

# CHRISTIAN EDUCATOR

A MAGAZINE FOR HOME AND SCHOOL

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# CHRISTIAN EDUCATOR

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VOL. XII

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No. 1

## EDITORIALS

### Christian Husbandmen

As the opening days of a new school year draw near, every Christian educator becomes deeply conscious of the opportunities and responsibilities intrusted to him. It is no trivial matter to have a part in helping a youth find and fill his place in the divine program, for infinite possibilities are at stake.

Our sons and daughters are as vines whose cultivation requires elements from the soil and air, an abundance of moisture and sunshine, with the addition of protection, pruning, spraying, and support, without all of which a sound and perfect fruit is not forthcoming.

The school may be likened to a vineyard, with teachers as husbandmen. In the vineyard our youthful vines are planted, that they may receive attention at the hands of proficient husbandmen.

Unfortunately, however, many of our public schools and institutions of higher learning have been placed under the care of educators whose ideals are distorted, with the result that parents are reaping a harvest of sour grapes, which not only set the teeth on edge, but also bring bitterness and anguish of soul.

On analysis we find that the soil in many of these vineyards contains a strange mixture of the elements of good and evil. The water is saturated with the alkaline salts of human philosophy, which harden the tissues, making them insensible to the consciousness of sin. The air is deficient in the energizing element faith, which is replaced by the foul vapor of skepticism. The warm rays of

the Sun of Righteousness are hidden by the mist of self-exaltation, a natural product of the current theory of evolution. The pruning shears of moral discipline lie unused, permitting a prolific growth of devitalizing branches of personal liberty and license. The mold of selfishness and the rot of indulgence, rarely held in check, sap the vitality and result in spiritual degeneration.

The abnormal, unwholesome product of this system is multiplying on every hand. Its contaminating influence is even found at work in the church, and with astonishing success.

As a body of Christian believers we are conducting elementary, secondary, and advanced schools for the sole purpose of providing an environment conducive to a balanced development of the physical, mental, and spiritual powers of our youth who are being fitted for lives of Christian service. In these schools materialism should have no place, for it only encumbers the ground and stifles spiritual growth. Notwithstanding this fact, there are evidences of its success in making inroads into our schools.

As Christian husbandmen responsible to the living God, let us cleanse ourselves from every trace of this destructive influence, holding fast to the purity of truth as found in the inspired word. Let us put forth heroic efforts under divine guidance to make our schools such that every youth who is privileged to attend them will have his spiritual life strengthened and enriched, and his labors made to yield an abundant harvest for the Master.

J.

## Shall Our Colleges Teach the Trades? <sup>1</sup>

SOME time ago one of our college presidents propounded the following questions in a letter to the managing editor:

"Am I correct in the conclusion that the St. Helena Council did not recommend industrial drills for the four college years? If this is true, can you tell me whether our other colleges are planning not to offer or require these drills in the college course next year? What do you think of dropping out these industrial features of our work in the college course?"

The managing editor dictated an answer to the letter, then wrote immediately to two college presidents, urgently soliciting an article from each for the CHRISTIAN EDUCATOR on the subject of teaching the trades in our colleges. These two presidents are evidently so busy administering their schools and practising the trades that, though repeatedly invited, they have found no time, after six months, to *talk* about what they are doing and what they think ought to be done by way of maintaining the balance in the education our colleges give. This is the apology offered here for printing the answer of the managing editor to the college president. It does not purport to be any more than a letter dictated in the ordinary routine of office work, but it is hoped it may call forth a response from our readers on the vital theme it touches upon. The letter follows:

"Referring to your inquiry about industrial work in the college, I think you are right in saying that no positive action was taken on this matter at the St. Helena Council. The only reason I know why no such action was taken was because it did not become an issue, and it was assumed that the colleges would go on developing their industries in equal proportion with other studies. I am frank to say, however, that I think it was more an oversight than anything else, and I think, as I look over the course itself, a serious one. The thing

that probably accounts for its oversight more than anything else is the adoption of the grouping plan for the colleges, thus making it unnecessary to outline a college course in detail. It is easy to see, however, that among the specified credits on the college course no place is provided for industrial credits, though I am not sure that the council would have been ready to make industrial credit a requirement for graduation. It was certainly not the intention to lessen the importance of those subjects, nor to discourage any one even by implication from pushing that line of work.

"In saying this, Professor X, I do not dodge the fact that there are a few among our educators who would be willing to drop the industries from the college entirely, and lay the burden of them upon our academies. This I should oppose to my last breath. If I can read or interpret at all the instructions given us on this subject, there is no ground anywhere for differentiation between the college and the academy. In fact, you will recall that the first instruction given a Seventh-day Adventist body of educators on industrial lines was given to a college, viz., Battle Creek College. If it had been taken up then as it ought to have been, we should not be still on the fence these forty years or more later as to where the industries belong in our educational system.

"Another thing: It was the intention of its founders that the Cooranbong school should become a kind of model or demonstration of the correct principles of education for all our schools, and, of course, they had nothing else in mind than the development of a full-fledged training school for that quarter of the world. It is now a college, applying the instruction on industries in the college work.

"Of course, you do not commit yourself in your inquiry on this important subject. If your asking the question the way you do implies that you are open to taking the step of dropping industrial features of our work in the college course,

<sup>1</sup> Letter from the Managing Editor to a College President.

I must admit that I am very much surprised. In my own mind I have been looking to your school a long time, and I know others have too, as one of the schools most favorably situated in North America for developing and demonstrating the value of combining industries with general education.

"It was in Berrien Springs in 1910 that our college course was first outlined with industrial work assigned to each grade, as you are well aware. If we had some of the enthusiasm that helped carry this feature of the work along with the other at that convention, I feel sure the work would not have been allowed to lapse to the degree it has in several of our colleges. I do not say by any means that that outline was perfect or workable in every feature; but that it was a move in the right direction, I do not doubt for a moment.

"I am not sure to just what extent the industrial work has been developed in your school so far as the college work is concerned. It is my impression, however, that it has never gone beyond the stage of drills. If our colleges do not lay hold of this work and build up trades that will command the respect of our young men and women, I do not know how we are to meet the standard called for in Volume VI of the Testimonies, especially in the qualification of workers for foreign mission fields; and further, I do not know how the academy work can ever be built up industrially as it ought to be unless our college graduates are imbued with the spirit of it and trained in efficiency to carry responsibility in this line. We are supplying principals and leading teachers in our ten, twelve, and fourteen grade academies from our college graduates. The greatest obstacle we encounter in developing industries in the academy is that these men and women themselves are not enthusiastic over this feature of the work. They are quite ready to settle down into book and classroom study, like some of the schools around us, and as we have done too much of late.

"Now, Professor X, it is my feeling that it is bad enough for us to have dallied along with this work so many years and come out much nearer the tail than the head of it, but it is still worse for us to be halting in our own opinions as to whether or not we have any further responsibility in the matter. You may not stand in this attitude toward it, and I sincerely hope not. Yet the question you have raised stirs me considerably. I do not know as well as I wish I did just what our other colleges are doing, as I have had very little opportunity to visit them during the school year for a long time. Washington College, to which I am nearest, carries four lines of industries: carpentry, printing, sewing, and domestic science, each with a superintendent and teacher who is able to instruct college students efficiently. While they do not require trade work of all the students, they do require the one hour daily in general work from all, and those who take the trades put in the five hours a week extra in instruction and practice. More than one of our schools has lapsed even in the matter of requiring the general work of all, allowing some to pay for the work instead of doing it, if they choose. One may well raise the question, Whither are we drifting in this matter?

"One objection that some of our college men make is that they cannot provide the work for students. This is an excuse rather than a reason. If they had the spirit to do it, it would be done. It is idle for a college that can raise from \$30,000 to \$70,000 to clear off its debts, to say that it cannot equip itself adequately for the trade work. Given the leadership and the enthusiasm that have led the debt movement to success, our industrial work would not long be left in question as to its proper place in the curriculum. And as to adequate equipment, we can put hundreds and thousands of dollars into our technical laboratories, yet let our industries limp along with no higher standing in the eyes of students and teachers than that of drills, or of a necessary evil to be borne with.

"Understand, Professor X, that I am not addressing these thoughts to you so much personally as to the question itself, for I do not, as I said before, know your attitude in the matter. I have thought I did in the past, though I must acknowl-

edge that I had some question about it even then; and the way you asked your question rather leads me to hold the matter still more in question. I should be very glad to hear from you with reference to it."

## GENERAL ARTICLES

### The Teachers

D. E. REBOK

"Who are the keepers of the city?" is a question found in one of the sacred books of the Hindus. This book, written many years ago by a wise old philosopher, shows how the people of that time regarded things of import. In the reply we do not find, as we might expect, that the magistrate and his armed guard, nor even the leaders in the religious thought and worship, are the keepers; but he answers in just two words, "The teachers."

Here is a significant statement of a recognized sociological principle. From times of antiquity the teachers and sages have been revered and even worshiped, especially in Eastern countries. We are more or less conversant with the early Greek and Hebrew philosophers, and know the wonderful followings they had. Confucius need only be mentioned to call to mind the fact that he is today the center of Chinese thought, and has been revered for many centuries. In fact, his picture is placed before the students of today in practically every government school, and is worshiped as a part of the school program.

The teachers are molders not only of the destiny of individuals, but even of schools of thought; and more, they give the trend to whole nations. In the history of education we see standing out in bold relief certain great teachers who have formulated ethical standards, and who have captivated many disciples by their philosophical tenets.

It has been only a few years since the old teacher in China was given complete charge over the education and development of the sons of the wealthier families. The poor people could not afford the private tutoring. Inasmuch as teachers were merely trained in the set molds of their predecessors and knew absolutely nothing outside of those beaten tracks, it was impossible for China to hope ever to advance beyond the stages of their early educators and their old-time ideas.

Today we see a new movement in China, and that is the rapid transition from the old methods and teachings to the new and more enlightened influences which are penetrating from the West. Still the truth of the Hindu philosopher holds, for the new teachers are the ones upon whom the burden of China's advancement depends.

"The pioneers in American education were no less keenly alive to the civic usefulness of the work of the teacher. Before there was any organized educational system in this country, men like Horace Mann and Henry Barnard created a demand for free public education by preaching throughout New England the doctrine that universal education is the inalienable right of a free people, and is essential to the state to prevent poverty and crime, to promote industrial and scientific pursuits, and to preserve American ideals and institutions."

In this time of vicissitude and reconstruction after the great test through

which the world has just passed, when civilization itself was shaken and strained well-nigh to the breaking point, it is a self-evident fact that the supreme responsibility rests upon the teachers of the land to inculcate such high ideals and to cultivate such deep respect for law and order that the youth of today will become the strong citizen of tomorrow. It is a tremendous burden placed upon the educators to be "the keepers of the city."

Let us carry this thought a step farther: To Seventh-day Adventists has been given the most important work in the world for this generation — that of bearing the last message of warning and the call to holy living. In this most important closing work, the care of the flock is intrusted to the teachers. To them belongs the task of training the church. They are the "keepers" of the flock.

The goal is outlined for them,—“higher than the highest human thought can reach is God’s ideal for his children. Godliness — godlikeness — is the goal to be reached.” True education “awakens a desire to reach God’s ideal.” It is “an education that is as high as heaven and as broad as the universe; an education that cannot be completed in this life, but that will be continued in the life to come; an education that secures to the successful student his passport from the preparatory school of earth to the higher grade, the school above.”

The attainment of this grand and noble goal is the work intrusted to the teachers of this denomination who are “the keepers of the flock.” Truly it is a noble calling and a lofty profession to be one of the Lord’s appointed “keepers” of his precious flock.

*Hongkong, China.*

## One Year at a Time

ROGER ALTMAN

THE time-honored plan of rigidly marking out the program of a high school pupil for four years in advance, is fast losing supporters. The varying propensities, inclinations, and talents of adolescents make it a grossly inefficient practice. How is the boy or girl, just beginning to bloom into maturity, to look ahead four years and intelligently pick out a course of study covering that length of time? He can't, and he doesn't. The practice really amounts to nothing more than blind election in its most aggravated form.

Many pupils drop out at the ninth or tenth grade, and with the old system of courses the education they do have is worth little in practical life. The high school course of study should appeal to the student, and fit him for a definite place in the community life and service. Let the curriculum cater to the needs of the locality where it finds itself. Thus the enrolment will be increased, the interest of business organizations awakened,

and the high school will function in a practical way. One year seems a long time in a young person's life, and if the boy or girl can be assured that something definite and practical will be accomplished by one year's attendance at high school, he will feel more interest in supplementing his education beyond the elementary grades.

A different plan is being forced upon educational leaders more and more as they see the growing demand for industrial education. More subjects must be introduced into the curriculum, and if they are merely tacked on to the edges of the stereotyped four-year course, they will either produce brain fever in the pupils who attempt to negotiate the extra work, or will rapture the beautifully synchronized four-year high school course, which is like the weaver's pattern, no golden thread of utility being visible to the laboring youth until the cloth is taken out of the loom at the end of the sternly ordered program.

A remedy in the form of one-year courses is suggested by Mr. W. E. Andrews in the *School Review*. Granting that every pupil must study the same subjects, additions to the curriculum will of course overcrowd it. But this is another of the false ideas that is doomed to wither in the fires of modern advancement. The adolescent is entitled to develop his personality along lines of natural aptitude, and the offering of a wide range of one-year courses is a step in that direction.

No serious derangement of scientific

courses would follow such a plan. Offer the sciences in year courses, as well as the industrial and other subjects. Stem courses in science are of no material benefit, and their bones can well be left to whiten by the roadside. The pupils may be classified in groups of fast, medium, and slow, and be graduated after crediting out in 15, 16, and 17 year courses, respectively. All are agreed that something must be done to meet educationally the needs of the times. The year-course plan is gaining in favor, and offers a happy solution to many perplexities.

## Christian Discipline

C. H. CASTLE

To very many minds the word "discipline" sounds harsh and unsympathetic because to them it means severe criticism, censure, or punishment. The primary meaning of the word is, "The treatment suited to a disciple or learner; education; training; drill to improve by corrective methods." There is nothing harsh or severe in these expressions.

In the effort of a tutor to educate, train, and develop, he adopts methods suitable to the subject. One individual differs from another in power of comprehension, concentration, applicability, and even desire or willingness to be subjected to influences conducive to the accomplishment of the purpose of the teacher.

The term "discipline" is comprehensive, and enters into the life of every one in some manner or degree. The boy learning to be a successful farmer or merchant, must of necessity subject himself to such practice as is prescribed by his father or whoever has charge of his training. Until he is willing to learn correct ways and right methods, he suffers the necessity of repeating routine until the lesson is mastered. All this time he may rebel in some degree against the drudgery to which he is subjected. But the teacher, unmoved except to redoubled effort, continues with patient

perseverance to direct and redirect the young mind to the lesson unlearned.

The pupil in school must submit to taxing effort to master difficult lessons. Whether it be freely or by constant effort from the teacher, it is nevertheless a course of discipline. This discipline may be voluntary and willing, or unwilling and by persistent persuasion: it is none the less a matter of discipline.

But to consider the more common view of the subject: Severe discipline may be severe from the standpoint of strenuous effort, voluntary on the part of the individual or through some form of punishment inflicted because of resistance to faithful effort from the teacher. When the term "severe" is applicable through natural inability to comprehend and master, the true teacher will be both patient and sympathetic, but not less persistent. When, as is sometimes the case, the pupil is indifferent, heedless of honest efforts in his behalf, and perhaps, added to this, is ungrateful for the effort being made for him, then severe discipline is quite likely to be necessary, but only for the good of the pupil.

Hence it is best to bear in mind that in aggravated cases Christian discipline alone should be thought of. Exasperating as it is sometimes to bestow earnest, faithful effort without appreciation from



the pupil, the teacher is never excusable if he becomes unkind, unsympathetic, and resorts to severe discipline as a sort of safety valve for pent-up feeling or even righteous indignation. A show of irritation will often be the means of preventing the desired result.

The Christian teacher unable to control himself is entirely unqualified to undertake to discipline a pupil, for in a moment he may do that which will erect an insurmountable barrier between him and the one whom he is instructing.

The principal aim of a Christian teacher is the spiritual welfare of the pupil. Intellectual training is of secondary importance, hence he will always show the same interest and sympathy in the indifferent and unappreciative pupil as in the interested and appreciative.

When it comes to the more aggravated

cases, the Christian teacher must be careful to the greatest degree to show true Christian sympathy and deep interest in the welfare of the pupil. Extreme measures should be taken only after the most faithful and repeated effort has failed to secure the needed reform. Never should the Christian teacher use severe discipline in a spirit of revenge, or with a desire other than to arouse the pupil to a realizing sense of his unrecognized need.

Christian discipline is the only safe prescription to be used, especially by a Christian teacher in a Christian school. Every effort should be put forth to persuade the pupil that discipline is enjoined upon the Christian teacher and administered simply for the good of the pupil himself and others in any sense concerned.

## Methods in Grading

S. C. ROCKWELL

GRADES are of great interest to students and teachers alike. While it has been true in the past, and doubtless will continue to be true in the future, that a few unwise students will esteem the grade more than the accomplishment, yet good students, who place a proper estimate upon the work done, do not look with contempt upon a good grade; it is their badge. Teachers certainly are anxious for their students to do well and to receive a good rating.

A matter of such importance to all concerned should be placed upon a basis that will be equally fair to all students, and consequently with sufficient uniformity that the interpretation of the grade would be just wherever considered.

### Fairness

Teachers recognize that some students can talk with greater ease than they can write, while other students do better written work. In order to do justice to both classes, the grade should certainly represent the oral as well as the written work. The student who is back-

ward in expressing himself orally but quick with the pen should be made to feel that he is not up to the standard until he can do both equally well. Likewise the ones who are quick to speak but slow to write should not consider their mastery of the subject perfect until they can use the pen easily. By requiring both written and oral work to be represented in the grade, the students will be encouraged to become proficient.

However, in the classroom usually more oral work than written is done; and in order to be graded on a par with written work, it should be so. For evidently it would require more oral recitation to give any one student a number of questions equivalent to those of a written exercise.

While there certainly is oftentimes a difference in the student's ability to write and to talk upon the same topic, yet in very few cases will there be any great difference. If a daily standing of 85 or 90 per cent is offset by a written exercise of 35 per cent, it would certainly

indicate something to be seriously wrong. It might be with the teacher's estimate of the daily work, or with the student's physical condition. It would also be true that a great increase in the written work over the daily oral work, would indicate that something needed attention. Sometimes this is the first intimation a teacher has that a student has not done honest work.

#### The Written Exercise

Written exercises usually take the form of reviews and tests. These can and should be graded more closely than oral work. The oral recitations of one student may prepare the way, by giving certain information, for a fair recitation on the part of an otherwise unprepared student; whereas the written work is entirely independent. Moreover, in the discussion of the advance assignment, it can hardly be expected that every point will be clear, else there would be little need of a recitation. But when it comes to the review, certainly there is no excuse (if the teacher has done his duty) for any student's coming short. Thus it is not only possible but proper that the reviews should be graded closely.

It would seem, then, perfectly just to all students and simple enough to be readily understood, for the oral recitations and reviews to be reckoned fifty-fifty with the written work.

The final examinations have a very important place in the preparation for life. It is not that which is forgotten that profits, but that which is remembered. It is hard, however, for the inexperienced to look ahead into the years to plan for their future needs. That a student may study with a conscious effort to retain, it is necessary to place before him a goal about which there is no haze or uncertainty. Upon the final test should depend to a large extent the final grade. Yet any great difference between the final examination and the previous work should also be looked upon with suspicion. It would seem, then, that since the life-work depends on how much

is retained, the final is worthy of a 50-per-cent basis with the previous work.

The uniform grading of notebooks, to my mind, is a large topic. To start with, it becomes necessary to have uniformity in the notebook requirements for the various classes; and only as requirements become uniform can the grading be so. The credit given notebook work should determine its relation to class work. This will most certainly vary in different studies. And I doubt not that it varies in the same study with different teachers. So it is perhaps at the present time largely a question of how much stress the teacher places upon the notebook. Two things might be borne in mind: First, the necessity of the teacher's having a definite ratio of credit for the notebook; and second, that the nature of the notebook work usually places it as a part of daily preparation and research work rather than as a test or a final.

---

“How long ere we cultivate that sympathetic imagination that will look through all branches of learning with the eyes of our pupils even though we may have the cultural wealth of a Goethe? How long will it be before we aim for the educational wealth that knows no bounds? When shall we be imbued with an enthusiasm that will transform our children?”

“Not until we lay aside our flippant and vacillating attitude to the profession of our choice, will we teach with a power that is compelling and fructifying.”

---

“THE most far-reaching work is teaching; for it calls into action the latent capacities of others, virtually accomplishing in the aggregate vastly more than the teacher could do by his own efforts, however great his individual capacity for work.”

---

“To prepare a boy for college is a problem that no teacher and no school has ever solved.”

# ELEMENTARY EDUCATION

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

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.

## The Teachers' Help-One-Another Band

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

### How to Teach Sight Words

ANNA A. PIERCE

BEFORE placing Reader I in the hands of the children a few preliminary lessons are necessary in order to lay a foundation for the matter contained in the book. To have the best results, several weeks should be spent in teaching the sight words contained in the first part of the Reader.

These words are usually taught in script, as they are given from the blackboard, and the transition from script to print is an easy matter.

Let us take a few of the sight words found in the Reader from pages 19-40. It will be impossible to take up all of these words, but the consideration of a few will suggest as to the teaching of the others.

On page nineteen is the sentence, "God is good." From the first teach the child to read *sentences*. Word learning should be the *result* of thought getting, not a *means* of thought getting. We must develop *thought* readers rather than *word* readers. "The sole function of reading is to get thought." Let this be the aim in the teaching of every sight word.

"God is good."

Teach the little song on page 19. Have the sentence, "God is good," written in several places on the board. As the song

is sung, point to the sentence. Ask, "Who can read what we have been singing? Now find it in several other places on the board. Who can show me the part that tells God's name? What does this part 'is good' say about God?"

"Now I am going to write something nice about James:"

"James is good." (Let James read.)

"Mary is good," etc.

Add sentences, as:

"The apple is good."

"The leaf is good."

"The flower is good."

Use pictures instead of words. Use flash cards to drill on words "good" and "is." *Do not* drill on God's name.

Write the following sentence on the board:

"I love God."

Let the children tell why they love God. Each time give the sentence. Find God's name. Write:

"I love Mary."

"I love John," etc.

Add "I" and "love" to flash cards. Do not neglect to drill on words already learned. Use many short sentences on the blackboard containing these *words*. Read for the thought.

"Have."

Distribute objects to the class to illustrate the picture lesson. Leaf, flower, apple, nut, etc. "Who has the leaf?" James answers, "I have the leaf." Write the reply on the blackboard. Picture the word "leaf." Continue to develop sentences containing "I have," using all the objects and picturing each rather than writing the word.

Add "have" to the list of known sight words.

"Flower," "apple," "nut," "leaf."

"Now we are going to erase these pictures, and put them over here." Draw pictures of these objects in another place on the board. "Instead of pictures we are going to put words."

"What picture did we have here? Who can read it now?" Write the word by the object also, etc.

After the four words have been used in this way, erase and see if the children can match the pictures and the words. Add object words to flash cards.

"The."

The article "the" is never taught separately from the noun to which it belongs. It is not even necessary to call attention to the word. Always underline, as the apple, the nut, etc.

"See."

"You may all place your two thumbs and forefingers together, making two little holes. Play they are glasses. Let us put them on." Place hands to eyes. "We can see well through our glasses, can we not? Can you see a pair of glasses in this word?" (Write "see" on the board. Use "see" in sentences.)

"Light," "blue," "red," "yellow," "green."

Let each child take a certain color from his crayola box. "Now we are going to play that each child is a little light. Mary may hold up her light. What color does Mary have? I am going to write here what Mary is:"

"Mary is the red light."

Write "red" with colored chalk.

"John is the green light," etc.

Have the colors written elsewhere in white chalk. Drill from the list, letting

the children match with the words in sentences.

Match words with colors. Use many sentences, as:

"The light is red."

"The yellow light is good."

"God made the light."

"I see the good light."

"I see the green light."

Many such sentences can be formed from the words already learned. The children should have *much* reading of *short sentences*.

"Do."

Ask each child a question. Require the answer, "I do." Place on board. Follow with many short sentences, as:

"I do see."

"Do you see me?"

"I do love God."

"I do see the apple."

"Day," "night."

Illustrate with a globe and a ball the cause of day and night. Draw a large circle one half white, and one half black. Write "day" on the light side and "night" on the dark side. Let the children sew a similar circle. Paste *day* and *night* on each half. Use many sentences containing these words.

Use *much* drill on review words.

"It."

Play a guessing game. "I have something behind me. We shall have to say, 'it,' until we know what it is. I am going to write this little word 'it' on the blackboard. Now who can guess what I have in my hand?"

After several games the object is named. "A pencil." By the word "it" draw a pencil. Write: "It is a (pencil.)" Repeat this with several objects. Add new word to flash cards.

"Am."

Let one child ask another, "Who are you?" Mary answers, "I am Mary," etc., until a list of sentences are made containing "am."

"And."

Draw a train of cars on the board, each one standing alone.

"These cars will not go, for they are not fastened together. We have a little word which will couple these cars so they can all go." Write "and" between them. "Now this car *and* this one *and* this one are ready to start. Let us fasten some words together."

"Red and yellow."

"Blue and orange."

"Apple and nut."

"You and I."

Use in sentences. Write "and" on a large card. Let two children come forward and hold the card between them.

"Mary and Alice."

"John and James," etc.

Write on blackboard. Hold objects on each side of the card.

Pencil and book.

Ball and knife, etc. Picture on the blackboard.

"Air."

Give a chalk talk showing how light and heat coming in contact with water in the beginning formed clouds. God made the air which lifted the clouds. Draw a scene on the board. Write "air" in the space below the clouds.

"First."

Place several lists of review words on the board for drill. At the head of each list place "first." The position of the new word among the review words will impress it. Use in sentences.

The name of the objects on pages 36 and 37 may be taught by matching the words with the pictures.

## The First Bible Story

### Our Father and Creator

MYRTLE V. MAXWELL

My dear little boys and girls, how glad I am to see you! This is your very first day in school, isn't it? Isn't it fine to be old enough to come to school?

This morning I want to tell you a little story, that is, if you like stories; do you? O yes, I knew you did! Listen closely now, for some day I may ask you to tell me this very same story.

Last summer I went to visit my brother. He lived a great distance away. Where he lived there were no mountains, no hills, no trees. There was only level ground covered with grass as far as one could see. I had always been used to the hills and trees, and how I did miss them! Every day I wanted to see a tree more than I had wanted to the day before. Once my brother took me for a long ride, and we passed several houses which had trees planted around them. I felt almost as if I'd like to run and throw my arms around one of those trees, and just squeeze it tight. I was so glad to see them.

Did you ever think what kind of place this world would be if God had not made

so many beautiful things for us? You may tiptoe to the window and look out. Isn't the sky beautiful? Look at the grand hills, the stately trees, the green grass, the pretty goldenrod, the flocks of birds already on their way south. Now close your eyes and try to think what kind of place our world would be without all these? You wouldn't like to live here, would you? You may be seated now.

On your way home today the clouds, the wind, the sunshine, the trees, the flowers, the birds, the animals, in fact, everything you pass, has a little message for you. This is what each wants to whisper, "God made me to make you happy. He wants me to tell you that he loves you." Isn't he a good God?

Do you see this rose? I made it of crêpe paper. I never could have made it without the paper, could I? But it isn't a real live rose, is it? It doesn't feel like a rose; it doesn't smell like a rose. Could I ever make a real live rose? No, I never could. If all the people in all the world worked together and tried to

make a rose, could they ever do it? Of course they couldn't! Not if they worked hundreds of years! But our great and good God made not only roses, but many, many other kinds of flowers, in just one day. Can you name some of them? Name some of the trees he made that day, too. Can't he do wonderful things, though? He did all this to make us happy.

Little children, he has done more than that,— he claims each one of you for his very own child. He says that he is our

Father. What a kind, wise, and loving Father he is! People in this world did not seem to know how much the Father did love them, so he sent them his own Son to help them to get acquainted with our heavenly Father. Aren't you glad that God, who created and owns this great, wide, beautiful, wonderful world, is our Father? I am.

The first verse in the Bible will help you to remember the story I have told you this morning, "In the beginning God created the heaven and the earth."

## The Teaching of English in Our Church Schools

### No. 1

WINIFRED P. ROWELL

#### The Importance of Beginning Right

EVERY one is familiar with the saying credited to a famous musician: "If I had a child to educate in music, and must choose between giving him a mediocre teacher to begin with and a first-class teacher to finish, and vice versa, I would get the best teacher for his first years, knowing that the most essential thing in his development as a musician is the laying of a good foundation."

Precisely the same thing may be said of the one who must plan for the education of his child in language.

Language is one mode of soul expression, music another. Many souls that had capacity have been condemned to life imprisonment or to wanderings in a morass of evil, by the ignorance or inefficiency of those who were appointed to lead them into beautiful fields of thought and expression.

When God created man in his image, one faculty in which man resembled his Creator was that of power to express thought and feeling. The Son is the *Word* of God. We cannot think of Deity as trammled in word. One characteristic of Jesus in his work among men is that he spake as never man spake. Can we think of a scheme of education that will bring man back into the image of God that will not give an important place to true language teaching?

But the term "language lessons" in the past has covered a multitude of sins against pedagogy. Language teachers seem only very lately to have awakened to the idea that language cannot be taught as arithmetic is, by rules and formulas. Only lately, I say, but I remember reading in the preface of an old Latin rhetorician, whose rhetoric was largely made up of moral precepts intended to inculcate the virtues of honesty, courage, sobriety, and the like, a statement whose substance was this: "Since the teaching of rhetoric has to do with the modes of character expression, a textbook on rhetoric should consist chiefly of precepts for character development."

The principle that old Quintilian considered true of rhetoric, seems to me peculiarly applicable in the teaching of language, from the first day the child enters school to his latest hours in college. A passage in the book "Education," recently quoted in a letter from a friend, puts the matter from the Christian standpoint. "No training gained through a knowledge of grammatical rules can compare in importance with the study of language from a higher point of view. With this study, to a great degree, is bound up life's weal or woe. The chief requisite of language is that it be pure and kind and true,—'the outward expression of an inward grace.'"

How important, then, is the work of the teacher who has the privilege of leading the child in his first steps in language! How wonderful is her privilege and opportunity! That language lessons may from the beginning be periods of pure pleasure, shared equally by teacher and pupil, is the experience of the writer, who has grateful memories of her initiation into the mysteries of words by Prof. G. H. Bell, that prince of language teachers. While the articles in this series of studies on the teaching of English in the church school are the outgrowth largely of the experience of one who has had to deal for many years with the products of church schools as they come to our finishing schools; yet as I write, there is an ever-present sense of the joy I found, during the few years it was my privilege to devote to children, in opening up before their fresh minds the beauty of a noble piece of literature, and the pleasure they found in telling others about this wonderful world. The letters some of my tiniest children have written to me,

as teacher, are among my most treasured possessions. Children are naturally generous. They like to give what is given to them of life. And how their eyes shine with appreciation of a beautiful thought or line of poetry!

Too many, however, come to school with their souls already deadened by an unsympathetic home life. "What mothers may do in the teaching of language," is a chapter by itself. Believing that my own love for language had its beginning in the early training given me by my mother, I wish in the next article of the series to devote a little time to a bit of childhood experience that preceded my school days. This may seem a digression from my main theme, but the method used by my mother, who was first a teacher, can be used, with school-room modifications, by any teacher of little ones; and I have in mind also the mothers who are conducting home schools and in whose hands primarily rests the responsibility for the soul development of their children.

## A Lesson on Trees

FLOYD BRALLIAR

TAKE the class to observe trees of various kinds. Note how the leaves form almost a perfect roof with an open room on the inside. This is especially true of slow-growing trees having rather large leaves. Notice that there is no loss of sun space, and yet no more leaves have been made than can get to the light. No material is wasted to carry a few leaves far beyond the others. Teach the lesson of economy, of both material and effort.

Note that when it rains, the water falling on the tree will be carried outward until it falls in a ring just outside of the outer branches. Here is where the active absorbing roots are located. Water is valuable as it is necessary to dissolve plant food before it can be taken up by the roots. Teach the lesson of wisely directed effort. Also, Where would you apply fertilizer to trees?

Note that trees growing naturally (habitually) in low wet ground do not form these regular, cone-shaped tops, and so do not shed water in the same way. Their roots get plenty anyway. Adaptation to conditions is the lesson.

Trees root deeply and bring their material from sources not available to common plants and flowers. This they build into leaves that are shed, and not only protect their weaker neighbors, but decaying, feed them and build up the soil. Is this the work of a Christian? Why do we go to the woods to gather wild flowers?

Call attention to the fact that trees offer homes and protection to birds. When a bird is chased by a hawk, he goes to the nearest tree as fast as he can, darts in among the twigs and leaves, and is safe. In cold, snowy weather the birds

gather in cedar and other thickly growing trees to be safe from cold and enemies overnight.

Trees feed the birds, squirrels, etc., on seeds, nuts, and leaves.

Use texts showing a Christian should be like a tree planted by the rivers of water; like a palm tree, like a cedar.

Note that when other trees are suffering from drouth and have no food for the animals and birds, the tree planted by the river has plenty. The palm grows in the desert where nothing else will

thrive, and provides guidance, shelter, food, and drink to the traveler. The cedar grows even on the hardest rock, and finally, aided by water and frost, breaks it into soil in which anything can thrive. It also gives off a fragrance that is healing, so that the traveler who sleeps beneath its shade or wanders in a cedar forest is helped to overcome his infirmities. Those who rest under its branches will wish to return. Hosea 14:7.

Are you and your homes this way? Should they be? How will you make them so?

## Industrial Arts for Grades Five to Eight

FOR the past two years our church schools have had outlines for sewing and woodwork. Last year an outline for gardening was added, and this year an outline for cooking has been prepared.

The following calendar of the industrial arts for grades five to eight indicates where each subject belongs in its relation to the other subjects, and how together they form one full, strong line of work throughout the year:

### First Period — September 13 to October 22

Weeks	Girls	Boys
1, 2	Preserving Foods	Sewing
3, 4	Gardening	Gardening
5	School Luncheon	Sewing
6	Suppers	Sewing

### Second Period — October 25 to December 3

1-6	Sewing	Woodwork
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### Third Period — December 6 to January 21

1, 2	Sewing	Woodwork
3-5	Dinner for School Board and Superintendent	Woodwork
6	Breakfast	Woodwork

### Fourth Period — January 24 to March 4

1-6	Sewing	Woodwork
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### Fifth Period — March 7 to April 15

1	Breakfast	Woodwork
2, 3	Dinner for Parents of Grades five to eight	Woodwork
4	A Tray for the Sick	Woodwork
5, 6	Dinner for Teacher, Superintendent, and Invited Guests	Woodwork

### Sixth Period — April 19 to May 27

1	Sewing	Woodwork
2	May-day Picnic Dinner	Woodwork
3-6	Gardening (Home Garden Club)	Gardening

The outline for cooking will be published as a serial in this volume of the EDUCATOR. The work for the first period is given in this number.

In order to give the full work in industrial arts, the teacher should plan to use at least thirty minutes daily, a total of two and a half hours each week. The pupils will spend about twice as much time if the teacher will allow them the privilege of working at their industrial arts when other lessons are prepared. This privilege may be used as a powerful incentive to thorough, careful work and good behavior, and will result in the formation of industrious habits.

The calendar provides for fifteen weeks of sewing, fifteen weeks of cooking, and six weeks of gardening for the girls; and four weeks of sewing, twenty-six weeks of woodwork, and six weeks of gardening for the boys. And this work runs through four years, beginning with the fifth grade.

The work for the year is arranged in nine motives: preserving foods, two weeks; school luncheon, one week; getting supper, one week; dinner for the school board and the superintendent, three weeks; breakfasts, two weeks; a dinner



for the parents of the pupils who do the cooking (or others), two weeks; a tray for the sick, one week; a dinner for the teacher, the superintendent, and invited guests, two weeks; closing with a May-day picnic dinner, one week. These definite motives give zest to the work, and help to connect every step of the work with the practical problems and duties of life.

The foods that are preserved during the first two weeks are used in serving the special dinners during the year.

On alternating years the practice and theory for these two weeks will be as follows:

*Alternating Year*

Practice

1. *Canned Vegetables* (two days)

Any three of the following or others locally grown: tomatoes, beans, corn, beets, carrots, pumpkin.

2. *Dried Fruits or Vegetables* (two days)

One fruit and one vegetable from the following: corn, apples, etc. Making hominy.

Theory

*Stories* — (four days)

Story of stoves.

Story of fuel and starting the fire — range, oil stove, or gas.

Story of vegetables.

Story of molds.

After instruction is given in the preparation of the school luncheon, the girls should take week about during periods two to five in preparing a luncheon to serve to those who do not go home at the dinner hour. Two girls may work together or one alone, according to the size of the school. To meet the necessary expense of material, each child should pay a weekly amount covering this item. An average of ten cents a meal ought to be the maximum. This should provide a pint of soup or a good dish of salad or a beverage, with two or three sandwiches. In a farming community the children may bring food material instead of money.

After the week's instruction on how to get suppers, with the necessary demonstrations, every girl should be assigned the preparation of supper at home. Fifth and sixth grade girls may help to prepare

supper. Each girl is required to prepare or help in preparing at least twenty suppers during each of the two following periods. The mothers will be glad to cooperate in this work if the teacher will explain the work before giving the assignment.

Beginning with the present year, cooking will come as a part of our regular curriculum, and according to council action published in "School Manual," page 100, will be a subject on which pupils from standard schools will be required a grade for promotion from the elementary school.

The October EDUCATOR will present the subject of equipment for carrying forward this line of work. S. E. P.

—♦—  
**Training the Other Woman's Child**

THEY all sat round in friendly chat,  
Discussing mostly this and that,  
And a hat,

Until a neighbor's wayward lad  
Was seen to act in ways quite bad;  
Oh, 'twas sad!

One thought *she* knew what must be done  
With every child beneath the sun —  
She had none.

And ere her yarn had been quite spun,  
Another's theories were begun —  
She had one.

The third was not so sure she knew,  
But thus and so she thought she'd do —  
She had two.

The next one added, "Let me see;  
These things work out so differently."  
She had three.

The fifth drew on her wisdom store  
And said, "I'd have to think it o'er."  
She had four.

And then one sighed, "I don't contrive  
Fixed rules for boys, they're too alive."  
She had five.

"I know it leaves one in a fix,  
This straightening crookèd sticks."  
She had six.

And one declared, "There's no rule given,  
But do your best and trust to heaven."  
She had seven.

— Alice Crowell Hoffman,  
*in the Woman's Home Companion.*

# Course of Study in Cooking and Home Economics for Grades Five to Eight

## FIRST PERIOD

MOTIVE: PRESERVING FOODS — Two  
Weeks

### Practice

1. *Canning Fruit* (two days).— Any three of the following or others grown locally: peaches, pears, grapes, apples, plums.

First day pupil works under direction of teacher; second day she may follow written direction while teacher gives attention to boys' woodwork.

2. *Jams and Jellies* (two days).— Two selected from the following: apple jelly, apple butter, tomato preserves, grape marmalade, watermelon rind preserves, or other jams or jellies.

3. *Organizing a Canning Club* (one day).— During summer can fruit and vegetables and give exhibit at Harvest Ingathering time. Each girl is required to put up for school use in entertaining school board, parents, and other friends, three to six quarts of fruit and vegetables, equal quantities of each.

### Theory

*Care of Kitchen* (one day).— Instruction in washing dishes, care of tea towels and dish cloth, tidying kitchen.

*Stories* (four days).— The arrangement of kitchen and cupboards.

Story of canning and preserving.

Story of fruits.

Story of bacteria.

MOTIVE: SCHOOL LUNCHEON — One  
Week

### Practice

1. *Soups and Sandwiches* (three days).— Teach making of one soup and one sandwich each day. Making mayonnaise. Other kinds of soup and sandwiches may be made by pupils, following given recipes.

2. *Salads* (one day).— One salad made in class, others by pupils alone, following recipes.

3. *Beverages and Relishes* (one day).—

Water	Olives
Lemonade.	Nuts
Orangeade	Stuffed dates, figs, or prunes
Punch	Fresh radishes
Cereal	Fresh lettuce
Milk	Fresh fruit
Fruit Juices	

Experiment: From a quart of milk test the amount of cream, butter, curd, whey. Show effect of sterilizing and boiling.

*Assignment for Serving School Luncheons.*— After giving the instruction on preparing the school luncheon, appoint one or two girls to take turns by weeks in preparing hot lunch for

the whole school. Let each pupil bring materials from home or provide 50 cents a week.

### Theory

*Table Etiquette* (five-minute talks given frequently at lunch hour).— Topics: Assembling at and leaving the table; placing chairs for teacher and guests; places and place cards; personal appearance; table conversation; serviettes or napkins; serving; personal habits; use of knife, fork, and spoon; handling bread and butter, and other foods; eating soup; drinking; eating stone fruits; removing dishes; etc.

MOTIVE: GETTING SUPPER — One Week  
Practice

1. *Warmed-over Foods; Baked Potatoes* (two days)

2. *Making Bread* (two days).— Use straight dough process. Make before nine o'clock in the morning, knead it down at the noon hour, put into pans at afternoon recess, and it will be baked by the close of school.

3. *The table* (one day).— Removing left-over food, dishes, tablecloth.

### Theory

*Digestibility of Foods.*— Story of potatoes (or story of care of basement, on alternating year).  
Story of yeast.

Story of sugar (or story of salt, on alternating year).

### Home Work

Each girl is required to prepare or help prepare supper at home at least twenty times during the second period and twenty times during the third period. Reporting—use a blank, presenting it once a week for the teacher's signature.

## SUPPER MENUS

### NUMBER 1

Baked Potatoes	Egg Timbales
Graham Bread and Butter	

### NUMBER 2

Creamed Spinach on Toast or Bean Toast	
Tomato Sandwiches	Cottage Cheese

It is well that we have a movement which makes such an appeal to the heroic, which summons men to self-discipline so stern and dugged, and which assigns to them such stupendous tasks.  
— *John R. Mott.*

# Make Your Schoolroom Attractive

LORETTA HEACOCK

ONE of the great aims of education is to prepare the child for a useful life. For this reason, high ideals should be constantly before him. If there is any place where these ideals are needed more than elsewhere it is in the schoolroom. A child is easily influenced by his surroundings, and they silently but surely mold his life.

Since the mind cannot work freely unless the body is comfortable, the questions of heating and ventilation are very important. The proper temperature is from sixty-eight to seventy-two degrees Fahrenheit. The ideal method of heating a schoolroom is by steam or hot air, but church schools usually must depend upon wood or coal stoves. In this case a sheet-iron jacket should be placed around the stove so that the children sitting near it may not be too warm. A neat, tight box with a cover makes a good receptacle for wood or coal.

It is often difficult to regulate ventilation without causing discomfort to some one. The air that enters in through the crevices or cracks is not sufficient. It is a good idea to open the room at recesses and allow plenty of fresh air to circulate. The air should enter in such a way that it goes upward and away from the pupil. A simple device which any teacher may use is that of putting a board about eight or ten inches wide at the foot of the lower sash, thus allowing the air to enter between the two sashes and between the board and the lower sash. A basin of fresh water kept on the stove prevents the air from becoming dry.

Another important factor is light, and plenty of it from the right direction. The light should come from the left and above. The best shades are those which are hung at the center of the window so they may be adjusted any way desired. The color may be a light tan or a pale green, according to the color scheme. Short sash curtains of cream or tan look

very well at the windows, if made of thin material.

The floors should be of some hard wood, as maple or oak, to which a stain should be applied, making it easy to clean with an oiled mop. Baseboards should be stained the same color as the floor.

The seats should be so adjusted that the pupil will be able to rest his feet on the floor. It is well to arrange the seats so that the smaller pupils are in a row by themselves. Each child should sit alone.

It is better to place the teacher's desk to one side of the room, or diagonally in one corner, for in this way the teacher can see at a glance what each pupil is doing. Only a few things are necessary on top of the desk, for there should be drawers on either side, where papers, record books, and manuals may be placed. Two or three chairs are needed for visitors. A cabinet is the place for equipment and any relics that may be obtained. Paints, composition books, sewing materials, and materials for other lines of work should have a place here. A medium-sized bookcase looks well in a schoolroom and shows at a glance the size of the library.

If it is impossible to get burlap, so the children's work may be on exhibit, a good quality of building paper may be secured at small cost. Themes and drawings may be on one piece of paper; sewing and manual arts on another.

The room must be beautiful and artistic, neat, clean, and orderly. Pictures come first. It is better to have a few large good ones, so as not to confuse the children. This will enable them to appreciate what they see. Pictures have a telling influence on the life, and for this reason should be carefully chosen. For an ungraded school the simplest pictures appeal alike to old and young. One good picture by some great artist, simple in detail, and easily seen from all parts

of the room, should be chosen and placed permanently. "The Scriptures and the Saviour," "Christ Blessing the Children," by Ploekhorst; "The Madonna of the Chair," by Millet; "Song of the Lark," by Lucey; and "Pilgrims Going to Church," by Boughton, are good ones.

Pictures look much better when placed in a plain, good frame of a dull finish, and should be hung low, so that the children can easily see them. Do not crowd them, but have plenty of wall space. For other pictures, and those cut out of magazines, a kind of bulletin board is best, for this provides a variety and trains the pupils to be observing.

Blackboards decorated with borders and drawings suited to the season, add much to the beauty of the room. Memory

gems, Morning Watch verses, and the monthly calendar should be on the board nearest the teacher's desk.

A few plants growing in window boxes beautify the room and give freshness. Nasturtiums, geraniums, petunias, and pansies may be planted in these boxes. Bulbs also may be planted. A small plant placed in a jardinière looks well on the teacher's desk.

Although the foregoing suggestions deal with the interior, the exterior and the school grounds should by no means be neglected. Trees, hardy shrubs, and flowers, artistically arranged, add much to the beauty of the yard, and tend to direct one's thoughts to God and heaven, where everything is beautiful.

## Teaching Maxims

C. A. RUSSELL

A SITTING, dreaming, inactive teacher cannot inspire pupils.

Try to inspect the tones of voice you habitually use in the schoolroom. Avoid a monotone, piping, shrill, or strident voice.

The personality of the teacher is the real power in every school. It may either inspire or stupefy, build or destroy.

Do not fret or worry — power works with ease; weakness frets continually.

Threats are unworthy of the teacher. Nature makes no threats; but a mild, certain punishment follows violated law.

Teachers are sometimes guilty of nagging. "Always at me" should be avoided.

Study each pupil — "there are no duplicates in God's creation."

Timid and dull pupils must be encouraged. Teachers, be generous with kind words. Into the lives of many who come to you is cast much gloom and little sunshine.

Do your pupils wave hands and snap fingers? Not indicative of a thoughtful attitude on the part of pupils.

Privileges abused are privileges denied. Do not be a "textbook" teacher.

The teacher and pupils adopt the regulations. This is *double* strength, the co-operative method. Isa. 41:6.

Live above the neighborhood animosities. Antagonize no one. Quietly make friends of all. Unite all in the school work.

Crowd not the memory, but develop the understanding.

He who won't be advised can't be helped.

"It is an everlasting duty, the *duty* to be *brave*."

Jesus says to the Christian teacher, "I am a companion." Ps. 119:63. "I will never leave thee, nor forsake thee." Heb. 13:5.

"Like teacher, like school."

"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."

# The Home School

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

—Mrs. E. G. White.

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

## Bible Instruction in the Home School

MRS. BEULAH LLOYD

It has been truthfully said that the mother of a child is, or ought to be, his best teacher, and the next best teacher is the one who is nearest like a mother. For the reason given in the first part of the statement, and some others, I decided to teach my boy, Gordon, at home until he is at least ten years old. He is now seven, and is as far advanced in the regular school studies as most bright boys of his age. Thus far I am entirely satisfied with my experiment.

This article will touch my experience in connection only with Bible instruction in the home school, and I hope it may serve to help some mother who is having difficulty in making such necessary instruction attractive to her children. I have used the morning and evening worship hours to accomplish something definite along this line in Bible study, and also have given Gordon things to do that would help him in gaining a knowledge of the Scriptures.

Gordon's father is frequently absent from home, and when he is at home his work in the office necessitates his leaving the house before Gordon is awake. Immediately after breakfast Gordon and I have our little worship period together, and it is at this time that we study his Sabbath school lesson from *Our Little Friend*. The lesson is merely read over on Sunday morning. The next morning Gordon tells me the lesson story, and the

following day I ask questions on the subject. Thus the lesson period is varied. Interesting supplementary reading is secured from "Easy Steps in the Bible Story," by Mrs. Evans, "Story of the Bible," by Hurlbut, "One Hundred Bible Stories for the Children," by Bird, "Boys of the Bible," by Handford, and other books.

A few minutes of the morning period are also given to memory verse work. Gordon's memory verse cards are pasted regularly into a good-sized kodak picture album, each page holding three cards. All the cards that have been issued dur-

The House  
Is a Product of  
Human Handicraft

ing the last four years have been put in the book, and there is room for this year's cards also. We review the lessons of each quarter at its close, and it is gratifying, I assure you, to observe the fact that the little fellow's mind has stored up a good supply of material for the Spirit of God to work upon. He has unexpectedly repeated some of these verses at times when their messages were very much needed and quite to the point. Mothers will do well to remember that the more the minds of the children are filled with the thoughts of the great Book, the easier will it be for the Holy Spirit to influence them for good.

A helpful and attractive work put out by the Platt and Nourse Company, of New York City, tells of interesting little things a boy might do to acquire informa-

tion concerning Bible incidents. The book is entitled, "The Bible Story Picture Book." It contains twelve stories of Old Testament characters with cut-out and pasting suggestions in black and white. We also have the A B C Bible Game. In this game the letters of the alphabet are on separate cards, the accompanying picture on each card representing a Bible character or scene. An explanatory line or two makes each card informational. The child can use these cards in different ways.

My habit of telling Gordon Bible stories and reading to him from the Book of books even before he knew a letter of the alphabet, suggested to me the idea of beginning a systematic course of Bible reading and developing in his very early life a desire for the best literature. I followed the Junior Bible Year outline. It did not take long for him to form the habit of expecting to hear the Bible read each night before going to sleep. "Read me a chapter, mother," is the oft-repeated request and reminder just as soon as he is tucked away for the night. Now that the habit is formed, he is a much disappointed lad if for any reason the reading must be omitted. I like to think that the last waking thoughts of my boy are influenced with the words and suggestions of God's Book. Together we read through the Junior Bible Year in 1919. It was finished on time, and we are now going through this year's course.

Gordon has his own New Testament. Sometimes he carries it to church and prints words from it on a little pad that

usually goes along with it. I have taught him that the Bible is the first of all books, and that it must never be covered up with magazines or papers or other books. Its place is *on top* of all else.

**The Home  
Is a Creation of  
the Heart**

It is well for children to have something of special interest on the Sabbath day, some suitable book or pictures or blocks which are not seen or touched on any other day of the week. This aids in en-

couraging them to look forward with pleasure to the Sabbath afternoon period—a time when many parents are perplexed as to how to provide appropriate enjoyment for their little ones.

Gordon has his Sabbath blocks. I invested \$3.20 in a copy of that excellent book, "Bible Object Lessons and Songs," and the set of very fine blocks that accompanies this helpful volume. (Any tract society office can supply this material.) It is our custom to take a walk of an hour or more on Sabbath afternoon. Returning to the house, Gordon gets out his blocks and has a pleasant time making churches, temples, mission stations, and other structures of a religious or semi-religious nature. Frequently he illustrates his Sabbath school lesson with these blocks. Thus he has diversion, entertainment, and proper activity, all of which must be given



Gordon with His Memory Verse Book

to "live" boys and girls. This kind of self-entertainment helps the child to learn to provide his own enjoyment to a great extent, which is not the least of accomplishments. The intelligent parent will appreciate the educational value of a child's little attempts to construct and create things.

# Parental Authority: Its Use and Abuse

ABBIE W. SIMPSON, M. D.

THE establishment of the home in Eden, and the care of our heavenly Father in surrounding our first parents with all that was intended to strengthen and develop the highest type of men and women, should serve as an illustration to us today.

In the six thousand years that have followed, with all the organizations and inventions of man, no improvement has been made upon God's original plan.

The husband and wife, united in the bonds of love by which "they twain shall be one flesh," serve as a strong foundation for a complete home. So perfect and beautiful was God's design for the union of husband and wife, that he uses this as an illustration of the close relationship of his church to himself.

The husband — house-band — should stand as the head of the home, and, as the term implies, should bind the family together. God said of Abraham, "I know him, that he will command his children and his household after him." Gen. 18:19.

The wife should manifest confidence in the husband, and support him in his efforts to make the home all that it should be.

Careful instruction has also been given by the Lord concerning prenatal influence. Before the birth of Samson the angel of the Lord appeared twice to the mother, with this admonition, "Drink not wine nor strong drink, and eat not any unclean thing." Manoah, the father, not being satisfied with the statement of the mother, entreated the Lord that the man of God might again appear unto them and tell them how they were to order the child. Again the angel of the Lord said, "Neither let her drink wine or strong drink, nor eat any unclean thing."

"What the parents are, that, to a great extent, the children will be. The physical conditions of the parents, their dispositions and appetites, their mental

and moral tendencies, are, to a greater or less degree, reproduced in their children."—"*Ministry of Healing*," p. 371.

The parent should learn self-control and thus set a right example before the children. The parents are to stand in the place of God to their children and should have authority over them, but this should be exercised in love and the fear of God.

A parent should not in anger correct a child. When a father or a mother becomes angry and attempts to punish a child, the child at once recognizes the weakness of the parent and does not have the reverence or even respect which a child should feel for a parent.

After such an experience the parent usually feels that he has failed in his efforts to improve and strengthen the child. Many times under such conditions have parents administered punishment which has proved injurious to the physical as well as the moral health of the child. We sometimes see children who will carry through life the scars received through punishment by an angry father or mother.

The authority which manifests itself in brute force, antagonizes the child, develops the animal nature, and fails to accomplish the desired results. The parent should appeal to the reason of the child, and combine affection and kindness with authority.

Fathers and mothers should not be so absorbed with business and cares of this life that they cannot become acquainted with their children. Study the different temperaments and gain the confidence of your children, that when reproof is needed the child will know that you are seeking his good.

Christ loved the children, and entered into their pleasures and trials and sought to win them to himself.

Dear parents, seek the Lord earnestly, and in the words of Manoah of old, say,

"How shall we order the child, and how shall we do unto him?" Pray with your children as well as for them, and God

will give you wisdom to know how and when to exercise authority which is for their good.

## Training the Child to Be Self-Reliant

MRS. ETHEL G. YOUNG

THE development of self-reliance is of vital importance in child training, and one cannot begin too early to teach children to help themselves. Often it is very much harder and may take more time to let them do something than do it oneself; but time and effort are not wasted when they are thus spent.

The best way to help a child to become self-reliant is to give him simple duties at first, adding more difficult ones as he grows older. At an early age every baby will try to take off his shoes. Instead of scolding him for doing this, show him how to do it and also how to put them on again. After learning this he will soon try to manage the rest of his clothing; before long he will be able to dress and undress himself with very little help.

Self-reliance and orderliness may be developed in a child at the same time, for the little one who can take out and put away his own toys, may play with them when he will. If he has a place for everything and keeps everything in its place, he can have much more freedom for play, and will not have to wait for some one to come to his assistance.

Often a child asks for help in doing something which he could do for himself if he only knew how. Too often a busy or impatient mother will wait upon her child to save time, and then the next time he wants the same help he will come to her again. If the mother had taken a few moments the first time to show him how to help himself, there would have been no second time. For example, not long ago a little three-year-old boy came to me and asked for a drink. I told him to go into the kitchen and get it, but he said he could not reach the glass. "O yes, you can," I replied. "I will tell you how. Get a

chair and push it near the table; then stand on it and see if you can't get the glass." He did as he was told and in a few minutes came running to me with a beaming face, saying "I'm a big boy now; I can get a drink all by myself."

Self-reliance means confidence in oneself. If one can rely upon his own powers, he most certainly develops them. A child who is taught how to cross the street properly, develops his hearing, seeing, and reasoning powers.

Of course, we, as mothers, must guide in the right direction the child who is self-reliant, and the best way to do this is to have more faith in him. Let him realize that we expect him to do the right thing and in nearly every instance he will do it, because he feels his mother's confidence in him. In other words, we must always look for the best in our children instead of something with which to find fault, remembering that we ourselves are sometimes exasperating. A certain mother once complained that she did not know why her child was so naughty when she tried to punish him for every misdeed. His father told her that she saw too many faults, and that if she would correct the big evils, the little ones would disappear. Remember to praise the child whenever he accomplishes something new. Develop his initiative by helping him to discover things for himself. Soon he will not only be helping himself, but others as well; he will grow more and more considerate.

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"You can save yourself years of effort by utilizing the knowledge and experience of others — beginning where they left off."



# 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.

## Better School Facilities: How Can We Secure Them?

BESSIE E. ACTON

"THE management and instruction of children is the noblest missionary work that any man or woman can undertake. By the proper use of objects, the lessons should be made very plain, that their minds may be led from nature up to nature's God. We must have in our schools those who possess the tact and skill to carry forward this line of work, thus sowing seeds of truth. The great day of God alone can reveal the good this work will do."

This quotation came to Miss T's mind as she paused for a moment in front of the building that was to be her school home for the coming months. Only a few days would intervene, and then the little flock to be intrusted to her care would be gathered together. A deeper sense of the responsibility resting upon her caused a silent prayer for guidance to be offered even before she crossed the threshold of the waiting room.

It was not the schoolroom of her dreams. There were four bare walls, a strip of blackboard across the front of the room, three rows of worn desks of various sizes, an old-fashioned stove at one side, and a table and a chair for the teacher. A great wave of homesickness enveloped the teacher for a moment, as the unattractive room exerted its influence over her. Then with renewed determination she recalled her covenant with God. Further examination of the room showed that careful, painstaking

hands had been at work. The windows were bright and shining. The floor had been scrubbed, and no trace of dust could be found. A box of chalk had been placed upon the desk, and on a stool behind the door she discovered a large water pail, with two bright, shining tin cups. Then she made another discovery that caused her eyes to brighten. "One map at least!" she exclaimed as she caught up a worn roll that had been tucked in behind the stool. As it was hurriedly opened, an outline of the journeys of Paul came to view. This completed the equipment of the schoolroom, unless we mention the long row of hooks extending across the back of the room, waiting to receive the hats and coats of the expected pupils. Miss T sat down at her desk. In imagination the seats were occupied by her little folks and the minutes passed rapidly, as notebook and pencil were busily employed recording hopes and plans for the future, that the humble school might become the bright light that God had designed.

The pealing of the school bell Monday morning was the signal to nearly a score of little people to answer its call. They were eager for school, and happy voices discussed plans for the coming weeks. As the first little hand pushed open the door, two bright eyes grew big with happy surprise. A response was made to the teacher's cheerful greeting, then as quickly as two little feet could carry

him, he hurried out to report, and to urge those behind to come quickly.

The room had lost its somber appearance. Goldenrod and asters (the trophies of a trip to the fields taken by Miss T and one of the older pupils the day before) nodded a welcome to the bright faces assembling. A few pictures of birds and flowers adorned the side walls, while a picture of Jesus blessing the little children looked down upon the pupils as they entered the door. A neat cover had been placed upon the table, which, with a few books neatly arranged and a small clock, made the room more homelike.

But the best of all was the sweet, earnest face of the teacher as she moved quietly about the room, greeting first one and then another, and choosing for each one the seat best suited to him. Plan as she would, no seats could be found low enough for Johnnie, Mary, and Grace, whose little feet swung back and forth as they diligently sought to learn the lessons assigned them. At recess a new problem, which created much interest, was presented to the children. Fred was asked to take his rule and measure the distance John's feet were from the floor when he was sitting properly in his seat. This was followed by measurements for the other little people. That evening notes were sent to their parents, requesting that stools of the required height be prepared for use in the schoolroom.

That first day was full of interest, but I must mention just one more incident that set the children to thinking. Two of the boys obtained permission to go after some water. To their surprise, they found the water pail covered with a close-fitting lid, while from a nail near by, a small dipper was suspended. Miss T smiled as she noted their look of wonder at this innovation. The time was ripe for a brief lesson in hygiene, and she grasped the opportunity. Upon their return it was natural that the teacher should be offered the first drink from the new tin cup. This was gently refused, as she explained that she had a slight

cold and did not wish to endanger the health of any of her pupils. When school was called to order after intermission, she continued the subject by telling the children the story of a little friend whose life was cut short by the act of sharing her cup with a playmate who was suffering from sore throat, which afterward proved to be diphtheria. Next followed a call for individual drinking cups, and every hand was lifted to promise that they would be brought from home the next morning.

As day after day passed in the schoolroom, glowing reports of the work accomplished were carried home. The nature studies, the collections of flowers and leaves, the booklets made, all caused intense interest. Finally one morning, at the close of an interesting mission sketch, Miss T exclaimed, "How I do wish we had a map of some kind so that we could understand more about our world!" Then she told them how a globe could be obtained by securing subscriptions to *CHRISTIAN EDUCATOR*. Little notes of explanation were prepared in the language drill that afternoon and taken home. These were followed by visits from the teacher, and soon the coveted globe was in the schoolroom. A map or two were also obtained shortly after this through the offers of firms who were sending them out at low rates, for advertising purposes. Thus the necessary material needed for school life began to collect in this humble room.

As the children became interested in watching the departure of the birds for the winter, Miss T placed on her table a book describing the life and habits of many of our feathered friends. This was heartily welcomed, and as it was examined, one and then another told of other books of interest in their homes. The suggestion that perhaps these too might be shared in the schoolroom, brought several volumes for that purpose. Now the skill of the older pupils was called into play. While the boys fitted shelves into a box that they had obtained from a store near by, the girls made pretty curtains for the front of the

new bookcase. Here was the nucleus of what in later years would be a good library.

In like manner the collection of interesting objects from without the school-room grew till another case was demanded for them. The range of subjects was unlimited, from pretty shells and birds' nests to curios sent by friends in foreign countries. Every one was doing his best, but it was when the permanent exhibits, sent out by different manufacturers in advertising their products, began to arrive that the enthusiasm reached its height. Fathers and mothers were fairly forced to come and see.

Another kind of work that was introduced soon after school was under way, began to receive public attention as the holiday season drew near. The manual training class had been working with a fixed purpose in view. Many pretty, useful articles had been manufactured, which were now offered for sale to friends and neighbors. The amount of money obtained from this was a surprise to all, and as it had been planned to divide it equally between the fund for school improvements and that for foreign mission work, a good amount was ready for each.

Are you interested in this little sketch? It does not deal with the ideal schoolroom but with those which are commonly found. As Miss T became better acquainted with her patrons, she found that fathers and mothers were really sacrificing that their children might be educated in accordance with God's plan. They placed implicit confidence in the teacher as a leader, and left the work to her when she arrived. She found also that the parents needed instruction as well as the children. Much was carried home by the pupils. The monthly parents' meeting was another important factor in the education of young and old. "Line upon line" was given, "precept upon precept; . . . here a little, and there a little." It took patience, but it was not without effect. We have our ideal set before us. That is the goal to

be reached, but it cannot be gained with a single bound.

I have watched, with anxious interest, schools rise from the conditions here described until new buildings replaced the old, proper heating and ventilation were installed, comfortable seats provided for all, and many other needed improvements added. While perhaps none have reached the ideal set before us, yet the teachers have been working with that aim in view. Much depends upon us. We may meet severe opposition in many of our plans; then let us try others. Sometimes by overruling a point we fail in accomplishing what could be obtained by waiting. If, however, as we join the ranks of teachers we resolve, "This one thing I do," then throw our whole life into that work, we cannot help seeing results. Do we desire better school facilities, or are we only wishing we might have them. Let me quote from "The Personality of the Teacher," by McKenny:

"Until we genuinely feel a want for an object, there is little likelihood of our working to obtain it. Let us at once distinguish between a desire and a wish. They are no nearer kin than an oak and its shadow. The one is substantial and will float human life; the other is mere form without substance. A wish never leads to action. We wish we were millionaires, the President of the United States, a famous singer, or a celebrated writer, but we never expect to be, and make no effort to become such. On a winter's morning we wish we were up and dressed, but the room is cold and we turn over and take another nap. It is easy to wish for character and learning and wealth [and school facilities]. It indulges our sentiments and costs no effort. Wishing is as near as some people ever come to doing anything really worth while. I dare say they flatter themselves that this pale, sickly, nerveless wishing to be worthy and efficient is evidence of virtue, but they are self-deceived. It is as useless in the battle of life as the gilt on a soldier's sword. Desire, on the other

hand, is dynamic. It is charged with energy. Desire gets up in the morning and goes to work, while wish takes another nap. Desire is the seed of which

purpose is the flower and achievement the fruit. . . . Desire is only the beginning; to be of value it must work itself out in action."

## How the Superintendent May Help the Teacher

MABEL GRIFFIN BURT

As teachers, we always look forward to this "great event" of the year — the visit of the superintendent — as a time when we can have a heart-to-heart talk with an earthly friend who understands. Still, mingled with my joyful anticipations are feelings akin to fear. I can account for these feelings only in one way.

Early impressions are always lasting, and when I was a girl of fourteen, a very dear friend of mine began teaching a public school at the tender age of seventeen. Her parents were extremely anxious for her success, and I shall never forget how eagerly they waited for her return the Friday afternoon marking the close of the week when the school commissioner was to have visited her school. I do not remember the details, but he had not been well pleased. Her government was poor. This had been his only comment, with the comforting assurance that if she did not do better her certificate would be annulled. How our hearts ached because of the cloud under which that young teacher labored for months. It is a miracle that she succeeded, but succeed she did, and became one of the leading teachers of the county. She might have succeeded fully as well without the bitter tears and sleepless nights, had that commissioner understood just how to help her.

I hear some one say, "Good government can come only as the result of experience or natural ability. You can not tell any one *how* to govern a school." True, but there are a few general principles which, if known, would be of great assistance to a teacher while he is gaining that experience.

How might this commissioner have helped the teacher?

First, he should have mentioned in an encouraging way all the good points pertaining to her school, then tactfully mentioned the subject of discipline in some way like this: "Miss —, it is usually difficult for young teachers to maintain order at first, but I want to give you a few points which will help you, I am sure. Make only a few necessary rules, but be careful that they are implicitly obeyed. Do not allow whispering at all without permission. Do not allow scuffling or the placing of hands on each other at the recess periods. These two things cause much trouble in a school, especially when a teacher is first starting. Never put your own hands on a child by way of punishment unless it is absolutely essential. Quietly looking at a disorderly child will usually prove far more effective than a rude touch, yet it took me years to find it out for myself."

Many other principles of discipline might be mentioned, but the point is this: That commissioner *knew* all these better methods of dealing with pupils, having taught for years in the public schools of the county. The young girl teacher *did not* know, and she needed, O how she needed! to know just *how* to keep order.

I remember so well my first year in the schoolroom. As far back as I can remember I planned to be a teacher. I had the privilege of having for a number of years a teacher of superior talent. Unconsciously she became my ideal, and I dreamed of the time when I should walk around a schoolroom, with children in perfect order marching to their classes and reciting perfectly learned

lessons. She was a teacher of wide and varied experience, and it seemed to me it was an easy task to be a teacher. So I dreamed, and continued to dream. When I was nearly through high school, my parents became Seventh-day Adventists. I fancied my dreams of being a teacher were ended, but shortly after my own conversion I heard of church schools' being started, and I resolved at once to be a church school teacher. I obtained an announcement of summer school, and while attending, once more I fancied myself in a well-conducted school, where I could seek wisdom from a higher source.

I returned home, where plans were being laid for a church school. The building completed, I helped enthusiastically in papering and preparing the room for my model school. At last the first day came. I suppose if I were to live to be a thousand years old in this present life, I should never forget that first day. Instead of my model school I found the boys pulling the girls' hair. They quarreled at recess. The lessons assigned by their inexperienced eighteen-year-old teacher were poorly prepared. A cloud settled down upon me, and I decided I had missed my calling. The heavens each day seemed to grow blacker, and O how I wished I knew just *how* to deal with some of the situations which today would not seem difficult, although each year I am learning something new.

After struggling along in this way for a number of weeks, a rap was heard at the door, and to my surprise the conference superintendent entered. My feelings were varied, indeed, but a sense of relief predominated, for I felt sure my troubles were ended. He would see at a glance the failure which I was making and would send some one to fill my place. I did not care much, for I really loved the children and longed to see some one teaching them who could govern and control them as they should be.

The superintendent stayed all day, told me he was glad I was getting along so well, and went away. Why he did not offer suggestions, I do not know. Possi-

bly he feared he might discourage me. If he could only have known that I was just longing to have some one tell me the details of how to manage a school and how to teach the various subjects! I did not know that every day I should review the previous lesson, and often, very often, call attention to the main subject. I allowed the pupils to pass on with lessons imperfectly learned, yet knowing all the time they were not thorough. Just *how* to obtain the desired results I did not know.

I felt my opening exercises were not interesting, but just what to do to make them so, I did not know. I myself swept, dusted, made fires, etc., not knowing that the children should assist in this work. I wish some one had told me.

I stumbled along, trying to do my best. Just now I hear some one say that no one should enter a schoolroom without having previously learned these things. We did not have at that time the well-conducted normals which we have at present, and I dare say that now few teachers begin their career with so little real training. Yet I feel I am safe in saying that even after one has had a normal training and has the entire responsibility of a school, he many times feels at a loss just *how* to do things. I am speaking especially of beginners. It is easier after having taught a few months or years to think things out for oneself. While I like to be original, and enjoy carrying out plans which I have worked out myself, yet sometimes as I look back over the past and think of the tender young minds which for months were under my training, as I realize how much more I could have done for them had I known better how to do it, I cry from the depths of my heart, "O, why didn't some one tell me?"

So I believe the superintendent may help a teacher by telling in detail just how to manage a school. Any new device which he may have, such as busy work, numbers, history cards, etc., is so helpful to the young teacher, and brings new life into the school.

I wish once more to mention the importance of reviewing. Even after years of experience I found it difficult to cover thoroughly the necessary pages in a semester. This can be easily done by a two- or three-minute review every day. A teacher should have in mind the most important points in a subject and review these often. A superintendent should show the teacher just how to conduct these reviews. For example, take history. Questions similar to these can be asked: Who were the Northmen? When did Columbus discover America? Where did he land? Make a statement about each of these men: Marco Polo, Americus Vespuccius, Magellan, Balboa. Name three Spanish explorers, telling what they did and the date of their exploration. Name three French and three English explorers. What was the cause of the French and Indian War? Also give date and result. Name the thirteen colonies. When, why, and by whom was each settled? What was the direct cause of the Revolutionary War? Name some indirect causes.

Have a long list of names and a long list of important dates, and go through these occasionally. It isn't enough for the superintendent to say, "We need to review often." It is difficult to review sufficiently in the limited time given to each recitation in the ordinary church school, unless one has had considerable experience. Possibly all teachers do not need so much help, but my early experience reminds me of riding in an automobile that is traveling so fast that one has no time to notice the various scenes one is passing.

Many times a teacher is doing excellent work, but feels the responsibility so keenly that he is inclined to be discouraged. Kind, encouraging words spoken by the superintendent to such a one tend so much to lighten the load. A teacher may also be helped a great deal by having his defects pointed out.

In his remarks to the school the superintendent can be of great assistance to the one in charge. Pupils naturally re-

spect the superintendent, and as he commends their work, order, decorations, etc., their respect for their teacher increases.

Any defects, however, should be pointed out to the teacher privately, even though the children are in fault. If the government is poor, it lessens the children's respect for their teacher to have the superintendent tell them to be more obedient; that they can help their teacher by learning their lessons well; etc. Children as a rule do not care to help a teacher who has not that mysterious something about him which compels their obedience and regulates their conduct. If plans can be given whereby the teacher himself can raise the standard higher, the pupils have increased respect for the one in charge of them.

It is a question in my mind whether the superintendent should come unawares or send word that he is coming. Ordinarily I prefer that the superintendent see us just as we are in our own little schoolroom. But sometimes there are days when a school is not in its normal condition.

I have in mind one particular instance when I received an urgent invitation from the public school commissioner to attend the teachers' institute, which was to be held Thursday and Friday. I decided to attend. This shortened our school week to three days. Tuesday evening found me with a headache, something very unusual. I thought, "I'll just slight things for once." So I closed the schoolroom door and turned the key, poorly prepared for my next day's work, which was to be the last for the week. The boys had split the wood and kindling by the door and left hastily, leaving chips and sticks scattered about. It would have been the work of a minute to gather them up and leave the yard in its ordinary condition, but I hastened on, intent upon reaching home as soon as possible. Nearly always before leaving at night, I turn at the door for one last look, to see if everything is in perfect order. Not so this time.

Not feeling much better the following morning, I was about twenty minutes later than usual. I had nearly two miles to walk from town to my school. On the way I happened to glance back, and saw a woman who looked strangely familiar. She was hurrying, and as I paused to look more closely, I recognized our conference superintendent. Instantly those chips and sticks looked in my imagination like logs and piles of wood. It seemed to me a cyclone had passed through that schoolroom which we had tried to have a model of order and neatness. I felt like running on and on past the schoolroom, anywhere, I did not care where. But I didn't. I waited, met her with a smile, and said, "I don't know whether I am glad to see you or not." I firmly decided to get through the day somehow, but I knew she would not see us at our best. I was nervous. The children became restless, as they always will when a teacher is unnerved. The latch to the door needed repairing, but never troubled us unless the wind blew directly against the door, then unless we used great care it would burst open with a loud noise. This day the wind blew furiously, and it seemed to me the children were never so careless about securely fastening it, and when they did they must of necessity close it with a bang. So it meant noise if they closed it securely, and noise if they did not.

The day finally drew to an end, and in her closing remarks the superintendent said we were inclined to be a little noisy. I glanced around to see if the children noticed the remark, for every visitor that year had commended us very highly for our order and quietness. I was too nearly exhausted by this time to care for her opinion, which should have been made known to me privately, but I did not wish to have the children's feelings hurt. Her visit was over, but she had failed to see our school in its true light.

This year we had another unexpected visit from the school commissioner, an

intelligent, well-educated woman of long experience in teaching. As she entered, I silently prayed she might not see the defects. We were at our best and I knew it. The lessons were well learned and perfectly recited. She stayed half the day, and as the children went quietly and in their turn to the wash basin, wiped on their individual towels, passed to their seats with their lunch baskets, and bowed their heads as we asked God's blessing upon our food, the tears came to her eyes and she said, with a sigh, as if coming out of a dream, "O, this is so nice!" Two extremes, you see, yet the same room, the same teacher, and nearly the same children, and both unexpected visits.

I think that very often it is well for the superintendent to remind the teacher by letter that the main object of the school is not merely to cover a certain number of pages in a given time. The children must continually be making progress spiritually. The teacher must learn to depend upon a higher source really to change the lives of those children, and if she is living an earnest, faithful, devoted Christian life, the Lord will change their lives and soon, very soon, she can say, "Here am I and the children thou gavest me to train for thee." May the Lord help us as superintendents and teachers to work together for the salvation of the children under our care.

## Two Types of Schoolrooms

### The Equipped

Means eager, alert, attentive, interested pupils —

An atmosphere of efficiency.

It lightens and brightens the work for teacher and pupils.

It produces a maximum of results.

### The Unequipped

Means disorderly, inattentive, uninterested pupils —

Inefficiency.

A condition productive of "nerves."

Why subject teachers to this when a small investment makes best results possible?

Which kind of school do you want?

## OUR QUESTION BOX

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

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

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

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

In our Readers are excellent selections that can be assigned to some good readers in the second grade.

Toward the last of the year some in the first grade also will be able to do this. We should train the children to see that the program is only a small part of the work of the society. Encourage them to be real missionaries. Encourage them to save their pennies, also to earn money for missions. Make the collection an interesting feature of the program.

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

Let the children conduct the exercise. Each new period appoint a new leader and a new secretary. It will be necessary

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

ANNA A. PIERCE.

Please tell me how to prevent whispering in the schoolroom.

For the teacher simply to say, "We do not want whispering in the school," is likely to seem arbitrary to the child. We want our children to act from principle, and in order to do so, they must understand the principle involved. All teachers agree that whispering about things that are irrelevant to school work is out of order. But whispering even when about school matters is opposed to character development. To illustrate: A child has forgotten to secure a pencil or he has forgotten a lesson assignment. He is allowed to whisper to his neighbor and supply the needs which he should have looked after before school. Will this help him to remember next time? Is it fair for others to be thus needlessly interrupted in their work? Again, a bright idea or some pleasing thought strikes a child. His impulsive, thoughtless disposition not having been brought under control of good judgment, is allowed free action. When will he learn self-control? Another child meets a difficulty in the preparation of some lesson. He would rather have a classmate do his work for him than make the effort himself. He whispers. When will this child learn to develop self-help and perseverance? A child is allowed to whisper in school. Is it not logical, then, that he may whisper in church, at a lecture, in company, or anywhere else that fancy dictates? Shall we allow our child to develop these annoying, discourteous habits?

Some primary teachers reason that their pupils are too young to refrain from whispering, but that they will drop this habit as they grow older. Is it good pedagogy to allow a child to develop a habit that he must later overcome?



When the army of the Lord marched around Jericho, they were commanded not to speak a word. Their thought was to be concentrated on the object of their effort. Concentration of effort is an important lesson for the schoolroom, and the study hour is the time to develop this power.

Some actions in school are considered whispering that should not be thus classified. For example: A child drops something on the floor; a neighbor child politely picks it up and hands it to the owner. The owner should say, "Thank you," nor should he be classed with the thoughtless, forgetful, impulsive, or rude for so doing.

Much troublesome whispering can be avoided by having a set time when the teacher will answer necessary questions or by giving the pupils a short whispering period of one or two minutes. Teach the children these words of the wise man, who says there is "a time to keep silence, and a time to speak," and the words of Paul, "Study to be quiet." The schoolroom is a place for quiet, independent, concentrated study, and anything that defeats this purpose should be avoided. The *teacher* who is *convinced* that whispering is an *evil* will soon learn to eliminate it.

Should a child be allowed to interrupt the teacher during a recitation period?

The same principles which apply to the subject of whispering apply here. It would be unjust to say that the reciting should *never* be interrupted. Emergencies will arise even in a well-ordered school. But emergencies are not supposed to occur every hour of the day. Moreover, the wise teacher will provide for emergencies that are likely to arise, and thus *prevent* interruption. For instance, the following are frequent questions that cause this interruption: May I go to the dictionary? May I get a drink? May I leave the room? These are all proper questions, and privileges for which the children may, under certain restrictions, have standing permis-

sion. Here are the restrictions which one teacher has used with excellent results. As an explanation for allowing this freedom, the teacher explained that she did not wish to be interrupted during recitations or unnecessarily to consume time in answering questions, as she desired the children to get just as much benefit as possible from the time spent in school. She then announced that any one needing to consult the dictionary, get a book from the library, get a drink, or leave the room might do so without asking. But in order that the school be not disturbed by this freedom, not more than one should be on his feet at the same time, a pupil walking about must walk so quietly that the teacher could not hear the footfalls, and when a pupil left the room the door must be opened and closed silently. Besides this, any one leaving the room must write his name on the blackboard in the place set apart for this purpose, giving the hour and minute of leaving and returning. In this way all would know when one was out of the room, and the teacher could check up any one who remained too long or went too frequently. This means gave the children the feeling of freedom, and at the same time taught them how to use their privileges. A mere glance of the teacher would send to his seat any pupil who abused a privilege.

Is there any objection to sending a boy to high school for manual training?

No church school is doing standard work that does not provide for the various lines of industrial arts. Definite outlines of work are now provided in the elementary curriculum for sewing, woodwork, and gardening. Our outline for cooking will appear in the *EDUCATOR* this year. The first number is given in the present issue. Any teacher who takes hold of this work with faith and courage and wisdom will be able to do more for his pupils than some other teacher can do. Besides, the primary training hour affords too valuable an opportunity to gain the hearts of the boys and girls to risk turning it over to another.

# BOOK REVIEWS

## **Making Tin Can Toys**

by Edward Thatcher. J. B. Lippincott Company, Philadelphia. 214 pages. Price, \$1.50.

For the boy who wants to develop his ingenuity, to become handy with tools and to turn out useful articles and serviceable toys. Tin cans are plentiful, and with a few inexpensive tools and the instruction to be found in this book, any one can make boats, auto-trucks, locomotives, water wheels, steam rollers, coffeepots, frying pans, candlesticks, and even model bathrooms or kitchens.

## **Projects and Problems in the Primary Grades**

by Alice M. Krackowizer. J. B. Lippincott Company, Philadelphia. 221 pages. Price, \$1.28.

Miss Krackowizer's book is the product of much practical experience in the field of primary education and of much graduate study. It gives plans and outlines for series of lessons to cover many days of work, using as the fundamental principle of organization the experiences and activities in and outside of the classroom. The book is suited to the needs of normal school classes, and to any kind of use that is calculated to help teachers in the kindergarten and the first four grades to do more efficient work.

## **The Kingdom of God**

by Ross C. Porter. Richard G. Badger, Boston. 294 pages. Price, \$1.50.

A wide field is covered by Elder Porter in this book, written shortly before his death. From its pages may be gathered material for a clear presentation of most of the fundamentals of the Seventh-day Adventist faith, enriched by forceful treatment and upheld by valuable historical quotations. God's workings in the universe through physical and moral laws are portrayed, and his supremacy and sufficiency as our heavenly Father, and our hope in him, are made evident.

## **General Mathematics**

by Schorling and Reeve. Ginn and Company, Boston. 488 pages.

Arithmetic, algebra, geometry, and trigonometry are all dealt with in this textbook for secondary schools. The aim of the book is to give a practical notion of mathematics in general, to the extent likely to be useful to the average man. The most distinctive feature of the book is the chapter on "Representation of Statistics." The various ways of graphically depicting all manner of statistics are dealt with, and methods for accurate and forceful graphic interpretation considered.

## **The Health of the Teacher**

by Dr. W. E. Chancellor. Forbes and Company. 307 pages. Price, \$1.25.

Written by a man with a profound insight into the physiological and psychological conditions of modern life, especially the teacher's life. Dr. Chancellor illuminates his subject by citing typical cases, and his practical counsel to teachers under varying conditions is at once broad and acceptable. We may not agree with some suggestions on amusements, and may not be able to surround ourselves with all the advantages he advocates, but there is enough common-sense advice in the book to make its study worth while.

## **Danger Signals for Teachers**

by Dr. A. E. Winship. Forbes and Company. 204 pages. Price, \$1.25.

Made up of short, pithy chapters on various phases of educational opportunity, responsibility, and shortcomings, written in the epigram style. The author, who is also editor of *Journal of Education*, has a clear vision of the future of American education, and his book is a forceful presentation of the nation's duty to the school.

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## **Denominational History by Correspondence**

So many inquiries have been received the last few weeks for studies in Denominational History, that the Fireside Correspondence School has decided to issue typewritten lessons on this subject, to be ready as soon as students may wish to enrol. The course will consist of twenty lessons, a semester's work of academic grade. Textbooks: Loughborough's "Great Second Advent Movement," \$1.50 (paper, 75 cents); White's "Life Sketches," \$1 (limp leather, \$1.75). Order from your tract society. Expenses: Matriculation fee, \$1 (new students only); return postage, 50 cents; tuition, \$6 (\$5.70 for cash). Send your enrolment today to the Fireside Correspondence School, Takoma Park, D. C.

THE men of action are, after all, only the unconscious instruments of the men of thought.—*Heine*.



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