

# CHRISTIAN EDUCATION

A MAGAZINE FOR HOME AND SCHOOL

Vol. VI

February, 1915

No. 6

## CONTENTS

Frontispiece — The Hampton Spirit	
A Glimpse of Hampton	163
Hampton Notes	166
Seasoned Sayings of General Armstrong	168
Manual and Physical Training	169
Editorials	
The Hampton Idea	170
Training the Home Missionary	171
The Ministry	
Diagnosis and Drug Medication	172
The Gnat and the Camel	173
Myself	174
The School That Educates for Life	176
The Normal	
Timely Topics for Teachers	178
A Butterfly Surprise	179
Punishments, Proper and Improper	180
Reading Course	182
Normal Notes	183
Home Education	
Finding Time for the Mothers' Normal	184
Nature Month by Month	185
Montessori Methods in the Home	188
A Fine Book	189
Teaching Children to Read	189
Foreign Mission Band at Pacific Union College	190
Canvassers' Band at Union College	190
Educational Notes and Notices	191

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# Some School Figures

Below we give some items of information which we believe will interest all our readers.

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School	Enrollment Above Eighth Grade, Dec. 15	Harvest Ingathering	Holiday Vaca- tion Days
Union College . . . . .	300	\$ 95.00	11
Pacific Union College . . . . .	271	165.00	5
Emmanuel Miss. College (Jan. 13)	251 Church & School	217.20	12
Walla Walla College . . . . .	241	75.00	5
Washington Miss. College (Jan. 22)	206	217.18	10
Mount Vernon Academy . . . . .	160	37.00	13
So. Training School . . . . .	137	Goal 350.00	11
Dan.-Norweg. Seminary . . . . .		201.36	2
Swedish Seminary . . . . .	32	105.00	2
San Fernando Academy . . . . .	125	120.00	10
Adelphian Academy . . . . .	71	75.00	12
Oakwood Man. Tr. School . . . . .		46.50	0
Oak Park Academy . . . . .	76 Church & School	100.00	10
Buena Vista Academy . . . . .	25	40.00	14
Maplewood Academy . . . . .	120	108.58	5
Lodi Academy . . . . .	101	132.00	5
Plainview Academy . . . . .	75	107.00	10
Campion Academy . . . . .	65	26.09	5

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NOTES.—This list includes all the schools that have reported to us.

The length of vacation was given so variously it was difficult to determine the exact number of days in some cases. Sabbaths and Sundays are usually included.



THE HAMPTON SPIRIT

Hampton students are active missionaries. They visit the cabins of the lowly, hold services of prayer and song in the town jail, poorhouse, and old soldiers' hospital, and teach in the neighborhood Sunday schools.

# CHRISTIAN EDUCATION

Vol. VI

Washington, D. C., February, 1915

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## A Glimpse of Hampton

BY THE EDITOR

EX-PRESIDENT TAFT once said while in office that the white race of America would do well to take some lessons in practical education from what is being accomplished for the colored race at the Hampton Institute. It may not be known to all that Mr. Taft is president of the board of trustees of that institution, and was therefore speaking from first-hand knowledge of what the school is doing. One need only to pay a visit to this thriving educational center to be convinced of the fitness of the ex-President's remark. It was the privilege of the editor not long since to be one of 20,000 visitors who annually pass through the shops, fields, buildings — and dining room, of this unique and famous establishment on the border of historic old Hampton Roads. He may, therefore, be pardoned for setting down here a few facts and observations, without, however, any special effort to arrange them in logical order.

### Hampton's Aim

"In all men, education is conditioned not alone on an enlightened head and a changed heart, but very largely on a routine of industrious habits, which is to character what the foundation is to the pyramid." So said General Armstrong, founder of Hampton Normal and Agricultural Institute, some

twenty years after the opening of this school in 1868 with but two teachers and fifteen students. "Subtract hard work from life," he said, "and in a few months it will have gone to pieces. Labor, next to the grace of God in the heart, is the greatest promoter of morality, the greatest power for civilization. Character is the best outcome of the labor system. That makes it worth its cost many times over. It is not cheap, but it pays."

For twenty-five years under Gen. S. C. Armstrong, and for twenty-one years under his successor, Dr. H. B. Frissell, this fundamental idea of education has been worked out quietly but perseveringly, till the Hampton campus today affords a home for a family of about one thousand, the actual student enrollment this year being 880, besides 400 pupils in the normal training school.

### Student Activities

Hampton's opportunity to lay proper emphasis on the educational value of manual labor is found in the daily activities of the large community itself. Boys and girls are taught in theory and practice the best ways of producing, preparing, and serving food, and of caring for the dormitories, kitchens, barns, teachers' houses,— 140 buildings in all,— besides exten-



HAMPTON BOYS LEARN HOW TO GROW CORN, POTATOES, AND OTHER CROPS

sive premises. If a new building is to be erected, the trade students do the work under the direction of their supervisors without outside help, and without interfering with the regular shop routine. The last one thus completed was dedicated in 1913, and a new dormitory to cost \$100,000 is now building in the same way. There are wagons to be built, clothing to be made, horses to be shod, 150 cows and 50 horses and mules to be cared for, with 600 acres of land to be kept under cultivation. About 30,000 pieces are put through the laundry each week, butter is made, and the girls do all the work in the dining service except that of the students' kitchen.

But student life is not all work with the hands. The value of book study is not underestimated. The academic subjects in the various courses, together with the industrial training, lack but little of meeting the entrance requirements of some of the most progressive universities, though it is not the policy of Hampton to serve as a preparatory school to any other institution.

#### Daily Program

The bugles blow at 5:30 in the morning. Eleven hours of study and work are crowded into the lives of the tradesmen five days in the week. The sixth day, usually hailed as a holiday or half holiday in other schools, is called "work day" at Hampton. On this day all students are given work outside their shops or regular positions, to help on earning their way through school. At the stroke of noon, the boys have fifteen minutes to hasten from shop and field, don their uniforms, answer to their names in company formation in the school battalion, march to the dining tables, stand while they sing grace in unison, then sit down to steaming food served on the American plan by host and hostess. The entire school assembles for prayers each evening at 6:30, and 7:30 on Sunday.

#### Religious Activity

The student body attends Sunday school at 10 A. M. and church services at 11:30. The Y. M. C. A. and King's Daughters hold voluntary prayer meetings on Thursday evening, Bible study Sunday after-



HAMPTON GIRLS ARE GROUNDED IN THE PRINCIPLES OF GOOD AGRICULTURE

noon, society meeting Sunday evening after supper. Neighborhood missionary work is done by dividing the town of Hampton into four districts in which teachers with student helpers hold weekly club meetings — for girls, for boys, and for women — to build up health and morality. On Sunday students hold religious services in the poor-house, jail, old people's home, six Sunday schools, and in the homes of the old and the infirm.

#### Courses of Study

Hampton Institute offers four courses for boys, of four years each in length: academic-normal, agricultural, business, trade, the latter providing for thirteen trades. For girls there are also four courses of four years each: academic-normal, home economics, library, matron's. In the academic-normal course, three years and a half are spent chiefly in academic studies, and half of the last year in teaching in the training school of 400 pupils, each student putting in the same hours as public-school teachers. Agriculture is required the first two years of this course. Two courses are offered in agriculture, one four years in length command-

ing a diploma, and one of eight months for boys of eighteen or over who cannot spend time for the longer course.

#### A "Work Year"

A majority of the boys and girls take their first year in the preparatory department for the purpose of squaring up the academic studies required for entering a regular course (equivalent to eight grades), and for the very important purpose of accumulating credit on their expenses. This is called the "work year," and the students make up the "work class." Both boys and girls work in the daytime for twelve months, attending night school two hours a day, five days in the week, for eight months of this time. Boys receive \$15 to \$20, and girls \$15 to \$18 a month, pay their living expenses of \$11 a month, and lay up the rest for the next year's schooling. Every student enters the first year with enough money to pay the entrance fee of \$10 and his first month's board and room, and is never allowed to pass by a month without having every cent paid up, even if it takes him out of class work for a time.

## Hampton Notes

HAMPTON is the oldest community of the United States that has been occupied continuously by English-speaking people.

Hampton Institute campus has a frontage of nearly half a mile on Hampton River, a small arm of Hampton Roads, of Civil War fame. Seven miles west is Newport News, the great shipbuilding center. Two miles and a half east is old Fortress Monroe. Fifteen miles across the waters of Hampton Roads is Norfolk. Not far away is the spot where the first cargo of Negro slaves was sold in America.

The school property was for generations a Virginia plantation, the old mansion house, remodeled, now serving as Principal Frissell's home. It was used for a military hospital during the war. Temporary school buildings were constructed from the old hospital barracks, and Principal Armstrong opened school in April, 1868, with a matron and one teacher to assist him, and with fifteen ex-slaves as pupils.

Samuel Chapman Armstrong was born in a missionary home on Maui, one of the Hawaiian Islands, completed his education at Williams College, under Dr. Mark Hopkins, served in the army from his graduation in 1862 to the close of the war, attaining the rank of brevet brigadier general. Of this experience he says: "Two and a half years' service with Negro soldiers as lieutenant colonel and colonel of the Eighth and Ninth Regiments of the United States Colored Troops convinced me that the freedmen had excellent qualities and capacities and deserved as good a chance as any people. Educational methods to meet their needs must include special practical training and take into account the forces of heredity and environ-

ment. A dream of the Hampton school, nearly as it is, came to me a few times during the war — an industrial system, not only for the sake of self-support and intelligent labor, but also for the sake of character."

Students are expected to be seventeen years old for admission, and are examined in arithmetic, grammar, and geography. About 700 new students applied for admission last year, but there was room for only 275 of them.

Dr. H. B. Frissell, successor to General Armstrong, is a graduate of Yale and of Union Theological Seminary, and is now serving his twenty-first year as principal. The lady principal, Miss Elizabeth Hyde, has served at Hampton thirty-two years.

The extension work of the institute is large. In about thirty counties of Virginia industrial teachers from Hampton go from school to school as supervisors. Student graduates are followed up closely after leaving school, a bureau employing several persons being maintained for this purpose. A farmers' conference is held for two days each November, with exhibits and lectures, and is attended by 500 people besides the students.

Trade students work eight hours a day, six days in the week. They are paid by the piece for all salable articles made, otherwise they receive 5 cents an hour the first year, 6½ cents the second, and 8 cents the third. Agricultural students attend the trades for three months in the second year, dropping all agricultural study during this period, and spending their time on painting, blacksmithing, carpentry, wheelwrighting, drafting, harness making, tinsmithing, and bricklaying.



GEN. S. C. ARMSTRONG, FOUNDER OF HAMPTON

Boys have their choice of thirteen trades, besides agriculture and teaching. All are required to wear uniforms made in the school tailoring department, and consisting of cap, coat, and trousers, at a cost of \$14.25. These are worn at all times except during work hours. Boys receive military drill in the school battalion, without arms, perform guard duty, and police the grounds. Physical training is provided in a gymnasium for both boys and girls, suits for the latter costing \$2.50 and shoes 70 cents. Only an order from the school physician excuses from the gymnasium.

Girls are encouraged more largely to take up teaching than trades, but all girls are trained for all kinds of woman's work — laundering, dressmaking, cooking, dairying, raising vegetables and flowers under glass and in the open garden, simple carpentry, glazing, chair caning, cobbling, repairing furniture, windows, and locks, as well as in other work which is incident to their becoming good mothers and good home makers.

The Huntington Memorial Library, a gift of Mrs. C. P. Huntington as a memorial to her husband, a former trustee, contains 36,000 volumes, including 3,000 on Negroes and Indians, and 2,000 on shelves directly accessible. In addition are over 200

periodicals and 15,000 mounted pictures. The library is accessible to the community, both white and colored.

As suggestive of the esteem in which Hampton Institute is held by thinking people, the story is told of a distinguished American who, on being asked by a Northern friend where his son might get the best industrial training, is said to have answered, "Since you are so unfortunate as to be neither a Negro nor an Indian, your son cannot have the best of such training which this country has to give."

# Seasoned Sayings of General Armstrong

Culled From His Various Addresses and Reports

[These sayings are expressions of Hampton's founder and first principal from time to time during the first twenty years and more of its life. The dates are interesting as showing the steady confirmation of his convictions on practical education. Hampton was opened in 1868. General Armstrong died in 1893.—Ed.]

THE moral advantages of industrial training over all other methods justify the expense.

*Report for 1872*

Labor must be required of all, nonworkers being an aristocracy ruinous to manual labor schools.

*Address, 1872*

The time assigned to labor reduces that usually devoted to study one fourth, yet progress is retarded much less, if at all. The rate of study is increased, both by bodily vigor and by the desire to make the most of hard-earned chances, so that the curriculum is not so extensive as it would be without labor, but the highest advantages accrue from it as a means of strengthening character.

*Report for 1873*

The people of the country do not yet understand the need of supporting professors who shall impart practical knowledge and teach habits of labor and self-reliance, as they do the need of endowing Greek professorships.

*Report for 1876*

The weekly workday breaks in upon the study, but wakes up the mind. More actual progress can be accomplished with it than without it.

*Southern Workman, July, 1884*

Another advantage watched here with the greatest interest from year to year is the moral stimulus of the work idea and habit, the earnestness it gives to character, the quickening and strengthening to intellect.

*Southern Workman, July, 1884*

We do not hesitate to say that we have found its [work idea's] influence in the creation of character to be so marked that we should be loath to give it up as our best ally, under God, in the work which we have undertaken.

*Report for 1884*

Experience has strengthened my conviction of labor as a moral force.

*Report for 1888*

Self-support must go along with Christian living. It is hard to be honest if you are starving. A man who can support himself is more likely to lead a Christian life.

*Address, 1890*

Instruction must be considered as much as production. The shop is for the boy, not the boy for the shop.

*Report for 1891*

Character is the best outcome of the labor system. That makes it worth its cost many times over. It is not cheap, but it pays.

*Report for 1891*

## Doing Things

"As I have seen more and more of Education during my professional career, I have come more and more firmly to the conclusion that the most effective kind of Education is obtained at every stage not by listening or reading, but by OBSERVING, COMPARING, and DOING.

"The very best kind of Education is obtained in DOING THINGS oneself under competent direction and with good guidance."—*President Eliot, quoted in "Something to Do."*

# Manual and Physical Training

From the Published Writings of Mrs. E. G. White

Much can be gained by connecting labor with schools. In following this plan, the students will realize elasticity of spirit and vigor of thought, and will be able to accomplish more mental labor in a given time than they could by study alone.

1873

Very many youth who have gone through a college course have not obtained that true education that they can put to practical use. They may have the name of having a collegiate education, but in reality they are only educated dunces.

1873

Physical labor will not prevent the cultivation of the intellect. Far from it! The advantages gained by physical labor will balance a person, and prevent the mind from being overworked.

1873

Young ladies might have come from their schools in health, had they combined with their studies household labor and exercise in the open air.

1873

Riches are indeed a curse when their possessors let them stand in the way of their sons and daughters obtaining a knowledge of useful labor, that they might be qualified for practical life.

1873

It would be well could there be connected with our college, land for cultivation, and also workshops, under the charge of men competent to instruct the students in the various departments of physical labor. Much is lost by a neglect to unite physical with mental taxation.

1881

If facilities for manual labor were provided for in connection with our school, and students

were required to devote a portion of their time to some active employment, it would prove a safeguard against many of the evil influences that prevail in institutions of learning.

1882

All the teachers need exercise, a change of employment. God has pointed out what this should be—useful, practical work; but you have turned away from God's plan, to follow human inventions, and that to the detriment of spiritual life.

1893

Physical labor that is combined with mental taxation for usefulness, is a discipline in practical life, sweetened always by the reflection that it is qualifying and educating the mind and body better to perform the work God designs men shall do in various lines.

1893

Agriculture will open resources for self-support, and various other trades also could be learned. This real, earnest work calls for strength of intellect as well as of muscle. Method and tact are required even to raise fruits and vegetables successfully. And habits of industry will be found an important aid to the youth in resisting temptation.

1894

Because difficulties arise we are not to drop the industries that have been taken hold of as branches of education.

1900

Manual training is deserving of far more attention than it has received. Schools should be established that, in addition to the highest mental and moral culture, shall provide the best possible facilities for physical development and industrial training.

1903

# EDITORIALS

## The Hampton Idea

IN our "Glimpse of Hampton" and "Hampton Notes," in the general department of this issue, is given a brief sketch of the activities at a school which has won its way into national recognition as a typically American as well as a Christian institution. Its full name is The Hampton Normal and Agricultural Institute, and it is located at Hampton, Virginia, overlooking Hampton Roads.

What is the Hampton idea — that idea which, planted by the waterside at the beginnings of the Reconstruction period, nearly fifty years ago, has flourished and attained such stately proportions? It has not thrived because it was popular, for it has taken well-nigh half a century since the close of the war to arouse the public conscience to the idea that manual labor is an element of far-reaching importance in true education. When General Armstrong proposed to establish an industrial school "not only for the sake of self-support and intelligent labor, but also for the sake of character," the people said, "No, it has been tried at Oberlin and elsewhere and given up; it won't pay." "Of course," said the general, "it cannot pay in a money way, but it will pay in a moral way; it will make men and women." In this answer lay the germ of the Hampton idea — the making of men and women, and the making of them through an education that so combines hand and mind labor as to develop economic independence, practical intelligence, and above all, strength

and durability of moral character.

General Armstrong did not conceive this idea in a moment of time; it grew upon him. During two and a half years of army service as officer in a colored regiment, a dream of such a school came to him several times. Following the war, two years' experience as an officer of the Freedmen's Bureau, managing Negro affairs in ten counties of eastern Virginia, confirmed his developing ideas of true education, and through the cooperation of the American Missionary Association brought the opportunity to apply them to the needs of the freedmen. Hampton was the result. The idea took on the concrete form and name it now bears. For twenty-five years the life of Hampton's founder "was given to pushing this idea, with a clear perception of its universal value and significance." It is this broader application of the Hampton idea than to the needs of the Negro and Indian races, to which ex-President Taft called attention; it is a deep interest in this broader application that drew us to Hampton as a visitor and prompted this crude sketch. The reader's attention is called to the matured sayings of General Armstrong and the selected passages from the writings of Mrs. E. G. White, found on the two preceding pages. They afford much food for candid and deliberate thought. Shall not the future history of our schools embody more fully the principles that have been in our possession for forty years?

### Training the Home Missionary

EVERY one must recognize that the first qualifications of a home missionary are a knowledge of Bible truth at first hand, and a daily experience in the things of God. No one can be a messenger without a message. No one can have a message without something to tell. No one can really tell the good news of salvation without an experience day by day in being saved from sin, in being delivered from temptation, in growing in grace. With such an experience every Christian may say with Paul, "Woe is unto me, if I preach not the gospel!"

Every one will also recognize that there are many accessories to gospel work — helps in gaining an entrance for the word and in pressing home the message to the heart of the hearer. It is on one or two of these helps that we wish to lay emphasis: first, on domestic training as a help in home missionary work; second, on a practical knowledge of one or more trades as a help.

It is a working maxim in all kinds of gospel service that access to the home is vital to the best results. That worker who is best trained in domestic life will most readily gain entrance into the home, will feel most at home there, will most readily see ways in which he can turn his hand to help in time of need, and can most effectively use incidents in the home life to illustrate and enforce spiritual lessons. But this is not all. Christianity finds its first and most constant application in the home. That worker will bring the gospel

of salvation to the home in the fullest sense who understands and teaches that cleanliness, order, economy, and thrift are applied principles of Christianity. He must be able to teach the meaning of cleanliness of person, of clothing, of dishes, of rooms, of premises. He must show that order contributes to dispatch, economy to income, thrift to the welfare of the children and the church. He must make it plain that it is the high privilege of the Christian to be a living representative of the truth in private life, and the kind of home he keeps will tell much toward his influence upon others.

What has been said about the value of domestic training to gospel workers applies in principle to industrial training. Efficiency in a trade will frequently open the door of men's hearts and homes, if for no other reason than its affording a common ground of interest and a means of serving the needy in emergencies. The great workaday world is in need of sympathy with its daily struggles, and many times knowledge of the same or similar craft enables the missionary to enter into the lives of others sympathetically and to touch a chord of interest that will open the way to present precious, cheering truth. Not only this, but it enables the worker to turn his hand to relieve the suffering, to encourage the building of a church or a schoolhouse, to establish industries to help the poor.

Practical training of these two kinds especially should never be left out of the education of our growing young men and women.

# THE MINISTRY

## Diagnosis and Drug Medication

H. W. MILLER, M. D.

CHAPTERS 11 to 20, inclusive, of "Medical Science of Today," record some of the most interesting developments of the past century in the treatment of diseases.

The results today in the very best hospitals, such as the Massachusetts General Hospital of Boston and the Johns Hopkins Hospital of Baltimore, where great stress is laid on diagnosis and the most clever diagnosticians are in attendance, all of whom are specialists along a particular line of research, show that of the patients who come under their observation a correct diagnosis is made of about 50 per cent. We must allow that these men receive the most difficult cases; that should they have the range of cases that fall into the hands of the general practitioner, their percentage of correct findings would be much greater. Yet when only 40 per cent to 50 per cent of the people that are worked on by the men of the best skill receive a correct diagnosis, we must be left to conclude that we have not yet reached the height of success in this particular line of medicine. We do acknowledge that great progress has been made by the use of the X ray; by methods of illuminating internal organs; by chemical analysis of the secretions of the body; and by the apparatus now manufactured that can with safety be entered into the deep parts of the body, there to interpret healthful or diseased conditions.

It is in the memory of a great many that not more than twenty years ago about all the physician had for diagnosing diseased conditions was a clinical thermometer, and the stethoscope, the tubes of which he placed in his ears. Today it would be quite impossible for us to enumerate the many instruments that are used for determining the causes of disease. Yet there are quite a few sick who are at times willing to ignore the value of all modern knowledge in finding the cause of disease, who will apply to be treated by those of very meager education, with very slight training, and unskilled in the use of any of the modern methods of diagnosis.

I presume that a great many have taken it for granted that the practitioners of our denomination are opposed to the use of drugs. Unfortunately, I feel, some have taken a very extreme position in claiming that for no conditions, under no circumstances, ought medicines or drugs to be used. The only way in my estimation that this position could be reasonable would be that their understanding of drugs is limited to certain medicines that produce wrong habits, such as the constant use of opium, or of acetanilide for headaches; but the value of medicines in certain conditions positively cannot be denied, and I should not wish to take the position that their use should be forbidden. It is certainly true that drugs do not in

themselves heal, that they have too often been resorted to, and that too great confidence has been placed in these substances; for it is nature alone that heals. Dr. Osler was once asked by a patient what he could take to cure a cold. He replied, "Four days;" and so it is, time alone is the only factor necessary for the cure of many troubles; for the body has within it powers of self-restoration and self-preservation.

Among the drugs that can be used with undoubted value is quinine for malaria; opium for the relief of pain during and following surgical procedures, and in certain types of nervous disorders where intense shock would result to the system by its absence; bismuth subnitrate in certain forms of diarrheas; digitalis for certain types of heart disease; and a large number of other remedies. In the treatment of disease we have constantly to resort to the most efficient and least harmful remedies, and it is always a choice based upon facts and long experience.

The discovery of certain animal tissues — an extract from the thyroid gland for cretins among children, suprarenal gland to arrest hemorrhage, and a number of other glandular extracts — has proved of great value in dealing with certain types of disease. Then there is a large number of drugs that are not destructive to tissue cells, but are destructive to germ life and to parasites, which are used as disinfectants and antiseptics, and belong to a very useful class of medicines.

One general rule should be al-

ways followed: No medicine, however harmless it may be considered, should ever be administered without there being a certain indication for its use, based upon medical research, the action of the drug being thoroughly understood by the one administering it. The great harm that has resulted from drug medication has come through the indiscriminate use of medicine by the laity, who did not know the condition requiring the remedy, nor were acquainted with the way the drug would act.

The chapter on the value of drugs is one that should be read most carefully, as it is sound in principle from beginning to end, and can be thoroughly recommended as sound doctrine.

### The Gnat and the Camel

THEOPHILUS

"THAT always seemed a queer expression to me which Jesus used in one of his woes upon the scribes and Pharisees," said my friend, "for it says, 'Ye blind guides, which strain at a gnat, and swallow a camel.' I never could see the fitness of representing a person as straining to swallow a gnat. I didn't know any one ever did such a thing, and I don't see how he would illustrate a blind guide if he did."

"I don't wonder at your perplexity," I said, "for it was always a puzzle to me till I began to read my Bible in the Greek. Then I discovered that the little word *at* should read *out*. This one little turn in the wording suggests at once the straining out of gnats from something to drink — not an

unusual practice in our own day.

"On looking it up further I found that it was the custom of the times, especially in the better circles of society, to strain wine carefully before drinking it or serving it to guests, so as to remove any gnat or other foreign body that chanced to have fallen into the drink. Amos alludes to the same practice in pronouncing woe upon ease-loving Israelites, as rendered in the Septuagint, in the sixth chapter. In addressing them as 'Ye that put far away the evil day,' he mentions their lying upon beds of ivory, eating the lambs of the flock, chanting to the sound of the viol, and then characterizes them also as '[Ye] that drink *strained wine*.' A Greek writer of the first century speaks of its being strained through linen cloth.

"In evident reference," I said, "to a familiar practice among his hearers, Jesus represents the punctilious Pharisee as straining a harmless gnat out of his wine, then by a bold metaphor charges him with overlooking and swallowing a camel. Blind indeed is that man who in searching for a gnat could not see a camel."

"Well," said my friend, "that certainly changes an obscure passage into a very luminous one — one that I can make good use of, now that I understand it."

"Yes," I said, "it harmonizes well with the parable of the mote and the beam, and with the tithing of anise and cummin while neglecting the weightier matters of the law. It is in the same class also with the scruple of the priests against returning to the treasury the 'tainted' money used to bribe

Judas in the betrayal of Jesus, while they were inciting the mob to demand the crucifixion of the innocent Son of God; as likewise with their refusal to help Jesus bear the cross on the way to Calvary lest by touching it they should be defiled."

### Myself

GRAMMATICUS

I ONCE heard a preacher comment on the words of Jesus, "I speak not of myself," to the effect that he set a good example to people that have a habit of talking too much about themselves; that it is more becoming to a Christian to look upon the things of others, consider their interests, and keep self out of sight. This is all good gospel and practical preaching, but as I mingle with good people — numerous preachers among them — I hear a surprising amount of talk about the much-maligned self.

One says, "My wife and myself called there last evening."

Another says, "They appointed you and Professor T. and myself to draw up a report."

Another, "It will give great pleasure to both Mr. R. and myself."

Another, "Its being myself should make no difference."

Another, "The observance of Educational Sabbath in our church was a sermon by myself."

Another, "They decided for Elder P. and myself to begin a series of lectures there."

Another, "If anybody has a right to say so, it is myself."

Another, "That article was written by myself."

Another, "They invited my husband and myself to be present."

Another, "Daughter is taller than myself already."

As I hear these expressions pour into my ears day after day, I am led to wonder what has come over the Christian community that its members keep talking so much about *self*, and about "*myself*" in particular. I sometimes feel like saying to some of them, "Don't you grow tired of talking about yourself so much?"

Somebody, many bodies in fact, have gained the idea that it is egotistical to use the little words *I* and *me* too often, and so in the innocence of their souls they make it worse by using the emphatic form in *-self*. Truly this is jumping out of the frying pan into the fire. To be modest is becoming, but to be prudish gendereth folly.

The truth is that if we substitute the modest little forms *I* and *me* in the quoted sentences above, the story will be told simply, and what is better, correctly. Let us try it by rewriting them:—

"My wife and I called there last evening."

"They appointed you and Professor T. and me to draw up a report."

"It will give great pleasure to both Mr. R. and me."

"Its being I should make no difference."

"The observance of Educational Sabbath in our church was a sermon by me."

"They decided for Elder P. and me to begin a series of lectures there."

"If anybody has a right to say so, it is I."

"That article was written by me."

"They invited my husband and me to be present."

"Daughter is taller than I already."

The form *myself* has two uses, both of which are very common in everyday speech:—

1. For *emphasis*: as, I told you myself, I myself will attend to that, He brought it close home to me myself in that talk, She forgot me myself.

2. As a *reflexive*; as, I have to discipline myself on that every day, I was beside myself with joy, I see myself in a new light, I demand it of myself.

*Observation*: Note that in both these uses "*myself*" is always used *in addition* to one of the simpler forms, "*I*" or "*me*," but *never alone*.

One thing that tends to mislead in the use of *myself* is its being used as one of two or more terms in the same thought relation. For example, one who would never think of saying, "Myself called there last evening," when mentioning a second person, perhaps his wife, would say, "My wife and myself called there last evening."

Therefore one of the best and simplest tests when one is in doubt is to remove all terms but the one in question and see whether or not a form in *-self* is proper. If proper alone, it is proper in a series; if not proper alone, it is not proper in a series.

All that is said here about *myself* applies in principle to *yourself*, *himself*, *herself*, *itself*, and *themselves*; but the most abused of all is *myself*.

# WALLA WALLA COLLEGE

"The School That"



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Languages

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E. C. Kellogg,  
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Mathematics

Clara E. Rogers,  
English

F. W. Peterson,  
Manager

Jean B. Henry,  
Preceptress

F. S. Bunch,  
Bible

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Music Director

W. C. Flaiz,  
History

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Normal Critic

Mrs. B. B. Davis,  
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Estella Kiehnhoff,  
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Biological Science

John D. Koch,  
Bookkeeping

Lloyd E. Biggs,  
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Ten years is the average teaching experience of faculty members

# THE NORMAL

## NORMAL DIRECTORS

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## Timely Topics for Teachers

ARRANGED BY A SUPERINTENDENT

WHAT kind of schoolroom greets the children each morning,—a neat, cheerful room, or a dingy, untidy one? This first glimpse helps to mold the pupils to quietness, happiness, and studiousness, or to carelessness, lawlessness, and indifference. Does a plant grace your table? Do you have a school motto on the board? A blackboard drawing or border is attractive. Are the opening exercises such as will urge promptness in attendance?

Mrs. Sanders' "Bible Nature Outlines" for the first three grades are excellent. Give the oral lesson one day, and the following day devote the period to putting illustration and memory verse in the notebooks. Teach and review the memory verses every day.

Require all classes in Bible to learn the memory verses. Do not neglect to ask questions on the notes. Each question should be answered in a complete sentence. Eighth grade should write every answer in the notebook, also other work as required.

Use Hale's Spellers in the first five grades. Grades above the second should have one oral lesson each week. Spelling for the sixth,

seventh, and eighth grades should be taken from the Sixth Reader. Have spelling classes mark and define words twice a week.

Have the second grade do the language work thoroughly. This should be put in notebooks. If pupils in the lower grades are required to do this work carefully, it will not be so hard for them when they reach the higher grades. If necessary, drop the reading until the language work is caught up. Often mark the notebook in the presence of the pupil, and it will help him to be more exact. Always require neatness as well as correctness. Sometimes it may be necessary to require work to be recopied, and then pasted in books over the poorly done page. If each page is marked in figures, it will be gratifying in results. Notebook work counts one third of the monthly standing.

No child should pass the nature work without completing the notebook work. Nature and language notebook requirements should not be put in the books until after the classes in these subjects, as explanations are often needed. Use wall maps freely in teaching nature.

Parents' meetings bring coop-

eration and added strength for the daily duties. Encourage the chairman of the school board to help plan these meetings, which should be held regularly every month. "Counsels to Teachers and Parents," leaflet on Parents' Meetings, and articles from CHRISTIAN EDUCATION will give helpful material. Always have a little time for asking questions, giving suggestions, etc.

Is your supply fund growing? Encourage the children to sell magazines for this purpose. I hope that each school will have a dictionary, set of maps, and a library before this year closes. Many books can be gathered from the homes. I never saw a determined, tactful teacher fail to get these supplies.

If necessary make a part of Friday afternoons "catch-up" periods in notebook work. Drawing is given that afternoon also.

Are you up-to-date with the Teachers' Reading Course? I hope each conference will make the highest per cent in the work this year. Each teacher can report at the institute.

"Get the pattern of your life from God, and then go about your work and be yourself."—*Phillips Brooks*.

### Starting a Church School

SUPERINTENDENT HOUSE reports the starting of a church school in a church building built of sod, at Ringgold, Nebr. He and the teacher and another minister rode forty miles from the railroad, reaching Ringgold at midnight. Next morning he and the minister spread the news on horseback that school would open at 9 A. M. And it opened, with the teacher there to greet her pupils. It is unnecessary to add that such enterprise is sure to develop a permanent school.

### A Butterfly Surprise

MYRTA M. KELLOGG

I WONDER if many of the children think to look for the things around them which they have studied about in their lessons at school. One day as I was walking home from school, a gayly striped milkweed caterpillar hurried across the path in front of me. I noticed some milkweeds near by, which must have been his home. I couldn't see why he was hurrying away so fast, so I took him home with me. He seemed to be satisfied with his new home, as he did not try to crawl away. I placed nice fresh leaves in his box, but he had lost his appetite and would not eat.

The next day I thought he acted very stupid, and wondered if he was sick, so I sat down near him with my work and kept watching to see what he would do. Just then the call to dinner came, and I was away about twenty minutes. When I came back, there was no caterpillar to be seen, but instead there was the most beautiful chrysalis of an exquisite light green color. Around it were tiny gold dots which looked as if they were there to hold the little casket together. Some one, I think it was Mrs. Comstock, has described it as a "jewel of living jade and gold."

Now how did the change take place? What happened? I had certainly missed something worth while. I have always regretted that twenty minutes' absence.

This year I found another caterpillar just like the first one, and thought I should watch him. He seemed to have brought his appe-

tite with him, and I had to be careful lest he should eat up all his provision and have to go to bed without his supper. One evening after a lecture, I noticed that he was acting queerly, but it was late, and I thought he might be merely taking a good night's rest. So I went to bed and forgot all about the little fellow. In the morning I thought of him and went at once to see, when — I am loath to tell it, but the transformation had come while I was away, and I had missed it again. Why didn't I sit up and watch him?

The little chrysalis was suspended from the top of the cage in which I had placed him, and I thought he was probably prepared for his winter's sleep. One day about two weeks later, I peeped in to see it, it was so pretty, when I had another surprise. There was such a beautiful monarch butterfly poised on a leaf. He did not seem hungry, and I wondered if he had eaten enough in the caterpillar stage to last him. But the trouble was that I had not found the right sort of food to tempt his royal highness. When a little later I presented a bit of juicy muskmelon, you should have seen how daintily he uncoiled his tongue and sipped the juice. After that I felt a little comforted for the disappointment of missing the change to the chrysalis.

### "Primary Reading"

"PRIMARY READING," by Katherine B. Hale, is the long-wanted manual on reading for the primary grades. Prepared by the author of our primary readers, it is a key to the possibilities wrapped up in the reading books for the first and second grades. 120 pages. Price, 35 cents.

### Punishments, Proper and Improper

(Concluded from last month)

FLORA H. WILLIAMS

IF privileges are abused, sometimes the loss of the privilege works like a charm. One says, "Do you believe in keeping children in at recess?"—Yes, and no. It would not be best to confine a child and keep him repeatedly from getting the relaxation and exercise that are necessary for his health and physical development; but on the other hand, should he be found to be destroying the value of the recess to others, it would be well for him to forfeit one recess or more, till he comes to realize his mistake. Generally speaking, the deprivation of privileges is a valuable punishment.

There doubtless come times when corporal punishment is advantageous. A teacher, above all others, it seems, needs to have the wisdom of the serpent combined with the harmlessness of the dove. He certainly must exercise the best judgment concerning his pupil, to decide whether or not a whipping will be of value to that particular child. If every other remedy known to the teacher has failed, and it is decided that it is best to make use of the rod, then he must decide how and when and where, and with what sort of instrument.

If a whipping *must* be given, it should usually be in private. Public punishment hardens not only the pupil at fault, but also the rest of the school. Be careful of the child's self-respect. Cor-

poral punishment should certainly never be given for anything but a serious offense. Wm. T. Adams, better known as "Oliver Optic," tells this experience: "If I left out even the smallest word in my page recitation, an 'and' or a 'the,' I heard the stern call of the master, 'Adams, come to the desk!' and I knew what that meant." We are all thankful that long since we passed the days of that sort of use of the rod.

The instrument to be used may be a light-weight strap or a ruler; a switch is likely to leave a mark if the flesh is tender. Great care should be exercised never to strike a child where there can be any injury to the body by the blow. Never strike a child about the head or face or ears. The blows should usually be on the lower part of the back, not where they will come too close to the spine.

Very seldom should a punishment be given immediately after the offense. Take time to think; let the offender think. I once heard a mother say, "I should never whip if I waited." Then better never whip. That mother evidently never whipped unless she was angry. One's feelings sometimes get a little ruffled; wait till you are calm — till the child can see that you are calm. It sometimes works well to wait several days with the pupil knowing that a punishment is awaiting him. I once knew a teacher who had several disorderly boys who together had committed a serious offense. He talked over the matter with them, and showed them how seriously wrong they were. He then told them that their pun-

ishment would not come that day. The boys well knew the firmness of their teacher's character, and knew that retribution would surely come. They knew just about how that rod would feel, and though it was neither winter nor were they in a cold climate, those boys wore quite a quantity of extra clothing for several days.

Let the child know that you are sorry to cause him suffering, but that it seems to be the only way to help him. Always have a full, complete understanding with him of the situation; then let the chastisement be severe enough to accomplish its purpose. Solomon advised, "Let not thy soul spare for his crying." There must be no cruel heartlessness, but let the punishment be thorough enough to bring about reformation. A slight punishment is likely to make a child angry and not reform him.

We have this instruction: "You should control yourself. Never correct your children while impatient or fretful, or while under the influence of passion. Punish them in love, manifesting the unwillingness you feel to cause them pain. Never raise your hand to give them a blow unless you can with a clear conscience bow before God and ask his blessing upon the correction you are about to give."—"*Testimonies for the Church*," Vol. II, page 259. This does not say definitely that prayer with the child should always precede a punishment, but I know from personal experience that this course pursued in many cases binds teacher and child together instead of separating them. The

child is likely to be in the same state of mind after the ordeal is over as a child I once knew of, who, after a chastising of this kind, threw both arms around his teacher's neck and between his sobs said, "You have taken the very way to make me love you better."

Some teachers make common use of confession to make their children humble and tractable. Great care should be used in this. A child is asked if he is sorry, he says, "Yes." "Well, you'll have to get up before the school and tell them you did wrong and are sorry." Almost any one is sorry after he has done wrong if the wrong is discovered. But *why* is he sorry? Often it is because he is found out. There are hypocrites enough in the world; let us not as teachers make any more. How much better tactfully to bring the child to see his wrong and its influence on others, and lead him to come to you and ask the privilege of making it right with the school. I have seen this occur many times, and seen the Spirit of the Lord come in in such a marked manner that child after child arose and confessed his sins, and expressed his determination to lead a right life. Dear teachers, let the Spirit of God come into your own heart and the hearts of your pupils, and he will solve many of your disciplinary problems. Give instruction so that children may know definitely what duty is; then when the time of trial comes, press your petition that God himself may bring to their minds and consciences the lessons taught.

## READING COURSE

Book: "All the Children of All the People," by Wm. Hawley Smith<sup>1</sup>

FEBRUARY

### General Suggestions

1. MAKE a genuine *study* of the book. Do not simply *read* it.

2. Have as an aim the ability, (a) to give a good synopsis of the whole book after you have read it; (b) to give a reason for your agreement or disagreement with its teaching.

3. In studying or reading the book observe the following:—

*a.* Digest each chapter before you read the succeeding one.

*b.* Question carefully each statement, and be sure that you either believe or do not believe it.

*c.* Employ good authorities as far as possible in support of your personal belief. This will call for research in other books treating of the topics considered in this one.

*d.* Remember that it is "not how much, but how well," in reading as in all other work; it is not a question of completing the reading of the book that should most concern the reader but of taking away from the book that which is his very own, that which he not only believes and enjoys, but which makes him the stronger teacher and enables him to enter more fully into the life and development of his pupil.

### Chapter One

1. Read carefully the outline of the chapter.

2. Read the chapter through, if possible without interruption.

3. Tell to yourself its contents.

4. Are all children alike to you?

5. Select several children of about the same age with whom you are well acquainted, and make careful written notes of the likenesses and differences in appearance, habits, disposition, native and acquired ability.

6. Give to yourself as sufficient reasons as possible for these likenesses and differences.

7. Make a list of distinctive cases of

<sup>1</sup> Published by The Macmillan Company. Price, \$1.10.

any persons whom you may know, either young or old, who were "born short."

### Chapter Two

1. Read the chapter carefully at one sitting if possible.

2. Make a good synopsis of the chapter—better in writing; it will take only a few minutes if thoughtfully read.

3. Make a list of as many persons as you can whom you personally know who according to the terms of this chapter were "born long."

### Chapter Three

1. Read, study, and make a synopsis as of the previous chapters.

2. Why is it natural to value a person by his eccentricities or his "longs" and "shorts"?

3. Why are such values and conclusions wrong?

4. What interesting problem of heredity does Robert Gardenhire suggest?

5. Would its solution offer a possible solution of many of the "long" and "short" problems suggested?

6. Do you consider the illustrations given sufficient for the premise that we are all both "born long and born short on some lines"?

### Chapter Four

1. State the proposition which the author seeks to prove in this chapter.

2. Have you believed that "genius is only the appetite for hard work"? If so, what are your reasons for this theory?

3. Might not the failure of the firemen properly to shovel the coal have been the result of lack of proper education rather than that of the "born-and-not-made" principle?

4. What harm may result from teachers' holding the theory that one "can do one thing just as well as he can another if he only tries hard enough and keeps trying long enough"?

5. What should be the line of effort of the teacher regarding the "longs" and "shorts" of each pupil?

### Chapter Five

Prepare carefully before attempting answers to the following questions:—

1. What is the value of speculating upon the *modus operandi* of the premises previously assumed?

2. Give the author's idea of the mind.

3. What is the relation of the mind and the body to each other?

4. What is his idea of the relation of the brain and the mind to each other?

5. Through what does the mind act?

6. State the analogy which he draws between the mind and the body, and the musician and the piano.

### Chapter Six

1. State the theory advanced as to the functional parts of the brain.

2. What has led to this induction?

3. Why is the word feeble-minded considered a misnomer?

4. What hinders the expression of every one's limitless powers and abilities?

5. When then limits the mind?

6. Do you consider the author's proofs of his position here sufficient?

## Normal Notes

MRS. H. E. O.

Our normal department opened with an attendance of twenty-four in the teachers' training department, thirteen of whom will finish this year. Four others who have been seniors have gone out in the field to teach under the arrangement made at General Conference for special training. None of our eleven juniors are planning to do this. They are a strong class too, but feel the need of more complete preparation. We have enrolled about one hundred pupils in the eight grades, and a good spirit prevails.

Our annual offering to missions is larger than last year, as follows:—

Primary .....	\$10.53
Intermediate .....	10.46
Grammar .....	12.57

We had excellent meetings during the week of prayer. Our normal students gained a valuable experience in assisting.

FROM B. B. D.

According to our annual custom the pupils of the training school brought gifts consisting of fresh and canned fruits, vegetables, etc., to take to the poor on the afternoon preceding Thanksgiving. When ready for distribution, the gifts consisted of 35 quarts of canned fruit, several bushels of apples, 20 big pumpkins and squashes, besides potatoes, carrots, rice, honey, eggs, bread, butter, jelly, oranges, crackers, etc., in varying amount. Children having horses and rigs at home volunteered to help with the distribution. Six families were made happy by a visit from our Junior Missionary Volunteers.

# HOME EDUCATION

Conducted by Mrs. C. C. Lewis, *Takoma Park, D. C.*

## Finding Time for the Mothers' Normal

"GOOD MORNING, Mrs. Bentley. How smart you are, your morning work all done, and you reading!"

"Yes," said Mrs. Bentley, "I am getting my lesson."

"Getting your lesson? Are you going to school?"

"No, the school has come to me."

"Well, I do not see how you find time to study. It takes all my time to care for the house and the chickens. I just came over to see your poultry journal a moment. May I ask what you are studying?"

"I am taking some work in the Mothers' Normal."

"The Mothers' Normal! Why, I never heard of it. What is it about?"

"It is a course of study by correspondence, for mothers. The Early Education Series covers the first five years of the life of the child. The next series is called the First Grade. It shows how a mother who has never taught school may teach her child at home how to read, and do all the work required in the first grade."

"Well, I don't have time to study lessons, teach school, and do everything else."

"I think, Mrs. Simpson, we mothers should read and study, and become intelligent about our children. You have time to read the poultry journal, and that is all right. But, really now, which is

the more important, the proper feeding and training of the children or the proper caring for the chickens?"

"I guess you have the weight of the argument, Mrs. Bentley."

"It does seem strange, does it not, that we have all been so slow to get the right viewpoint on this subject of child training? There are many things I never thought of myself until I began to take the Mothers' Normal. The first lessons are worth the price of the whole series. 'The Responsibility of Motherhood' and 'Nursery Management,'—if I had only had those two lessons before my first baby came, I should have been saved a great deal of trouble and sorrow, and my baby would have got along so much better, too. If I should ask you to give four important conditions of a well-regulated nursery, what should you say?"

"O, I hardly know! But, of course, it should be warm, have good air, etc."

"What temperature should you have in the brooder for the little chickens the first week?"

"The first week we keep it about ninety degrees. Of course as they grow older, they furnish more heat themselves, and we are not so particular about it."

"How do you feed your chickens, Mrs. Simpson?"



be blooming nicely in six weeks. Any one of the narcissus family you will find gives satisfactory blossoms, and is not difficult to grow. If planted in soil instead of forced in water, the plant is hardier, and the flowers are more beautiful; but, of course, longer time is required for maturity. Perhaps you are too far from a florist to obtain the bulbs and directions for growing them. If so, almost any good seed company can supply you by mail. If even this is out of the question, try one of the following: Place a sweet potato, or better, a carrot, root end down, in a bottle of water, leaving the top an inch or so out of the bottle. With a string about its neck, the bottle becomes a hanging basket; and if hung in a warm, sunny place, should soon give you a bit of green. Such a dish on my school-room desk kept us all interested for a long time one winter. At another time we had great fun with a common bath sponge, whose holes we filled with millet seed. We placed the sponge in a porridge bowl kept half full of water. After a while the green began to appear. But you must watch your own to know how fascinating the "ball" grew to be.

Any of these suggestions may be carried out in a variety of ways, but however we do it, whatever our facilities, let us keep growing things and the love of growing things in our homes. They require so little attention, and give in return increased capacity to see what goes on in the world about us; and as we see, to *enjoy*; and best of all, to *love* the kind Father and every evidence of his care.

#### A Family Journal

There is another suggestion which you may find helpful, especially to occupy the winter evenings. It is what I call the "Family Yearbook," and may be simply some sheets of heavy brown wrapping paper, held together by a cord or ribbon; or it may be a discarded blank book. Let the child who has attained the dignity of scribe write or print on the outside of the book or on a label pasted on the outside the name of the book, which may be,—

#### "The Yearbook of the Jones Family"

At the top of each page write the day of the week and the date. Under that, the baby may color with crayon a circle drawn by one of the older children to indicate the weather. Thus, the first entry may be: Monday, Feb. 1, 1915, followed by a circle colored gold, to indicate sunshine; or gray, to indicate rain; or black, to say there is a storm; or simply left white to remind us of the snow.

Let each child have the privilege of making an entry—the thing which has impressed him most during the day. Perhaps it will be only that John helped father sort the apples in the cellar, or that the rainfall for that day was two inches (measured in a pan he set out and protected from thirsty animals). Later on, Bessie may paste in, by means of tiny strips of paper, the feather she has found, to show the first robin is here. Some one may press and mount a leaf of a hardy plant he has found braving the winter, or the first violet or arbutus he scraped away the leaves on a sunny bank to find. As

the children gain skill in observation, every wee talent will find expression. When spring comes on, the various stages of the gardening will have to be recorded. A bird record will be added; perhaps the small artist will want to draw the bird he discovers, and color it appropriately. The result may be grotesque, and livid in hue; but it will be the artist's own, and will be — to his eye — an accurate picture of his bird. Do not forget the family days — the birthday anniversaries and little holidays.

Such a "family journal" will cultivate observation and interest in the everyday happenings of the home; it will prove a language, writing, or drawing lesson; it will teach accuracy and system; for, if a day's record is forgotten, of course its page must be left blank; and what is worth more than all, I believe it will help to foster a feeling for the family as a unit, and a pride in its doings.

#### Special Days in February

Let us not forget the special days of this month. What is St. Valentine's Day? Who was St. Valentine? Look up these questions. Take a basket of apples or potatoes to some poor family, as the children's valentine. Happy the child who cuts, colors, and pastes until he completes a valentine; and more than happy is his mother or grandmother if she receives such a precious treasure, with "To my Valentine" printed in topsy-turvy letters across its envelope.

The birthdays of George Washington and Abraham Lincoln afford great opportunities for lessons in courage, honesty, loyalty to duty,

and other of the sterner virtues, of which our day makes too little. Do not be satisfied with merely the hatchet story for the one great man, and the rail-splitting experience for the other. Find some other stories — several of them; and have them read or told to one another until the names of these great men stand for something in each child's mind. Every child is at heart a hero worshiper; and in your hands — for a while at least — lies the power to choose his heroes. In your wise choice or failure to make a choice may rest his ideals for the future.

#### Family Reading

Do not let the winter evenings slip away without, as a family, reading some book together. Now is the time to create a love for the beautiful pieces of literature with which our language is crowded. Follow Christian through "Pilgrim's Progress," or David Livingstone through his heroic life in Africa. In the realm of poetry, Whittier's "Snowbound" is fitting for this time of year. Part of this may not mean much to the smaller children, but they will see in the snow-covered hitching post the "old man" that Whittier saw on the winter morning of which he wrote. Even if they understand but little, they will learn to love the rhythm, and will develop an appreciation that will grow with the years.

#### Lesson of the Seasons

Throughout the winter days, keep the lesson of the changing seasons before the children's minds. The woods are bleak and the fields are bare now,—this is the work

of sin. But the spring will come back, and the birds, and grass, and flowers; and the earth will live anew. So also Jesus will come back to our earth, bringing light, and beauty, and immortality. God help us to teach them to love that day in which he shall come, and to delight in the thought of his coming soon.

### Montessori Methods in the Home

C. C. LEWIS

THE home is the natural school for teaching the child its first and best lessons in industry. The home is a laboratory, with all the necessary apparatus at hand for industrial lessons, and without extra expense. In the house are the utensils for lessons in domestic science. About the barns and shop and on the farm or in the garden are the means for instruction in the elements of agriculture and animal husbandry. Indeed, the most recent and most talked-of system of early education (which has some good features, but which I do not wholly approve) bases its methods upon what may be found or may easily be furnished in the average home.

For example, it is one of Dr. Montessori's rules that every child in her schools washes her hands with soap in a little basin, and then washes and wipes the basin and puts it away. Why must a child go to school to learn this lesson?—only because too often in the home the child is left through neglect to form slovenly habits, instead of being taught neatness and order through this necessary everyday operation. These are important lessons, and the home sup-

plies the need, the means, the opportunity, and the motive for teaching them.

Again: every "Montessori child" early learns to dress itself and help another if needed, and the means by which this lesson is taught is a frame to which strips of cloth are fastened at the side, and buttoned, laced, or tied down the middle. Very young children are said to spend hours in tying bows and untying and retying them, fastening buttons, hooking eyes, and lacing strips as if their lives depended on it. But these are not unknown processes in the home. Are the lessons any the less valuable when learned in doing the real thing? Or, if there is greater fascination to the child in doing things in play, why not give the child a shoe to lace, a frock to button, a dress to hook up, as well as fasten apparatus to frames for performing these same operations?

That Dr. Montessori's methods are often effective is shown by the fact that her children soon gain a wonderful power of handling breakable things without accident, and of moving safely among them. In schools where dinners are served, all the waiting, and the washing and wiping of dishes are done by children of four and five, usually without accident. How easy to duplicate these lessons in the home! And yet how often do mothers wait on their children from the cradle to the marriage altar, instead of teaching them the art of helpfulness, and letting them feel the joy of service.

THE childhood shows the man as morning shows the day.—*Milton.*

### A Fine Book

"TRAINING the Little Home Maker" is the title of an excellent book that is just greeting the public for the first time. Mabel Louise Keech, the author, in a very easy, happy manner, gives a series of lessons on practical housekeeping. There are several songs, with the music, which accompany the lessons. Any teacher who is desirous of teaching domestic science in school would find much valuable help in this book. One reason why girls and young women sometimes find so little pleasure in the work of the home, is because they did not learn while young how to perform these common duties efficiently. Most children enjoy doing the thing that gives good results. When a young girl makes a bed and tidies a room so they look as well as when her mother does the work, she has accomplished something to be proud of. Published by J. B. Lippincott & Co., Philadelphia.

### Teaching Children to Read

A GOOD mother-teacher makes the following observations on teaching children to read:—

"I have noticed with interest the work being done through the journal to encourage the mothers—the dear, faithful mothers—in the work of the home school.

"I can readily see that unless there is some uniformity in the work, much of it will be haphazard.

"I had the opportunity recently of observing the results of home school teaching. The child had been started in reading, but he read only one word at a time,

spelling it out as he went along.

"Evidently his mother did not understand the principles of the *sentence* or *thought-giving* method. On page 21 of the reader we have the phrase *the light*. It should be taught as *one sight word*. Never should a child be allowed to read along, saying, 'The —,' then hesitate before being able to read the following word. The same is true with the phrases on page 20, *in the day, in the night*.

"I observed another mother teaching her child to read. The sight words were well learned from the 'box' at the beginning of the lesson. The child was told to read over the sentence silently. If any word was not easily recognized, a search was made to find its box, or it was written on the board. Then the child understood the thought and could read it intelligently."

The best advice we can give to our mother-teachers, as well as our regular teachers, is to —

#### Use the Reading Manual

We are happy to say that one of the best manuals ever prepared for the use of mothers and other teachers of reading is now ready. We refer to the manual "Primary Reading," by Miss Katherine B. Hale, a teacher of long and successful experience in teaching young children to read. It is brimful of practical devices, outlines, and instruction, as well as much drill work. It was prepared to accompany "True Education Readers" One and Two, and retails for 35 cents. It is just the thing for learning how to teach reading right. Order from your tract society.

## Foreign Mission Band at Pacific Union College

L. L. CAVINESS

ONE of the most encouraging reports of the work of the Foreign Mission Bands in our colleges, comes from Pacific Union College. Elder Geo. F. Enoch, who is the band leader, is a firm believer in the value of these bands. In a recent letter he says: "From the standpoint of a missionary who has spent sixteen years in the field, I am thoroughly convinced of the value of these bands. Scores of young people who would otherwise drift out into the world will thus be conserved for the cause; and while they are in preparation, the systematic study of missions and their problems will put them on vantage ground when they reach the field. May the Lord bless all the bands in our colleges."

The natural result of such leadership is a large band of active members—one hundred and seventeen. This has been accomplished without any special effort to get students to join. In Brother Enoch's words, "It seems like a spontaneous turning of our young people toward the mission fields because they realize that time is short and that the Lord is depending on them to finish the work."

The work of the band at Pacific Union College seems very definite and well organized, and the college authorities and the young people's society have cooperated with it. The young people's society meets at chapel time each Wednesday; so that leaves Sabbath afternoon open for the Mission Band meetings. The band meets as a whole one Sabbath, and as three groups the following Sabbath. Of these groups, one studies India, another South America, and the third China. The college has bought nearly one hundred volumes for supplementary missionary reading. The band has a program each six weeks before the entire school at chapel time. These, as well as the Sabbath meetings, are proving so interesting that "there is developing an *esprit de corps* that will make the band a permanent feature of Pacific Union College."

### "English for New Americans"

THIS reader has been prepared for the benefit of the large number of foreigners constantly coming to America. It is printed in large type, and new ideas and words are first presented pictorially, then a variety of exercises arranged for practice on good pedagogical principles. The lessons are carefully graded, leading up

finally to simple letter writing, with very practical matter throughout. Last of all, a complete vocabulary is given, with equivalents in Armenian, Arabic, Italian, Spanish, Greek, Swedish, Polish, Lithuanian, Russian, and Yiddish. A useful book for our city and mission schools. Silver, Burdett & Co.; 338 pages; price, 60 cents.

## Canvassers' Band at Union College

A. G. T.

OUR canvassers' band has a membership of one hundred and ten, with the prospect of several more. This exceeds the enrollment in the band of any previous year. The large number is due to the growing interest which our students and faculty have in the colporteur work and its results. It has been the channel through which thirty-eight have this year been enabled to attend Union College, twenty-four of these earning one or more scholarships.

This company of one hundred and ten students meets once in every two weeks to study D'Aubigne's "History of the Reformation," the entire set of five volumes having been donated by the Pacific Press for the use of these students. An outlined study of this work, prepared by H. H. Hall, is used as a guide. Some weeks later the band will divide into groups for the study of various books sold by the canvasser. An institute is also to be held near the close of the school year. Another very practical and interesting work of the canvassers' band is the chapel programs given by it from time to time. The experiences told by those older in the work, the lectures given, and the demonstrations showing methods used in the field, awaken an interest in all. These activities, we believe, will tend to increase the list of canvassers from Union College each year.

Holiday canvassing is a new feature of the activities of the band. During six days of our Christmas vacation one student took orders amounting to \$43 for the new edition of "Bible Readings." He is successfully delivering these books by the C. O. D. parcel post system.

## A School in India

AT Nazareth, India, there is an eight-grade school carried on by E. D. Thomes, assisted by eight Indian teachers. The enrollment December 1 was 118, of whom 87 are boys and 31 are girls.

## Portland Church School

IN the historic city of Portland, Maine, the school work began with a home school of two little boys taught by Ethel Sanderson. This was in 1908-09. The next year the church building was begun, and a church school was opened, continuing for three years. After a lapse of two years the school opened again last fall, being conducted in the schoolroom of the new church building just rededicated January 2 of this year, free from debt. Miss Sanderson writes: "We have twenty-one pupils and are enjoying much of



God's blessing. The school is supported by the church. All children are free to attend whether they can pay anything or not. So far the expenses have been paid a month in advance.

"We are located right near a beautiful park, and this is where we spend our recesses and noonings. We are very happy in our beautiful playground.

"The children have quite a missionary spirit. As a school we raised about \$22 for the Harvest Ingathering.

"I will send you a cut of the school."

## Thanksgiving at Plainview

THANKSGIVING DAY the students were given a vacation after chapel for the remainder of the day. From chapel until dinner we engaged in a cleaning-up campaign. Led by the teachers, the boys arranged the articles in the storehouse in an orderly way, and put the farm machinery under cover. After dinner the teachers and students joined in games on the playground.

## City School Reform

ONE of the reforms for city schools advocated by Commissioner Claxton is having the teachers accompany their pupils through all the grades from the first to the sixth, instead of giving the child a new teacher every year.

## Coming Up

SUPERINTENDENT GARRETT of Oklahoma writes: "All my 25 teachers are taking the reading course, but three or four, and I hope to have them at it soon. I have organized every school into a Junior society where I have been, or else they had begun before I arrived, with the exception of one, and that school has its society outside of the school. I am not prepared to give results of the home industrial work, but we are working upon it, and some good results are reported. The schools have done fairly well in the circulation of CHRISTIAN EDUCATION, but not enough has been done yet."

## Educational Notes

THE agricultural feature of the industrial work in our academies in western Canada seems to be well kept up. Manson Academy reports a ton of tomatoes, seven tons of potatoes, ten tons of turnips, two tons of cabbage, and other vegetables in abundance, produced on their farm this year. They have let a contract, also, for about 500 cords of cedar timber belonging to the school, to be worked up into shingle bolts and fence posts. Alberta Academy threshed 1,250 bushels of oats, has 30 acres of green feed, has put in cellars a large quantity of vegetables, 1,000 bushels of potatoes, and 113 boxes of apples. A dairy of fourteen cows provides sufficient butter and milk for the school tables.

Thanksgiving Eve the Mount Vernon Academy team took seventeen bushel baskets full of fruit, vegetables, and various good things to eat to some needy families down town. The students generously contributed the money to pay for the provision that was given away.

At the Northern Illinois camp meeting a definite movement was set on foot to pay off the debt of Fox River Academy. The sum of \$1,600 was raised, and a financial agent appointed to follow up the work. The Southern Illinois Conference, as belonging to the academy territory, is joining in the movement.

Keene Academy reports an enrollment of 30 fewer students than last year. This is owing to the slow movement in the cotton market, many students not being able to make good deliveries of books on which they were depending for scholarships.

# Christian Education

W. E. HOWELL - - - - - Editor  
 J. L. SHAW  
 FREDERICK GRIGGS } - - Associate Editors

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## Outline of Missions Revised

WE are glad to announce that the little pamphlet "An Outline of Mission Fields," familiar to most of our teachers, has been revised by the secretary of the Mission Board. The new edition is about twice as large as the old one, and brings the outline up to date, thus adding the wonderful story of our missionary advance during the last seven years. The booklet is sent out free to all who will make good use of it.

## Outline Wall Maps

WE have seen proofs of the set of seven wall maps in preparation for the use of Missionary Volunteer Societies and church schools. They are fine. Every Junior society will want a set. The seven include Africa, South America, China, India and Burma, Japan and Korea, Oceanica, Mexico and Central America and West Indies. These will be followed by three more: Asia, Europe, and North America. In addition to the help these maps will be in mission studies, they will be generally useful in the study of geography in our schools. The seven sell for 75 cents, the ten for \$1, postpaid. For the mission studies you will want two boxes of Dennison's gold-colored stars No. 1. The edges of the maps can be bound at little cost by using gummed tape (*passee partout*); two rolls for the set of seven, and three rolls for the set of ten. These may be ordered with the maps at 10 cents a box for the stars and

10 cents a roll for the tape, but they can be found at a good stationer's shop. Order through the usual channels.

## "Graded Lessons in Proof Reading"

THE English department of E. M. College, under the direction of Mrs. Laura F. Rathbun, head of the department, has issued in tablet form a very usable set of graded lessons in proof reading. Each lesson takes up a few new marks and reviews all marks previously studied. The selling price is 15 cents retail, or 12 cents wholesale.

## A New Magazine

A new magazine on the market has the very practical title "Something to Do." It is intended "for boys and girls everywhere," being a magazine for children. It contains 27 departments of two or more pages each, bearing such headings as "Something to Look At," "Something to Color," "Something to Copy"—to weave, to Cut and Paste, to Work Out, to Read, to Listen To, to Learn by Heart, to Work For. It is printed in large type and copiously illustrated. School Arts Publishing Co., Boston. Price, \$1; twelve numbers.

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