which seemed wilful, must be paid for by the pupil.

Two years ago we employed one teacher. That year, we asked the parents to buy books for their children. Last year we furnished the books, and as a consequence the enrolment increased so much that we had to employ two teachers. This year we felt that we must add another teacher, with the necessary equipment, and had it not been for the establishment of a union intermediate school in this city, we would have carried out our plans. We are in favor of the free-textbook system.

Plans for Opening School

E. F. COUNTER

Member of School Board, Mountain View, Calif.

IN laying plans to advance and improve the school work in our church, it is our aim to see that every plan is in harmony with the principles laid down in the word of God and the spirit of prophecy. We believe that God wants his work done in a systematic, careful manner, and we are glad to see that even to the smallest detail of our church school system, general plans are being made which are of real worth.

The plan that we are using in opening our school may be regarded by some as a bit of red tape. But to my mind there is a vast difference between red tape and system. Red tape is that which really hinders progress, while system always increases efficiency.

The application blank, a copy of which is herewith given, is not entirely original with us, a similar one having in the past been used in other churches in this conference. This blank furnishes the teacher and the board a record of the child who expects to attend school. It also enables the parent to have a financial understanding with the board.

For several years our school was opened in the customary way. The children came to the school on the appointed Monday morning from here, there, and elsewhere. Many times the teacher was a newcomer and was not acquainted with the children. Her chief idea was to get the children seated and assigned to their respective classes. No thought was ever given as to whether arrangements had been made with the school board in regard to tuition—whether pay was to be in full or in part, or who was to be responsible.

In one particular instance a child who was not of our faith had been attending school for over three weeks before the school board was aware of it. When the parents were informed that a fee was expected, there was disappointment all around.

This and other similar experiences led to the more systematic way of opening our school by using an application blank. This blank has been a great benefit to all—parent, teacher, and school board. By its use the parent makes the proper entry for the child, the school board knows what to depend on, and the teacher knows who are to attend, as well as other details which are very beneficial.

APPLICATION

For Admission to the Mountain View Church School

It is designed that the church school shall give a thorough, practical Christian education in the common branches, the Bible, manual training, moral and religious instruction, and practical missionary work. To meet this design, hearty co-operation on the part of both parents and children is essential.

In making application, it is therefore understood that patrons accept the privilege of upholding the policy and discipline of the school, as outlined by the Department of Education, and that they hereby agree to do what they can in every way to sustain and advance this branch of the Lord's work. It is further understood that each pupil will earnestly endeavor to be regular and punctual in attendance, to improve his time, and to render cheerful obedience to the regulations of the school.

When, in the judgment of the Board, a pupil is not receiving benefit from the school, or when his conduct is detrimental to other pupils, or when he wilfully refuses to render obedience, he will no longer be retained.

TO THE SCHOOL BOARD:

In harmony with the above, I request that _____
be admitted as a member of the school.

Name of Child

19

(OVER)

Parent or Guardian

Our Financial Plan

The opposite side of the application blank, here shown, gives the rates for the various grades, the discounts, and the dates when payments are due.

For some time the rate was the same with us for each grade. After careful study the board finally decided to try another method which seemed to be more just and equal and at the same time would increase school funds a little. Our principal reason for raising the tuition as the grades advance is because, in most families, as the children become older they are not only able but willing and anxious to help with expenses, and where there is only one child in a family, this advance is not very noticeable.

Some may think we have put our tuition fairly high, but when there is more than one child in a family, you will note that a generous scale of discount is allowed. Thus the smaller families help the larger families.

In this way a man sending four children, say in grades 1, 3, 5, and 8, would pay as follows, using the 40 per cent discount:

Grade 1	\$1.80
Grade 3	1.80
Grade 5	2.10
Grade 8	2.40
Total	\$8.10

This is only a little more than twice as much as the man sending *one* child in the 7th or 8th grade.

A man sending three children in grades 1, 5, and 8 would pay as follows, using the 30 per cent discount:

Pupil's Blank

Name

Age..... Grade..... How long have you attended public school?..... Church school?.....

Are you a member of the S. D. A. Church?

Where?

Where did you attend school last?.....

Year?.....

TO THE TEACHER:

You will please admit the above pupil as a member of the school.

..... Chairman of Board.

..... Secretary of Board.

Two weeks before school begins, these blanks should be distributed to parents, filled out, and collected; passed upon and signed by the Board; and then handed to the teacher to be filed for reference.

RATES OF TUITION

\$3.00 Grades 1- 3
3.50 Grades 4- 6
4.00 Grades 7, 8
5.00 Grades 9, 10

PAYMENTS ARE DUE:

September 29, 1919
October 27, 1919
November 24, 1919
December 22, 1919
January 19, 1920
February 16, 1920
March 15, 1920

DISCOUNT

2 pupils in one family, 20 per cent
3 pupils in one family, 30 per cent
4 or more, one family, 40 per cent

April 12, 1920
May 10, 1920
June 7, 1920

(OVER)

Grade 1	\$2.10
Grade 5	2.45
Grade 8	2.80
Total	\$7.35

This is less than twice as much as the man sending but one in the 7th or 8th grade.

A man sending two children in grades 5 and 8 would pay as follows, using the 20 per cent discount:

Grade 5	\$2.80
Grade 8	3.20
Total	\$6.00

It is evident that in this way, the man with the lighter family burdens shares the financial burdens of his more needy brother, thus equalizing responsibilities, and meeting at least the spirit of these inspired words: "If there be first a willing mind, it is accepted ac-

ording to that a man hath, and not according to that he hath not. For I mean not that other men be eased, and ye burdened: but by an equality, that now at this time your abundance may be a supply for their want, that their abundance also may be a supply for your want: that there may be equality."

We would not have any one think from our explanation of these tuition rates that we are conducting a strictly tuition school, and that a child would be debarred from school privileges because this rate was not paid in full or paid at all. Some of our patrons are not able to pay these rates. To meet this, and with no embarrassment to any one, other members of the church are solicited to pay specified sums each month. There is also a general Sabbath offering once a month for the benefit of our church school. In this way all have an opportunity of sharing the expense and thus co-operating in the education of our children for the spread of this message. We have found that by using this blank many perplexing questions not here mentioned have been avoided by both patrons and teacher as well as the school board. The plan is worth trying.

The School Board's Vacation

VACATION is a time for recreation — re-creation — that the worker may the better be fitted to carry the responsibilities and perform the duties given him.

While bringing a relief from the usual strain, it is essentially the opportunity to save from overstrain during the next long pull.

So it is with our school boards who carry the local responsibilities of our schools. Vacation is not a time to lay off the armor and forget the work; it is the favorable opportunity to make the improvements and repairs about the building, and to work for the needed equipment. It is a time in which to make thorough preparation for the future, that not a day of school may be lost or wasted because of lack in this direction.

It is the time to get ahead financially. It is the day for "preparedness." To neglect this opportunity is to half defeat the work of the coming school year.

If during the summer of 1920 every church school board, in co-operation with the conference educational superintendent, would make this summer vacation a time of earnest preparation for the coming school year, think of the advance that would be made all along the line! Think of the defeats that the enemy would suffer! These summer months are sure to be *his* time of preparedness. He never sleeps at his post. He is awake and active, planning how we may take advantage of any lack on our part.

If possible, he will so occupy our attention that when the time comes for opening school next fall the new textbooks needed will not be at hand, the school library will be unenlarged, the equipment will be just the same as it was when school closed, the repairs or improvements in the buildings, if made at all, will still be in operation, thus either preventing the opening of the school on time or seriously interfering with its progress, and the treasury will be empty. Is this an overdrawn picture? Unfortunate as it is, we know that such procrastination is altogether too common.

What can be done to prevent these defeating conditions?

1. Keep up the regular monthly board meetings during the summer. Pray together for wisdom and for a fuller realization of the responsibilities of this sacred work.

2. Adopt and encourage the all-year-round pledge plan. Present the advantage of this plan to the church members and secure their co-operation as fully as possible. Then collect the various amounts the same as during the school year. Will it not seem a real vacation, a "re-creation" of your courage, to see the treasury fill up and not have to be exhausted at once for salary? Try it. There is no better tonic to your efforts to advance.

3. Invite your conference superintendent to meet with you, and together examine your school building. Find out what repairs and improvements are needed in the building itself, what equipment should be secured, and what books should be added to the library. The superintendent can not only give you safe counsel, but can help you to purchase to advantage. Decide what to do, and proceed at once to carry out your decisions.

4. At the board meeting one month before school opens, look over the textbook list left with the secretary of the board by the teacher at the close of school, and make such revisions as are necessary. Then send to the tract society your order for textbooks. This should bring your books to the school at least one week before school opens. When the books come they should not be sold to the pupils until the arrival of the teacher, who on the first day of school will give each pupil a list of books and supplies needed.

This is by no means an impossible or even difficult schedule, but if carried out it will go a long way toward insuring a successful year of school.

Remember, "Well begun is half done." Let none of us be among those who do "the work of the Lord negligently." Jer. 48:10, margin. S. E. P.

"CHILDREN as well as older people are affected by their environment, and nowhere is this more clearly shown than in the schoolroom. The silent beauty radiating from harmoniously tinted walls and ceilings, pleasing decorations and neat, attractive grounds, quickens and purifies the taste. Such beauty of surroundings has a subtle, silent, ethical influence which is not so much seen as felt."

"SOME men persist in figuring the *manual training* equipment as an expense, instead of an investment."

If you wish a thing done, go; if not, send.—*Franklin*.

The Secretaries and Superintendents' Council

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

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

Getting Results

EDITH SHEPARD
Indiana Conference

FOR weeks, Indiana seemed to face a crisis, for we were short five teachers. Several former workers felt they needed a further training, and we knew they were right. Two or three had become somewhat discouraged over a teacher's trials and felt they had better follow other lines of work; but when we presented the great dearth of teachers, and asked them to pray earnestly and definitely that the needed teachers might

be supplied,—those whom God himself calls to the work,—several gave themselves back to the boys and girls for another year.

So with our band of twenty-five teachers, who are consecrated, tactful, and enthusiastic, we expect each of the twenty-one schools to succeed. If one teacher should become indolent, indifferent, sleepy, and worldly-minded, the school would fail. But our hearts are in the work, and we expect advancement.

Organization is like the hoops on a barrel. It is the routine circle that holds the individual staves together. The most

important thing, however, about the barrel is not the hoops, nor the staves, but the use it is in the world. So we aim to make organization a comfortable working harness which will enable all the teachers to pull together for mutual benefit and for the promotion of certain enterprises that will advance the school work generally. We like this school spirit of all working for the same thing at the same time. We can only mention a few working points, however.

First, Harvesting Ingathering.—We believe in making our missionary work as fascinating as possible. Each boy was given a "bee-hive" chart and each girl a "butterfly" chart. Instead of setting the goals as formerly (50 cents per student and \$5 per teacher), we asked each to set his or her individual goal. The goal upon the former basis would have amounted to \$256. I imagine my astonishment when I totaled

the goals, to find the amount was more than \$500. "Do you think the children will make it?" was the question heard on every side. It surely was a great mission hill to mount by November 15, but our Indiana boys and girls love to work for missions. They have never yet failed in any endeavor undertaken. If you could have seen the bees "buzzing" and the butterflies "humming" on the charts, you too would have faith in their success.

Second, Standard Schools.—Of course each Parent-Teacher Association worked hard for this high aim, but our boys and girls worked hard too, after November 15. Then you might have seen our "short" points here and there growing "longer."

In the meantime, we also were working for—

Home Credits: We have worked over the General Conference slips, adding some items and giving more credits for certain lines of work. A child earning five thousand credits, will receive a certifying card, and five of these cards will entitle the holder to a certificate. Three years' trial has made this plan a working success in Indiana.

A Crown of Golden Deeds: At the end of the first period tests this chart was sent to each child. On it there is room for three rows of stars, the first

to be red for perfect attendance; the second green for 90 per cent or above as an average of period work, and the third, gold for 95 per cent or above for deportment. The name of each pupil was placed upon his chart, and all were tacked up in the school room.

Thus visitors

can easily see the record being made by each pupil. A special jeweled seal will be attached to the crown at the end of the year for fifteen out of the eighteen points earned. Each child will be given his "crown of golden deeds" at the end of the school year.

As we have worked this year, our heart's prayer has been that God would help us win every child for him, and the quotation by Phillips Brooks has been our aim:

"Do not pray for easy lives, pray to be stronger men. Do not pray for tasks equal to your powers, pray for powers equal to your tasks. Then the doing of your work shall be no miracle, but you shall be a miracle."

Mid-year Reports from Union Secretaries For 1919-20

	No. Ele. Schools	Enrollment	No. Ele. Teachers
Atlantic	62	948	66
Central	61	1608	81
Columbia	62	1113	68
Lake	138	2554	156
Northern	59	761	59
N. Pacific	73	1937	101
Pacific	92	2931	143
Southern	48	1126	53
Southeastern	62	1126	71
Southwestern	62	1277	73
W. Canadian	10	162	12
E. Canadian*	—	—	—

* Not reported.

School Measurements

THE commercial history of any nation gives prominence to some system of weights and measures. In the physical world, weights and measures are indispensable — but who can measure the human soul?

If one educational fad is greater than any other, it is school measurement. We measure the textbook, we measure the pupil, we measure the teacher, with as much assurance and finality as the butcher weighs a pound of beefsteak.

The graph is used to represent the grading of recitations. This shows teachers, principals, and superintendents how the pupils are being graded relatively to norms. The teachers see how their standards compare with the standards of others; those who grade high come down, and those who grade low come up. To have all teachers grade their pupils on a similar scale is a great advantage to the whole school system.

Ingenuous tests have been devised for the measurement of work in certain subjects, such as reading, spelling, penmanship, and arithmetic. These tests, while they are not an absolute gauge of the pupil's ability or progress, are helpful. In any school system, however, it is possible for one teacher to have a grade of pupils who, with equally good instruction, will fall far below the standard of the same grade in an adjoining room. True grading will represent this difference.

The school survey is a child of few years' growth. Its real usefulness is yet to be determined. When conducted by

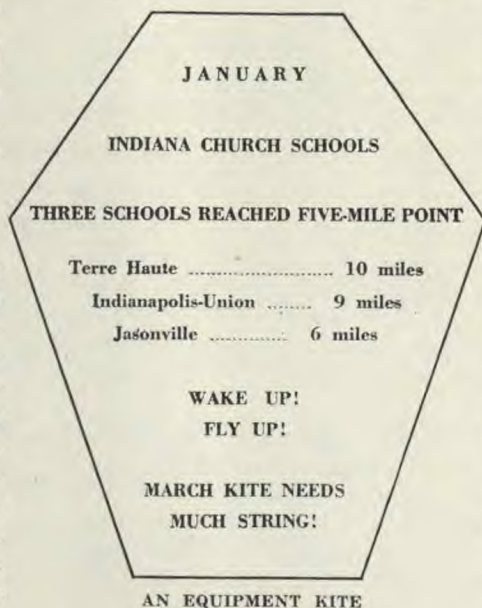
competent surveyors, in sympathy with teachers and pupils, it may become a power for good in any community.

While measuring, we should not forget that the greatest, best things in life cannot be weighed on scales or measured with a yardstick. A person who spends too much time in measuring, will sooner or later come to himself and find that while he was measuring, the soul escaped his grasp.

A knowledge of botany is interesting, instructive, and practical; but who, as he looks upon a freshly opened rose, would think that he could enhance its beauty or its fragrance by entering into a long and tedious dissertation concerning the mathematical exactness of the number and arrangement of the petals.

By all means let us get all the good we can from estimates and measurements, but let us not forget that the greatest thing in ed-

ucation is the personal touch, the subtle influence of a teacher over his pupils.—
J. Henry Allen, in The Public Schools.



An Equipment Campaign

THE following is a portion of a letter written to the church school children of the Indiana Conference, by their original and energetic superintendent:

"DEAR BOYS AND GIRLS: Here is the January kite. Three schools flew past the five-mile point, or in other words, made five or more points for equipment. Terre Haute is still leading the race, and Indianapolis-Union is coming in second. Indianapolis-23d lacked string, and so Jasonville's kite flew past them. I am so anxious to see the returns for February! Look at the two kites which your teacher has posted on the wall. How many

schools will win in the five-mile race in February? You will get the returns in a few days.

"The March kites have already started in the race. Every school may be a winner if it gains five points in equipment. Get your teacher, father, and mother to help you. March is a fine month in which to fly kites.

"In the past week I have visited the schools at Greenfield, Ingalls, and Anderson. I found the boys and girls all working hard and planning to make good final grades.

"Under separate cover we are sending a Weight Chart which will be very interesting. Get weighed every month on the same scales, and note your gain. The chart below tells how much you should gain month by month. Eat good, wholesome food, drink much pure water, play out of doors every day, and be a helper at home, and you may expect to make a good record. I shall look at the chart when I visit your school.

"Yours with much love,
"EDITH SHEPARD."

No doubt other superintendents are as original, as enthusiastic, and as successful as Miss Shepard. We wish more of this class of busy people could take the time to keep us more closely in touch with their efforts. The EDUCATOR will be glad to pass on to the field the encouraging and helpful plans of others who are having a successful experience.

EDITOR.

For the Benefit of Our Church Schools

MRS. MANN, educational superintendent of the Central California Conference, writes:

"The fifth Sabbath of each month having five Sabbaths, has been set apart by conference action for taking up a general collection in our conference for church equipment. Isolated members and churches which have no church school send in their money to the conference to apply on that fund. This conference fund is used to help the most needy schools."

Prof. A. W. Werline writes that the Columbia Union has taken the following action:

"EDUCATIONAL FUNDS: *Voted*, That 15 per cent of the 4 per cent reverting to the local conferences for primary educational purposes shall be refunded to the union conference.

"*Voted*, That 25 per cent of the 4 per cent reverting to the local conference for primary educational work be placed in an Equipment

Fund, and that the balance of 60 per cent be placed in an Educational Reserve Fund."

Prof. L. O. Machlan writes:

"You will be interested to know that the Atlantic Union Conference at a recent meeting voted definitely that one half of the "come-back" should be used for the benefit of the church schools. This is a long step forward for this union."

[We hope other unions have taken a similar "long step forward." These closing hours of earth's history are the time for fast steps as well as long steps. We have not a single year to waste in drowsy indifference over the matter of working for the salvation of our boys and girls.—Ed.]

Five Questions for the Secretary and the Superintendent to Answer

1. CAN all your schools check up as at least 75-per-cent-equipment schools according to the standard published in our "School Manual"?
2. Have all your schools an active Parent-Teacher Association?
3. Will all your teachers be paid in full by the close of the school year?
4. Are all your church school boards now using the new record books prepared for them?
5. Has your conference taken definite steps toward helping church school teachers complete a college normal course?

All honor to the secretary or the superintendent who can answer "yes" to all of these five questions!

NINETY per cent of our graduates last year received calls to secular positions that offered gratifying salaries. All have esteemed it a privilege to remain in our own work.

UNION COLLEGE passed its \$2,000 Harvest Ingathering goal. The exact amount raised was \$2,044.56. An earnest spirit was shown by the students and teachers in their efforts to forward foreign missions, and the effort resulted in a great blessing to all who took part.

OUR QUESTION BOX

WHAT is the work of the last seven days of school after the final examinations are sent in?

This is a timely question and one worthy of a careful answer. But the question itself is a little misleading. Probably the questioner means, "What is the work of the last *week* (5 days) of school after the *conference* examination papers have been sent in?" Aside from grammar grade pupils who finish the work in physiology (or geography), this problem involves only those who are finishing subjects in the eighth grade, and in our one-teacher schools this usually means only three or four pupils. Under our present plan the finishing nature examination is not given at the end of the school year. *Only* examinations in *finishing* subjects in grades seven and eight are to be given the second week before school closes — those involving conference "Credit Slips" and "Certificates of Promotion."

During the last week of school, therefore, pupils in grades 1-6 inclusive will be working on their yearly examinations as usual, pupils in grade seven will be doing the same, except that they have completed their examination in physiology or geography, whichever comes during the year involved. Pupils in grade eight who have finished their examinations should spend some time going over with their teacher their examination questions, so that they may fully understand any uncertain points. They will need the rest of the time to complete any unfinished notebook work, to perfect and arrange their camp-meeting exhibit or closing-day exhibit, and to prepare for their closing program. Eighth-grade pupils may also be very helpful to the teacher in checking up the school library, cleaning and oiling the woodwork tools, putting all equipment carefully away for the summer, etc.

If, as is often the case, the closing exercises come on Thursday evening, the teacher should have Friday for finishing the records of the school year, and putting the schoolroom with its equipment

in order for vacation. Surely this will be a busy week for all, and every teacher will be glad that some of the examinations have been put out of the way the previous week. For the satisfaction it gives to parents and children, let us all try earnestly to hand out all conference "Credits Slips" and "Certificates of Promotion" before we leave the school. Others have done it, why not you?

Will nature 5 be a finishing subject? and will examination papers be sent to the conference office?

Only half a year's work is given in nature in the fifth grade, the last half year's work being given in the sixth grade. The other half year in both these grades is given to geography. This arrangement enables the pupil to begin geography earlier and continue nature later in his course, both of which are an advantage to him. In the alternation of subjects, it also prevents the lapse of an entire year between the elementary and the advanced geography.

The finishing examination in nature should be given when the work is finished in grade six, and these papers should be sent to the conference office at that time.

When are the Junior Standard of Attainment examinations given?

Twice a year, in May and September. The questions for the May examination are now ready.

Does eighth-grade Bible take the place of an examination in Bible doctrines for Standard of Attainment?

Pupils passing the church school examination in Bible doctrines will receive credit on their Junior Standard of Attainment. They will receive their Attainment certificate when in addition to this they pass the examination in denominational history.

Please explain the marking of the column "Misdemeanors" on the report cards.

"Misdemeanors" refers to serious breaches of behaviour; such as, cheating,

open and deliberate disobedience, lying, stealing, use of bad language. The small slips of childhood may militate against a child's deportment but should not be considered misdemeanors unless their constant, persistent, and wilful repetition should finally become a serious matter.

How can a school have its textbooks on time at the opening of school in the fall?

1. The teacher should follow the instruction given in the "School Manual," page 57: (d). 2. The superintendent should follow the instruction given in the "School Manual," page 37:9. 3. The school board should follow the instruction given in the "School Manual," page 48:5. Start the ball rolling, teachers. Keep it going, superintendents. Bring it home, school boards.

Who is responsible for taking care of the church school "Daily Register" during the summer vacation, and permanently after it has fulfilled its mission in the school?

Because of so frequent changes in the personnel of our church school teachers and the officers of our school boards, and because in most of these schools there is no special place for the safe keeping of these important records, it has seemed to be the most satisfactory to make the conference superintendent responsible and to have these records of all our church schools finally kept in the conference office. But these record books should not be relegated to the "dusty attic" of the office where they will very likely be lost eventually. As soon as they reach the office, the superintendent should check them up, page by page, and see that all the records have been properly kept.

BOOK REVIEWS

The Worker and His Work

by Stella S. Center. J. B. Lippincott Company, Philadelphia. 350 pages. Price, \$2.

Here is a book whose pages live. This is no dry array of facts, no calculating argument, but life; the life of the American toiler, told by celebrated journalists in poems, short stories, and other literary selections. At the beginning of the collection is a section devoted to the study and choice of the life-work, and to suggestions for the intelligent grasp of the choice extracts found in the remainder of the volume.

The New Europe

by Nellie B. Allen. Ginn and Company, Boston. 435 pages.

A geography for the grades. The author takes the reader on a fascinating journey through the famous and interesting parts of Europe, visits the great centers of trade, manufacture, shipping, fishing, dairying, lumbering, and other important industries of Europe. The book was first published in 1913, but has been very recently brought up to date. It is well printed, generously illustrated and supplied with maps, and altogether readable.

Applied Arithmetic

Book 1, by Lennes and Jenkins. J. B. Lippincott Company, Philadelphia. 283 pages.

From the preface we learn that this is the first of a three-book series, and is intended for grades two, three, and four. The game and occupation idea is used in presenting the various number principles, each section being headed by a pen drawing of some game or youthful occupation, and the instruction is built on the activities depicted in the illustration. The written exercises are worded very attractively, and there is a wealth of them. The book is printed on heavy paper, and the contents and arrangements appear to be very usable.

The A. B. C. Primer

by Homer P. Lewis. J. B. Lippincott Company, Philadelphia. 128 pages.

The illustrations are the most striking feature of this primer. They are all from photographs especially posed, and some are printed in colors. Practically half of the book is made up of pictures, and the other half of carefully selected text. Several of the best and most popular rhymes for little children are included.



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Mount Vernon Academy

FIRST

MOUNT VERNON, OHIO

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OUR OBJECT: To train workers to accomplish it.

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