

# CHRISTIAN EDUCATION

A MAGAZINE FOR HOME AND SCHOOL

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# SUMMER CAMPAIGN FOR CHRISTIAN EDUCATION

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THE summer of 1915 will be marked by unusual privileges and activities in educational circles. It ought to mark the beginning of a distinct, united advance in the efficiency of our schools and school administration. The General Department of Education will hold a

## COUNCIL OF EDUCATORS

at Pacific Union College, June 4-14. Following this, it will hold also a series of

## SIX DISTRICT CONVENTIONS

in our five college districts and in the South, with a full attendance of all classes of educators in each district. While the last of these is in session will come

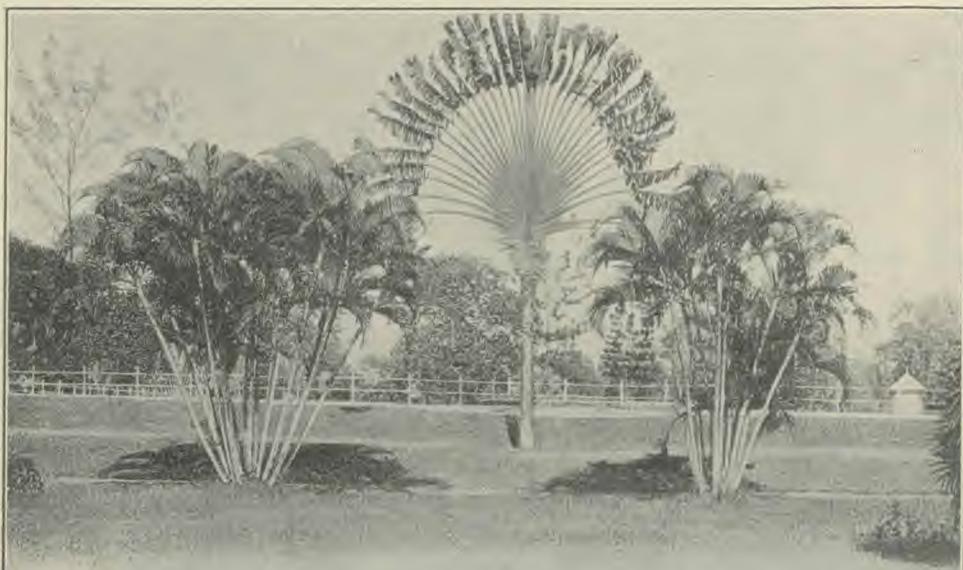
## EDUCATIONAL SABBATH

to be observed in all our churches August 7. To crystallize and help give publicity to the results of these summer meetings and to provide material for field work and for a rousing rally on Educational Sabbath, in behalf of our schools for the coming year, there will be issued a

## SUMMER CAMPAIGN NUMBER

of this magazine. It will be ready early in July, and its contents will include campaign material from our livest educational leaders. To favor a wide circulation of this important issue, special rates will be made and announced later.

“ AND THESE FROM AFAR ”



Singapore. Palm Trees.



Singapore. Teutonia Club.

SCENES IN SINGAPORE

# CHRISTIAN EDUCATION

Vol. VI

Washington, D. C., May, 1915

No. 9

## The Schools of Singapore

BY K. M. ADAMS, PRINCIPAL SINGAPORE TRAINING SCHOOL

It is always interesting to hear how everyday work is accomplished by other people in other countries. We are curious to know what they eat and what they wear. We read with interest how they travel from place to place, and carry on intercourse with the rest of the world. But if one thing could be more interesting than another, it would be the manner of training and educating the children. Education is one of the most important problems that confront the world today. Men high in educational circles travel about, visiting other nations and studying their systems of education, that they may make use of all the good ideas and new methods.

As Singapore is a dependency of Great Britain, its school system is naturally modeled after that of the mother country. But every locality has its peculiarities in education as in other things, so a brief description of the schools of this settlement may help to show how educators are solving the problems they find here.

There are four grades of work given in the general educational institutions in Singapore. The first two years are devoted to primary work. The equivalent of the first grade is finished in these two years. As practically all the pu-

pils are natives, and as the schools all give the instruction in the English language, the great struggle all through the school work is to drill the students thoroughly in the use of English. Much stress is laid on conversation and writing throughout the curriculum.

There are seven standards that follow the primary classes. One who finishes them receives a certificate which is equivalent to an eighth-grade diploma. The next year's work prepares the students for an examination called the Junior Cambridge. When one has passed this examination, he studies another year and then takes the Senior Cambridge examination.

These examinations are sent out yearly by the Cambridge University to all parts of the United Kingdom. The examinations cover questions in about twenty subjects. To receive a certificate the student must pass in at least three sets of questions. He may not attempt more than seven. These certificates are recognized throughout the kingdom of Great Britain as an excellent recommendation for a position. Those who have passed in the special lists of studies selected as preparatory for a medical college or other technical school, can enter without taking an entrance examination. In the

Straits Settlements, one who has finished the Senior Cambridge examination can secure a position as a teacher in any of the schools, beginning at a salary of twenty-five dollars a month. This may seem small, but when one remembers that an ordinary laborer gets only eight dollars a month, the salary is quite good.



A MALAY RIVER SCENE, MALAY PENINSULA

None of the schools are on a free basis, though some give the tuition to children who are very poor. The regular tuition is one dollar and seventy-five cents a month. This is the price charged by the government schools. The government schools, however, are not very well established as yet, so the church schools are given aid according to the work done and the number of pupils in attendance. At present there are more attending church schools than the government schools. The largest school is the Methodist institution, which has about eleven hundred pupils. Next is the Catholic school, with nearly the same number. The Church of England has about four hundred in its school.

The studies taught are the same as in America — arithmetic, grammar, reading, writing,

history, and spelling. Most of the teachers are partly or all of native blood, but every one of them does thorough work. They will not allow slackness for a minute. The students are very eager to learn, as the privilege of learning English seems a great thing to them.

In some of the schools the desks and other equipment are like those of one hundred years ago. The desks and seats are long enough to accommodate four pupils. Their feet are supported by a board instead of being allowed to rest on the floor. There are few pictures on the walls. But when we think of the comparative poverty of the people, who have to pay for all improvements, we feel that they are fortunate to have as good accommodations as there are.

There is one thing that does not worry the teachers in this country. That is the matter of heat and ventilation. There are scarcely any windowpanes in Singapore. The openings reach to the floor, and are closed by shutters at night. The roof extends out past the walls much farther on houses here than in America, and as the wind blows but little, there need be no windowpanes to keep out the rain. The air is always about the temperature of eighty degrees, so



MALAY WATER SELLER

no heating apparatus is required. All that needs to be done is to throw open the shutters at the beginning of school, and worry no more about the temperature.

Besides the regular schools there are commercial schools and a medical college. The medical college is operated by the government, and offers two courses, a nurses' course for men and the regular

the middle of April till the first of May, from the middle of August to the middle of September, and the school year closes the fifteenth of December. The teachers receive salary for twelve months in the year, and the students must pay tuition every month. This arrangement is quite satisfactory for all concerned, as those who attend school are rarely children of farmers; and if they are, the work is the same all the year round, so the children's help is needed just as much at one season as another.

Our school here has just started, but the outlook is very encouraging. The opening was on the eighteenth of January, with thirty-six pupils. On the second of February the



Singapore. Malay boat.

enrollment stood at forty-four, and a substantial increase is looked for at the beginning of next month. The students enter at the beginning of the month, as that is the time the tuition begins.

In the school are Chinese, Tamils, Eurasians, and Europeans, all shades from white to black; yet they are happy together, study hard, and enjoy their work immensely. We hope that soon these boys and girls will go to the places we cannot go, and do a work that we cannot do, in giving this message to their countrymen. That is the purpose of this school.

We hope for the prayers of the teachers and students in our schools all over the world.

The school year is conducted in an entirely different manner here. It begins about the middle of January. Vacations are given from

# Cooperation Between Teacher and School Board

R. C. SPOHR, MEMBER OF SCHOOL BOARD, CHICAGO

To insure pleasant relations between the teacher and the school board and to attain the greatest degree of success in the church school, a generous spirit of cooperation should actuate all persons concerned. The Father of light is ever ready to bless our schools, through the sweet influence of his Holy Spirit, with the wisdom and guidance needed by their consecrated leaders; but one more essential to the achievement of success in the Christian school, as in all other kinds of Christian endeavor, must ever be remembered; namely, mutual cooperation.

## Mutual Cooperation

Please observe the word mutual. The teacher should not feel that all the cooperation must come from the board, neither should the board feel that all cooperation must come from the teacher, but each should manifest this spirit toward the other, the teacher cooperating with the board and the board with the teacher. From time to time, each will have plans for the successful operation of the school, requiring the assistance of the other to make them effective. Such assistance should be most cheerfully given. The purpose of our schools — to train children for an inheritance in the kingdom of God — none of us should ever forget. Everything that makes for the fulfillment of this purpose in each school among us should be done by all related to the school in any capacity, whether teacher, parent, or board member.

## Congenial Home for the Teacher

As a rule, our teachers are employed away from their homes. It becomes incumbent upon the school board, therefore, first of all to see that a pleasant place to room and board is provided. The best home where such provision can be made should not be considered too good for the earnest Christian teacher. The more satisfactory the environment in the home life of the teacher, the better the service that will be rendered, other conditions being equal. Hence, school boards should realize that an important factor in making the school satisfactory is a congenial home for the teacher.

School boards should help to make teachers feel at home in the churches where they are to labor. They, on the other hand, should not be unduly timid in making themselves acquainted and in taking an active interest in church affairs. It is well to remember that those who would have friends must show themselves friendly.

## Pay the Teacher Well and Promptly

School boards also have dealings with teachers in a financial way, for upon them rests the duty of setting the amount of the teachers' wages and the responsibility of paying them. In determining the amount to be allowed in any instance, the experience and circumstances of the teacher and the size and location of the school are to be considered. Let the spirit of liberality prevail. A commendable

effort is being made to raise the average wage for this class of workers, for they have been grossly underpaid in years past. After deciding upon the rate, the board should raise the money and pay it promptly at regular intervals, monthly unless otherwise agreed. All interested in the school, but particularly members of the board, may, in a limited measure, express their satisfaction with the teacher's work, being careful to avoid overpraise or anything bordering on flattery; but in the final analysis, the prompt payment of the monthly wage is more substantial evidence of appreciation and is most highly prized. But the failure to make proper financial provision for hard-working teachers, in spite of words of praise, has often depressed them and unconsciously affected their school work; therefore we place strong emphasis on the duty of the school management to cooperate with the teacher in the payment of wages.

This much will suffice for the relation of the school board to the teacher outside the schoolroom. Now we may deal directly with the operation of the school itself.

#### Provide Good Facilities

It is the duty of the board to provide all necessary supplies and all the conveniences possible for the church school. To some the equipment desired and required for our schools today may seem somewhat elaborate; at least, it is more than our fathers enjoyed when they went to school; but in this progressive age, when knowledge of all kinds is to be in-

creased, we need to supply every possible advantage for the education of our youth.

Although Seventh-day Adventists as a denomination have built a beautiful educational structure in a remarkably brief period of time, in itself a tremendous accomplishment of far-reaching significance, let us not be content with having our standards only slightly elevated above those of the world around us, but let our never-ceasing effort be to improve every facility and to attain even loftier heights of educational altitude, even in the primary school, that no dissatisfaction may inadvertently enter to hinder the progress, the prosperity, and the happiness which our heritage should enjoy. Therefore, in complying with the requests of teachers for supplies and helps, school boards are accepting another opportunity to cooperate with the teacher.

#### Visit the School

The best way to understand the needs of the school and to be informed as to its manner of operation is to visit it. In this, also, there should be mutual cooperation between the teacher and the board. The teacher should invite and urge the members of the school board to visit the school often, and the board should feel itself remiss in an important duty if such invitations are not accepted. Indeed, it is proper to visit the school without such invitations, but the average member of a school board does not care to seem to be prying into the affairs of a school if he is not even requested to come.



COLUMBUS (OHIO) CHURCH SCHOOL (SEE PAGE 287)

#### Cooperate on Discipline

In dealing with the children in the school, the teacher should keep the board informed as to any undesirable tendencies or actions on the part of any pupil which may eventually lead to expulsion. While it is not the prerogative of the teacher to expel a child, if the pupil is not submissive to discipline after proper efforts have been made by both teacher and board to secure the child's obedience, the board may expel such a pupil. If private arrangement for the withdrawal of undesirable children can be made, no action for record need be taken by the board. This fact merits emphasis: the teacher should not be obliged to have in the school any one who persistently declines to obey; for the evil influence of such disobedience will permeate the entire school and lead others to similar misdeeds.

We have now considered the relation of the church-school teacher

to the school board in seven particulars; let us briefly summarize them:—

1. Mutual cooperation is essential to success in the Christian school.

2. An agreeable home should be provided for the teacher.

3. A spirit of neighborliness is to be encouraged in both teacher and school board.

4. A liberal financial policy should be observed by school boards in dealing with teachers.

5. Supplying up-to-date equipment in our schools contributes to the satisfaction of both teachers and pupils.

6. Invitations to visit the school are to be given by teachers and accepted by school boards.

7. Conditions in the school are to be reported to the board, the teacher being strongly supported in the effort to maintain perfect order.

May the Lord give us wisdom to conduct our church schools aright.

# EDITORIALS

## Ask for the Old Paths

NOVELTY is sometimes attractive for its own sake. We are prone to like a change for the sake of a change. The new seems better than the old. We are pursued by the Nemesis of keeping up-to-date. We are decoyed into new paths before we know whither they lead.

While the law of change is the law of growth and advancement, it is nevertheless well, now and then, to "ask for the old paths, where is the good way, and walk therein," lest we stray too far afield from familiar landmarks. Is there not danger that too many new aims, methods, devices, fads, frills, and fashions may cover up the basic things in our curriculum, tending to bewilder and divide the energies of both teacher and pupil alike?

Not long ago the N. E. A. Department of Superintendence met in Cincinnati. Just prior to this meeting, a copy of the transactions of a similar convention held in 1836, was placed in the hands of a writer for "The School Index," with the request that he review the proceedings.

In the president's address two dangers were emphasized: "The lack of parental discipline and control manifest in the conduct of young people;" and "the fact that the young had access to light, frivolous literature instead of the more ennobling works of science and history."

Another educator insisted that

the three important requisites to teaching are "knowledge of subject, method of teaching, and personal character—these three all necessary, but the greatest of these is character."

Rev. Alexander Campbell made a plea for "moral culture in the schools." The reviewer aptly remarks that "morality is best taught in the day's work, in doing fairly and honestly the thing we are here to do, rather than in the presentation of set homiletic formulas. The correct result, the nicely turned phrase, the well-made joint, the properly hammered iron, all have a high moral significance."

A committee on "the reading of fictitious writings" presented a majority and a minority report, the majority being "of the opinion, somewhat timidly expressed, that the works of Shakespeare, Milton, Scott, and Burns might, with due caution and careful supervision, be studied by older pupils to some extent, if heavily reenforced by more serious subjects." The minority was "most sweeping in its condemnation, and branded Scott as the chief sinner of all; for if he had not made novel writing respectable, it would have perished of its own wickedness."

To the question, "Does the average student do enough manual labor?" one educator answered emphatically, "No!" and "showed to his own entire satisfaction that

the student who worked at useful labor three hours a day was of higher scholastic attainment than one who had the same amount of leisure."

A Cincinnati professor "presented a report urging the importance and necessity of introducing agriculture as a regular study in the common schools."

In nearly all the papers read, there was "a strong demand for the Bible as a textbook in the common schools."

This blazing of the way through the educational forest a generation ago is interesting, and in the main marked out old paths which it is safe to tread today. This brief review stimulates us to inquire what are the "old paths" for which it is profitable to ask often in the work of Christian education. Here are a few:—

1. Mastery of the common branches.
2. Diligent, daily study of the Bible and nature.
3. Teaching and practice of health principles.
4. Teaching and practice of soil culture, ordinary mechanic arts, and household arts.
5. Teaching and practice of missionary methods.
6. Teaching of music (including singing), use of the voice (including reading and speaking), and drawing.
7. Teaching of history with a special view to showing the hand of God, to establishing doctrines, to interpreting present-day events; of literature to cultivate simplicity, directness, and ease of style, to enrich thought and vocabulary, to develop literary feeling and

taste; of science to understand better the laws of God, to refute the conclusions of science falsely so-called, to accumulate illustrative material for use in teaching and preaching; of languages to facilitate Bible interpretation, historical and scientific research, and missionary work among foreign peoples; of mathematics to cultivate accuracy, to stimulate the imaginative and reasoning powers, to comprehend better the infinite attributes of God; of the science and art of teaching that education may perpetuate itself, and that the teaching and preaching of the gospel may be more effective.

These seven aims—of making the connection between education and life—may be not inappropriately called "old paths," for most of them were marked out for us forty years ago.

### "Lock-Step Schooling and a Remedy"

A Review

SOME time ago the State normal school at San Francisco issued a monograph under the title given to this article. Its purport is to expose the fundamental evils and handicaps of class instruction, and to propose as a remedy the construction of an individual system. Many teachers will receive the suggestion with a shock—"I can scarcely get through my daily program now, with pupils grouped into classes! How could I ever give individual instruction?" Teachers who speak in this way unmask the bugbear that haunts every schoolroom in the land—to "get through" a set schedule of work at a specified time and bring

the pupils all out even in attainment. May it not be a case like that of Fido chasing his tail? We set ourselves an artificial task, then keep ourselves in a whirl in pursuing it. Why not let the pupil do more of his own pursuing?

Children and youth, moreover, like to pursue. If given a proper incentive, the confidence of their teacher, a sense of mastery as they go along, and sufficient rope, pupils who might otherwise appear as laggards or listless will bring forth many a surprise to their teacher. In manual training we have enough "gumption" to allow them to do individual work. If one boy completes his model before another, we give him some additional feature or an extra model to do; or if his model is well done, we permit him to go on to the next one in the course without waiting for his neighbor. The one who is hindermost we allow to work more periods, subtracting a little time, if need be, from some subject in which he is foremost. But in book work our machine-like methods tend to destroy spontaneity and individual initiative. When our youth leave school, however, these are among the first and most essential qualities for success.

#### What Is the Actual Situation?

Let us follow the thread of the monograph, first as to the need of a remedy. "The statistics of the United States Bureau of Education show that in a large number of typical cities, *from one third to one half* of all the pupils now remaining in the schools are *over age*, that is, they have taken one,

two, three, or four years more than they should in order to reach their present grades."

What is the significance of this condition? "To be over age indicates, as a rule, that a pupil does not do well in school—he has been held over at some time in a grade. The school system has set the rate of one grade a year as a reasonable expectation of its own efficiency. Yet the school, upon its own standard, fails by nearly fifty per cent among the survivors now remaining in the schools. If we should include the pupils who already have left school because they were over age, the percentage, we may safely conjecture, would be far higher. Consequently, the over-age conditions, based as they are upon a standard set by the school itself as reasonable, is a most deplorable self-confessed indictment of school inefficiency."

Statistics further show that this over-age situation is not characteristic of poorly taught schools alone, but prevails to an equal percentage in the best taught schools. "It follows that the cause of over age must lie in some common condition of all schools, which no effort has yet been made to displace. We have a condition that fulfills just these conditions common to all school systems, and which clearly predetermines just the results which statistics have laid bare. This is the graded class system itself, with its lock step of progress and promotion."

It is this rigid class-and-grade system that the writer of the monograph styles "the millstone that hangs about the neck of the school system." According to his analy-

sis, the maintenance of the class-and-grade plan presumes,—

1. "That all pupils in a given class shall be assigned, and shall master with even thoroughness, exactly the same length of lesson each day. Otherwise there would be no class. Unless the length of daily lesson is fixed, and even thoroughness of comprehension is assumed, the pupils would string out tandem, and instruction would necessarily become individual."

2. "That all pupils, during the school exercise, shall pay exactly the same degree of attention, and shall reach comprehension by exactly the same mental process, and shall reach it simultaneously."

3. "That all pupils shall make exactly the same rate of progress and promotion, despite absences, despite illnesses, despite all variations in physical and mental conditions, despite all differences in ambition, in temperament, and in degrees of resulting application."

4. "The measuring of one pupil according to the abilities of other pupils. Under the class system the pupil is marked and rated by comparison with the mythical average pupil. Under this assumption a certain number necessarily must always be above this average, and another group, by the same necessity, must ever be below this average. Laggardism is therefore a condition necessarily created by the system itself; for if we establish an 'average,' it at once means that nearly one half the class must ever be rated as inferior. The terms 'excellent,' 'fair,' 'poor,' upon the report cards mean not what the pupil has done, measured by his own

abilities, but what he has done measured by other persons' abilities."

5. "The class system does permanent violence to all types of pupils. (1) It does injury to the rapid and quick-thinking pupils, because these must shackle their stride to keep pace with the rate of the mythical average. They do so, usually, at the price of interest in their work. Their energy is directed into illegitimate activities, with the result that in the intermediate grades a large portion of them fall into the class of uninterested, inattentive, rebellious, and unmanageable pupils. (2) It does a greater injury to the large number who make progress slower than the rate of the mythical average pupil. Necessarily they are carried off their feet by the momentum of the mass. They are foredoomed to failure before they begin."

#### Unmeasured Evils of the Class System

Under this heading, the monograph continues: "We have viewed the evils of the lock-step class system from the standpoint of statistics and some of its measurable results. While those facts are in themselves appalling, they are, in all probability, far from the worst features. We have not considered what must be the effects upon character, upon ambition, upon legitimate self-pride, upon all the motives that make for success and individuality in later life. We have not tried to estimate what it must mean to subsequent life and character to shamble through the school course, as all pupils must, in lock step

with a mythical average—to walk, moreover, with no inspiration from individual motives or goals, but ever goaded and restrained only by the juiceless requirements to keep the step. We have not attempted to realize the effects upon personal ambition of those who ‘repeat,’ who know themselves over age, and feel that the eye of their fellows is ever upon them. Can we picture to ourselves the state of mind of the little people who are turned back to retravel for a half or whole year the road over which they have already stumbled, and what scars upon character this bitter experience must leave? After fifty per cent of the pupils in the school system have been exterminated by the time they have reached the sixth grade, twenty per cent to twenty-five per cent of the survivors know they should be in the eighth, and five to eight per cent know they should be in the high school grades. And the ratios grow worse with each succeeding grade. Still worse, these pupils know there is no power of individual effort which can help their situation. Can we feel the scalding humiliation of these little children, who, under the rules of the system, are hourly and daily measured by the lock step with a mythical average pupil? They are regarded as stupid, hopeless, and fit only to be diggers of earth and bearers of water. They themselves are forced by the marks to disbelieve in themselves, to feel that they are inferior, to conclude there is something out of gear in their thinking apparatus. In most

cases we may safely say they have been grossly misrepresented by the class system. Like distorted reflections one sees of himself in an imperfect mirror, the error is in the mirror, not in the person. The class system is such an imperfect mirror, and thousands of young people yearly start life with pictures of themselves which are the grossest caricatures of truth, and thus, without belief or confidence, are foredoomed as life failures.”

#### Origin of the System

“The system was framed upon the Lacedemonian doctrine of the survival only of the strong. It was perfected in the Middle Ages, when the insane and feeble-minded were chained and caged, and when criminals were fiendishly tortured, and when the lash was the only means used for moral and mental training. But, to its credit, under the Lacedemonian system the weak were exposed upon the mountains and thereby mercifully put to death outright, while in our modern world those maimed by the lock-step class system of our schools are stunted in world life, to become its social, civil, and moral problems. The dogmas upon which the class system are built have long since been uprooted in other fields. In the treatment of the insane, feeble-minded, and criminals, modern systems have taken their places; but in the education of our normal healthy children we traditionally retain this relic of ancient ignorance and barbarity.”

Can the system do without the lash?

### What Is the Remedy?

It is one thing to point out evils, it is another to provide an efficient remedy. If the class-and-grade system has attained an efficiency of only fifty per cent, we are derelict in duty, untrue to the great trust committed to us in the life interests of our children and youth, unless we exert ourselves to raise our school efficiency to ninety per cent or more. What substitute does our monograph propose for the "class lock step"? As they set out in the San Francisco normal about two years ago to work out a remedy, the following measures were undertaken:—

1. The reconstruction of textbooks by members of the faculty, each in his own line, on the underlying principle of enabling the pupil to do the maximum amount of pursuing by independent effort. This is done, (a) by minimizing abstract explanations in the early stages; (b) by introducing only one new difficulty at a time; (c) by elasticity in the length of lessons (providing duplicate exercises for pupils of slower grasp, and making accuracy the test of advancement); (d) by automatic reviews, embodied in the regular lesson. This plan converts the textbook into more of an exercise book.

2. The having of but few recitations, either by class or by individuals, in subjects for which the exercise books are provided. Pupils work much at their desks, under the teacher's direction, on different lessons, it may be, or on different subjects; but "*every pupil* is called upon, through his ex-

ercise book, for *every essential item of the lesson*," and the teacher constantly encourages the pupil to work out his lessons for himself, with the incentive that he may advance as fast as he passes the test of accuracy and understanding. This stimulates pupil absorption in his work, and eliminates largely the occasion for mischief and discipline.

3. Readjusting the elementary course of study to what the slowest pupils may be expected to cover in each year. "Pupils who can finish the work in less time simply pass on to the next grade *at any time*." When a pupil reaches the end of a grade or half grade, he is handed his certificate of promotion to the next higher.

4. Making elastic the number of lessons a week. "At the end of the half year an inventory is taken of the standing of each pupil in the several subjects pursued by him. If he is advancing more rapidly in a certain subject than in the others, then the number of periods he can work upon this subject is lessened, and the time given to those in which he is not so far advanced. In this way the pupil is kept balanced as to grade, and transfer to other schools is made possible."

5. Intrusting to pupils a measured degree of the correction of exercises, with natural reward as incentive to accuracy.

6. Using Socratic discussion upon matter passed over—not to be confused with recitation, but used to draw out pupils to express opinions and judgments based upon what they have studied and understand. "When the progress

of a group of pupils has passed beyond some epoch of history, some geographical area, some problem of modern industry, or other complete topic in any field, they may be gathered together for a class discussion. The weekly program should provide regular periods for this exercise in each subject suitable to it."

7. Shortening lesson periods sufficiently to avoid fatigue from intensity of application. "The morning from nine to twelve is divided into two school periods of seventy minutes each, separated by a recess of full thirty minutes upon the playgrounds. In the afternoon, for grammar grades, there is a seventy-minute period, followed by a recess of thirty minutes, and then another school period of thirty-five minutes. The primary grades are dismissed at the end of the first seventy minutes. In grammar grades the longest lesson period is twenty minutes. The work period of seventy minutes is distributed in short periods according to grade."

#### Some Results of the Plan

1. "A certain number of pupils, probably twenty-five to thirty per cent, are moving in most subjects very much faster than the usual class rate. A certain number of pupils, probably ten to twenty per cent, are making slower progress than would appear under the class system, but in the course of two or three years they will probably be much farther advanced, *actually*, than under the class system."

2. There can be no repetition of grades. No matter how slowly

a pupil advances, he will *still move on*.

3. "One teacher can handle effectively at least as many pupils as are now assigned to one teacher under the class system; and the labor will be no greater, not so exacting, and with far less nervous strain, petty vexations, and daily fatigue. There is little that is wearying and nerve-wearing either to teacher or pupil."

4. The plan eliminates study at home. "We find decidedly better progress is made by confining the pupil's school work within the school. By defining the amount of time per week the pupil can put upon a given study, and whetting his incentives for advancement, we secure a higher power and intensity of attention while he does work. He gets to work promptly, uses his time while he works, and haggles for the last minute. This condition of mental activity is one that cuts through difficulties and makes for indelible memory."

5. "Whatever power and knowledge is acquired is retained and is substantial."

Compare with the presentation in this monograph the following from "Counsels to Teachers:"—

The system of grading is sometimes a hindrance to the pupil's real progress. Some pupils are slow at first, and the teacher of these youth needs to exercise great patience. But these pupils may after a short time learn so rapidly as to astonish him. Others may appear to be very brilliant, but time may show that they have blossomed too suddenly. The system of confining children rigidly to grades is not wise.

# THE MINISTRY

## Preach the Word

THE true preacher has ever been and ever will be he who preaches the word of the living God, and it alone. Christ was such a preacher. He spoke with authority, and his authority lay in the fact that the word of God so lived in him that he was in reality that which he preached. The true preacher as the ambassador of Christ beseeches men as in Christ's stead to be reconciled unto God, only when the word of God lives and abides in him as it did in Christ.

The more men reject God and the more his Spirit is withdrawn from the earth, the more must those who would preach God have the authority which comes from this living Word when fully possessing their lives. Christ, the founder of our faith, said in his memorable prayer for all who should work in his name, "As thou hast sent me into the world, even so have I also sent them." He also said, "I can of mine own self do nothing," and yet "all power is given unto me in heaven and in earth." As Christ was the word of God living and dwelling among men, so likewise must his ambassadors be this same word. It is only thus that the preacher can be full of power,—the power of which he preaches.

The preacher must needs be very careful about his speech, his dress, and his manners in the pulpit and out. He cannot be too well informed in any of the fields of knowledge and concerning the

events of his day. He must give heed to the matter and form of his sermons, to the selection and fitness of his illustrations, and to the choice of his words. But unless his message so possesses him, as it did John the Baptist, that he becomes only a "voice," or as it did Jeremiah the prophet, when the "word was in mine heart as a burning fire shut up in my bones," he is not in the truest sense a preacher of the word.

I know a preacher whose pulpit manners are awkward, whose speech is often halting, and whose grammar is faulty, but when I hear him he draws me nearer God. He is a soul winner. Those who have lived in his home say that he lives the life he preaches, and that must be the reason why he helps me and wins other souls to Christ. He is struggling hard to overcome the lack of education — struggling that he may more truly and fittingly preach Christ. And the necessity of the gospel demands this struggle for a greater mental equipment. The word which men preach demands perfection. Growth is the law of life. No man should expect to continue in the work of preaching unless he is well educated. He may not have had the advantages of college courses, but every preacher does have the advantages of courses of reading and study which qualify him excellently for his sacred calling. In order to preach the word with power, it

must be preached with intelligence.

No, man cannot preach the word without being the word. Around it all else — education, dress, and pulpit propriety — must take shape and form. They are nothing unless the word of the living God abides in the preacher, but with it they are of exceedingly large importance. So “preach the word; be instant in season, out of season.”

G.

### Notes on the Reading Course

G. B. THOMPSON

Book: “The Minister as Shepherd,”  
Chapters 4 and 5

IN chapter 4 the author calls attention to the temptations which lie in wait to overthrow the shepherd in his work. The most insidious and fatal he places under two heads: —

1. COVETOUSNESS. By covetousness he does not necessarily mean only the desire for money, but includes ambition, the inordinate desire to possess for personal gratification, and the love of advancement and prominence. As sprouts growing from this baneful tree he mentions: —

*a. Conceit and vanity.* A sort of “peacock vanity,” hungering for praise and compliments; a desire for one to tell you that you did well; a seeking after applause. Study John 5: 44.

*b. Carelessness.* Thinking too much of oneself, and too little about others; being prompt to attend weddings, funerals, and other public functions where you may be in the “public eye,” but neglecting to visit the sick and needy, and doing other work rewarded of God alone, and not of men.

*c. Cowardice.* Being of the “hireling” disposition, and fleeing when danger appears, leaving the flock to be devoured; resigning when a crisis appears, afraid to come to the front and take sides in a great moral question; blowing a trumpet in days of peace, but slinking from the field in the face of the enemy.

*d. A hireling.* Working for pay the author thinks comes well within the scope of covetousness. A “hireling” looks like a shepherd, but is not what he appears. He is thus classified as a pretender. Some words have come down the centuries branded and disgraced, two of which the author says are “hypocrite” and “hireling,” neither of which can be lifted to the seat of respectability.

2. THE LOVE OF POWER. The author places this as the second most dangerous and besetting sin of the shepherd. No other sin, he thinks, has caused such havoc among the ministers of Christ. Under this head he mentions as an outgrowth of this deadly virus: —

*a.* Being despotic.

*b.* An autocratic manner.

*c.* An imperious temper.

*d.* A consequential air.

*e.* A dictatorial disposition.

*f.* Self-assertion.

*g.* Hankering after distinction.

*h.* Ambition for a higher place.

*i.* Arrogant presumption.

*j.* A refined but earthly lordliness.

Some of the ways in which these predominating evil traits of character are likely to manifest themselves are pointed out: —

a. Preaching with an overbearing, dictatorial air.

b. Trying to ram truth down people's throats. A spirit to cram the grass down the sheep's throat.

c. Talking too loud.

d. An excess of the magisterial, too little of the friendly.

e. Too much omniscience, too little humility.

f. Introducing new ideas with a sledge hammer.

g. Swelling under responsibility instead of growing.

#### Chapter 5

Chapter 5 deals with the reward of shepherds. It seems proper at all times to have respect unto the recompense of reward which lies at the end. Jesus endured the shame of the cross for the joy which was set before him. Faithfulness in the ministry will bring its reward in this life, as well as in the world to come. In the faithful and efficient shepherd should be seen,—

1. Spirituality.
2. Education.
3. Industry.
4. Endurance. 2 Tim. 4: 5.
5. Soberness.
6. Evangelism.
7. Faithfulness.
8. Moral steadfastness.
9. Stability.
10. Self-control.
11. Voice.
12. Intellectual machinery.

In his work he should have as far as possible,—

1. A definite aim.
2. Precision of language.
3. Clearness of arrangement.
4. Earnestness.
5. Courage.
6. Tenderness.

### Hammer and Anvil

LAST eve I paused beside a blacksmith's door,  
And heard the anvil ring the vesper chime;  
Then, looking in, I saw upon the floor  
Old hammers worn with beating years  
of time.

"How many anvils have you had?" said I,  
"To wear and batter all these hammers so?"  
"Just one," said he; then said with twinkling eye,  
"The anvil wears the hammers out, you know."

And so, I thought, the anvil of God's Word  
For ages skeptic blows have beat upon;  
Yet, though the noise of falling blows was heard,  
The anvil is unharmed—the hammers gone.

— Selected.

### The Preacher in the Pew

#### You Need to Attend School

You, as well as other ministers, need to attend school, and to commence like a child to master the first branches of knowledge. You can neither read, spell, nor pronounce correctly, and yet there are but few who have had less taxation and less burden of responsibility to bear than yourself.

#### Get a Recommendation

The position of our ministers calls for health of body and discipline of mind. Good sound sense, strong nerves, and a cheerful temper will recommend the gospel minister anywhere. This should be sought for, and perseveringly cultivated.

#### Master Your Circumstances

There are men who flatter themselves that they might do something great and good if they were only circumstanced differently, while they make no use of the faculties they already have by

working in the positions where providence has placed them. Man can make his circumstances, but *circumstances should never make the man*. Man should seize circumstances as his instruments with which to work. He should master circumstances, but should never allow circumstances to master him. Individual independence and individual power are the qualities now needed. Individual character need not be sacrificed, but it should be modulated, refined, elevated.

### “Power” and “Authority”

THEOPHILUS

“I WAS very much interested,” said my friend, “in what you told me about the word *authority*, or some variations of it, being a more suitable term than *power* in many places in the New Testament. I forget the Greek word.”

“It is *exousia*,” said I.

“Yes, that sounds familiar,” said my friend, “but before we leave that word, cannot you give me the passages containing the word *power* in which this original word meaning *authority*, etc., is used, so I can always think of them from the new and interesting viewpoint you have given me?”

“Yes,” said I, “I can give you the references. In some places the American Revised Version substitutes ‘authority’ for ‘power’ when *exousia* is used in the original, but here are the passages in the Authorized Version in which ‘authority’ or some variation of it may be substituted for ‘power’:—

Matt. 9: 6, 8; 10: 1; 28: 18.

Mark 2: 10; 3: 15; 6: 7.

Luke 4: 6, 32; 5: 24; 10: 19; 12: 5, 11; 22: 53.

John 1: 12; 10: 18; 17: 2; 19: 10, 11.

Acts 1: 7; 5: 4; 8: 19; 26: 18.

Rom. 9: 21; 13: 1, 2, 3.

1 Cor. 7: 37; 9: 4, 5, 6, 12, 18; 11: 10.

2 Cor. 13: 10.

Eph. 1: 21; 2: 2; 3: 10; 6: 12.

Col. 1: 13, 16; 2: 10, 15.

2 Thess. 3: 9.

Titus 3: 1.

Jude 25.

Rev. 2: 26; 6: 8; 9: 3, 10, 19; 11: 6; 12: 10; 13: 4, 5, 7, 12; 14: 18; 16: 9; 17: 12; 18: 1; 20: 6.

“In 1 Cor. 8: 9 *exousia* is rendered *liberty*. In Heb. 13: 10 and Rev. 22: 14 it is translated *right*. In Rev. 17: 13 it is rendered *strength*.”

“What is the other word translated *power* which you said we should consider next?” inquired my friend.

“That is *dunamis*,” said I. “In distinction from *exousia*, it denotes native, inherent, dynamic, imparted power. From it are derived our words dynamite, dynamo, dynamic, dynasty, etc. It is used 120 times in the New Testament, 77 times being rendered *power* or *powers*; 13 times, *works*, *mighty works*, *wonderful works*, or *mighty deeds*; 8 times, *miracle* or *miracles*; 7 times, *strength*; 7 times, *might*, *mighty*, or *mightily*; 3 times, *virtue*; once each, *ability*, *violence*, *abundance*, *workers of miracles*, *meaning*.”

“That is good,” said my friend, “but I don’t see how I can follow all this so as to get practical help from it.”

“I think I can help you,” said I. “In the margin of all the ref-

(Concluded on page 286)

# THE NORMAL

## NORMAL DIRECTORS

Katherine B. Hale, Pacific Union College  
Grace O'Neil Robison, Asst., Pacific Union College

B. B. Davis, Walla Walla College

M. P. Robison, Union College

Myrta M. Kellogg, Em. Miss'y College

Minnie O. Hart, Mount Vernon Academy  
Mrs. H. E. Osborne, South Lancaster Academy

Marian B. Marshall, Southern Training School

Ada C. Somerset, San Fernando Academy

## The Daily Program in Eighth-Grade Schools

GRACE O'NEIL ROBISON

It is generally recognized that no program providing for eight full grades is altogether satisfactory. Some combinations and adjustments must be made that will not be desirable for doing the best work and obtaining the best results. So the arrangement of the accompanying program is not ideal, but it is workable. The subjects in capital letters represent recitation periods, those in small letters represent study periods.

The principal point to be considered in making a program for so many grades is justice in the arrangement and hearing of classes. Usually the older grades receive the greater part of the teacher's time, but this should not be. This program is arranged in three sections with a view to dividing the time proportionately among the grades in each section.

In some instances all the grades in a particular section will recite together, as Bible Nature in Primary Section from 9:20 to 9:35. In other instances, classes must be heard in all three grades separately in a very short period of time, as Reading and Language from 1:40 to 1:55. Now when this must be done, they cannot all be heard in one day at that time. Perhaps two

will be heard, or even one, while the rest do seat work. Or the class most in need of drill will be given the most time one day while the rest receive less attention. The next day the order is reversed. The point is to get these three classes in the program in the time allotted without infringing on the rights of other classes in another section that are waiting to be heard, and must be heard *on time* if we cover all the work planned for one day.

It will be noticed that Spelling in Section C and Arithmetic in Section A come at the same time. It ought not to take much time for a wide-awake teacher to give a spelling drill to primary children. She would not need fifteen minutes for it. It would be better to have five-minute periods and have them more frequently. So I have placed this class where it is, thinking that it could be heard in connection with Arithmetic more easily than anything else, just the last few minutes of the Arithmetic period being used for the spelling when it is oral, and more time being given to it when it is written. Arithmetic is a subject that can be combined in this way with other classes very easily. The first part of the reci-

## Three-Section Program for a School of Eight Grades

TIME	PRIMARY — SECTION C GRADES 1, 2, 3	SECONDARY — SECTION B GRADES 4, 5, 6	ADVANCED — SECTION A GRADES 7, 8
9:00- 9:10		OPENING EXERCISES	
9:10- 9:20		PENMANSHIP	
9:20- 9:35	BIBLE NATURE *	Bible	Bible
9:35- 9:55	Notebook Work	BIBLE	Bible
9:55-10:15	Reading and Language	Notebook Work	BIBLE
10:15-10:30	READING AND LANGUAGE	Reading and Language	Reading or Physiology 7 Reading or Agriculture 8
10:30-10:45		GARDENING — RECREATION	
10:45-11:00	Seat Work	READING AND LANGUAGE	Study Period
11:00-11:15	Seat and Board Work	Arithmetic	READING or AGRICULTURE
11:15-11:30	NUMBER WORK BASED ON CONSTRUCTION	Arithmetic	Arithmetic
11:30-11:45	Spelling	ARITHMETIC	Arithmetic
11:45-12:00	SPELLING AND PHONETICS	Nature Study	ARITHMETIC
12:00-12:30		NOON INTERMISSION	
12:30- 1:10		MANUAL TRAINING	
1:10- 1:25	Reading and Language	Nature Study	READING or PHYSIOLOGY 7
1:25- 1:40	Reading and Language	NATURE STUDY	Grammar 8 and Grammar 7
1:40- 1:55	READING AND LANGUAGE	Notebook Work	Grammar 8 and Grammar 7
1:55- 2:15	Dismiss Section C	Language	GRAMMAR 8, Geography 7
2:15- 2:30		LANGUAGE	Geography and History 8
2:30- 2:50		PHYSICAL CULTURE AND MUSIC	
2:50- 3:10		Spelling	GRAMMAR 7, History 8
3:10- 3:30		Spelling	HISTORY 8, Spelling 7
3:30- 3:45		Study Bible	GEOGRAPHY 7, Spelling 8
3:45- 3:55		SPELLING	SPELLING
3:55- 4:00	Dismissal		

\*Subjects in capital letters denote recitations; those in small letters, study periods.

tation period may be used in explanation of principles and processes, and the class then left to do board or seat work while the teacher spends a few minutes with the little folk in a lively drill, or helps them with seat work. There will be days when a great deal of the Arithmetic recitation will be written, and the teacher would then be free to devote more of her time to the little folk. I have placed the Spelling where I have, trusting that the wise teacher will make a proper adjustment of the work at this period.

In the period 11:00 to 11:15, as well as the period 10:15 to 10:30, the recitation is given as Reading or Agriculture. This is in harmony with our present Course of Study, which gives only a term to Reading in both the seventh and the eighth grade, and the other two terms to Agriculture and Physiology. This certainly is not devoting enough time to Reading, but it is in harmony with our Course as it now stands. For the term when both seventh and eighth grades are taking Reading, they may recite together, and provision for this recitation is made on the program. Later this class will give way to Agriculture in the eighth, or to Physiology in the seventh, as the case may be.

The last part of the day in Section B is taken up by three study periods. Their work is not so congested naturally as the work in the seventh and eighth grades, so they are through their heaviest work by 2:50. This now gives them sufficient time to study their Spelling, and also gives them one period for studying their Bible les-

son for the next day. You see by the program that they have only one period for Bible study in the morning, and this is usually all too short. It is not necessary that the student carry home a load of books to study at night, even when the program is crowded, as this one certainly is. Very little home study, if any, ought to be necessary for the average student in providing study periods at school.

More time is usually wasted in getting ready to hear Spelling classes and in pronouncing and repronouncing words than in any other subject. Teachers should not wait for classes to get out spelling pads and sharpen pencils and get in readiness to spell. This should all be done and the children be in readiness when the teacher is ready to pronounce.

A teacher having all eight grades represented must learn to economize time. Teachers lose a great amount of time between classes, whereas no time should be allowed to elapse between the dismissing of one class and the calling of another. The work to be done in each class should be so carefully explained that the moment the class is dismissed, study is at once begun, and at the first signal another class is ready.

To do all this requires thorough preparation on the part of the teacher, and careful planning. While it will never be ideal for one teacher to carry eight grades of work, the teacher who plans her work wisely, will secure good results. It rests with the teacher to

“Plan her work carefully,  
then  
Work the plan prayerfully.”

## Plants in the Schoolroom

Certain Plants Capable of Enduring Adverse Conditions May Be Grown in Separate Pots or in Window Boxes

GROWING plants in the schoolroom will help to stimulate the interest of the young people in agriculture and gardening, according to the U. S. Department of Agriculture's specialist.

The conditions in a schoolroom are, of course, not favorable to plants. Light, heat, and ventilation are very uncertain, particularly during the interim between Friday afternoon and Monday morning. The plants which are capable of enduring such adverse conditions as usually obtain during this period, are few. The following, however, may be mentioned as among those possessing most merit for schoolroom use:—

Aspidistra lurida	Aspidistra elatior	var.
Lantana	riegata	
Begonia	Geranium	
Umbrella plant	Cactus	
Sword fern	Amaryllis	
Ficus elastica	Jerusalem cherry	
Oleander	Abutilon	
Oxalis	Screw pine (Pandanus)	
German ivy	Primula obconica	
Peperomia	Asparagus sprengerii	
	Sansevieria zeylanica	

### How to Make Window Boxes

If window boxes are used, they must be made comparatively deep, and must contain a larger quantity of soil than is commonly necessary for the growth of plants in greenhouses, in order that the adverse conditions may in part be counteracted. Boxes intended for window gardens should therefore be made at least six to eight inches in depth, should be rather broad, and of a length to conform to the window opening. The soil should be rich garden loam or a compost consisting of rotting sods and stable manure thoroughly mixed together, and screened through a screen with at least a half-inch mesh.

Before filling the box a layer of broken pots, coarse gravel, or clinkers from the ash heap should be placed over the bottom of the box to the depth of one inch. If the box is made air-tight, holes should be provided in the bottom, in order that any excess of moisture which comes from watering the plants may escape from the bottom. After placing this drainage material in the bottom of the box, fill it to within one inch of the top with the soil already described. Window boxes which are to be used for propagating plants from cuttings need not be more than six inches deep, and should have the drainage material already mentioned, with about three inches of clean sand placed over the clinkers.

### Planting and Care of Cuttings

The cuttings may then be prepared as suggested, and planted in rows about three inches apart, with the ends of the cuttings inserted about one inch deep in the sand. Thoroughly moisten the sand after placing the cuttings in position, and cover the box for twenty-four hours with an old newspaper. After that time replace the newspaper by panes of glass, which should themselves be shaded by a single sheet of newspaper when the sun is too intense. Remove the shade when the sun does not shine directly on the plants; and if moisture condenses to any considerable extent upon the glass, lift or partly remove the glass so as to give ventilation, but do not allow the cuttings or the sand to become dry.

### Growing Plants From Seeds

Plants to be used in window boxes can be grown from seeds sown in four-inch pots, prepared somewhat as follows: Place a layer of broken pots, gravel, or clinkers in the bottom of the pot, and on top of this fill the pot to within about an inch of the surface with a compost similar to that suggested for filling window boxes. If the seeds to be sown are small and fine, like the begonia, sprinkle a thin layer of sand over the surface of the soil in the pot, and sow the seeds in the sand. Moisten the earth by setting the pot for a minute in a receptacle which contains water of sufficient depth to bring it to within an inch of the surface of the soil in the pot. Lift the pot from the water as soon as the soil is moistened; place it in a warm, sunny situation, and cover it with a piece of glass. As soon as the seeds begin to germinate, remove the glass to a slight extent by placing under one edge a match, or by slipping it partly off the sur-

face of the pot. Judgment must be used in regard to the amount of air to be given to prevent the plants from becoming drawn and yet keep them from being injured by becoming too dry.

Large seeds, like seeds of the nasturtium, should be planted about an inch deep in the soil of the pots, prepared as above described, but no layer of sand need be used with plants of this character.

#### Kinds of Plants for Box Use

The character of the plants to be used in a box will be determined by the preferences of the cultivator, but in general they should be small and compact in habit of growth, or those which can be trained readily on strings. The following list will serve as a guide in their selection: —

Plants which can be grown from seed: Ageratum, petunia, sweet alyssum, mignonette, Lobelia, erinus, portulaca, *Bellis perennis*, *Primula obconica*, coleus, nasturtium (dwarf), dianthus, stock.

Other plants which can best be propagated by slips or cuttings are: Geranium, fuchsia, calla, begonia, lantana, abutilon, German ivy, tradescantia, vinca.

#### Church School Powwow

[Held at Union College Model School, and reported in a local paper by a mother who was present.]

YES, a real powwow, not an Indian powwow but an educational powwow.

Only those pupils are permitted to attend whose deportment is ninety per cent or above and who have a sufficient number of home industrial credits which they have earned from week to week.

About one hundred happy children gathered in the college gymnasium Sunday evening at six o'clock. A number of circle games were played while the company was gathering, Miss Holiday having charge of the games.

At 6:30 each child was given a newspaper, which he spread on the floor to sit on. Then we listened to a piano solo by Miss Imogene

Morrison, and a violin solo by Professor Engel.

At this period the seventh- and eighth-grade girls were asked to serve the lunch brought by teachers and pupils, which consisted of various kinds of sandwiches, and apples, oranges, and bananas. Punch was served from the children's individual drinking cups, which had been brought down from their respective rooms.

After lunch the children quickly gathered up the fragments, paper, etc., and were then entertained by Misses Holiday and Phillips, who, assisted by some of the children, gave interesting charades.

Fifteen minutes before eight Mrs. J. A. L. Derby, the college physical culture instructor, conducted a grand march in which every child took part. Many remarked on how well they kept step. They finally marched to their reserved seats in the chapel.

Here a surprise awaited them. Professor Robison had been talking gardens and seeds to them for some time, and had even given each one an order sheet on which to mark the kinds of seed wanted, and offered to get these seeds at a very low price.

And now, by his invitation, Professor Tugsley of the State university, gave the children a stereopticon lecture, showing pictures of fields and gardens in many different countries of the world, and contrasting these with wasted land in our country.

The whole evening was very interesting and profitable as well as an inspiration to the children to try again.

## Awake

"AWAKE," said the sunshine,  
 "'Tis time to get up,  
 Awake, pretty daisy, and sweet buttercup.  
 Why, you've been sleeping the whole winter long!  
 Hark! Hark! don't you hear?  
 'Tis the bluebird's first song."

"Awake," call the streamlets,  
 "We've lain here so still,  
 And now we must all go to work with a will."

"Wake," says the warm breeze, "and you,  
 willow tree,  
 Come put on your leaves in a twinkling  
 for me."

— Selected.


 READING COURSE

Book: "All the Children of All the People," by Wm. Hawley Smith

## General Suggestions

1. Do not read too rapidly. Mental mastication is as necessary to mental digestion as physical mastication is to physical digestion.

2. Review constantly while reading, so that every new feature in the argument or description shall have its due place in the picture as a whole; but especially review when you take up your book after having laid it aside for a time. A review should give you a new view of the "mental landscape" which your book is endeavoring to develop, in which you see new features not before appreciated. It is by the review that the processes of mental digestion and assimilation are carried on most largely. Thus do the ideas of others become our own.

This outline finishes the study of "All the Children of All the People."

3. After having studiously read the book, and after having assisted and tested yourself by the questions and suggestions offered in CHRISTIAN EDUCATION, and by other means, take time to write a brief description of the book. In writing give definite shape to your personal idea of the subject treated by the book as a whole. Do not write a synopsis of the book, but a succinct yet clear statement of your convictions of the argument presented. This will show you your knowledge and grasp of what you have read. It will pay well for the time and effort. This is one way of getting that knowledge which you can use.

## Chapters 25 to 35 Inclusive

Special suggestions and questions:—

1. Do you agree with the suggestions made in chapter 25 concerning fair methods of examination? How can you use them in your work? How does the author maintain his contention that present methods are not a fair test of literary ability or mental power?

2. Why is the "all-round man" considered of small use in the work of the present-day world?

3. State the right motive for the teacher as set forth in chapter 27. What is the place of the normal school in the preparation of the teacher for his work?

4. What should be the attitude of parents toward the children's work of life and their education for it? How can it be true that "there is no trade but that he who pursues it may be a hero," and how must this affect the relation of parent and teacher to the child?

5. What are two of the chief faults of the work of institutions established for the treatment and education of defective children? How may this in part be remedied by the school? Where is it now being done, and with what effect?

6. What is the force of the argument presented in chapter 30? How are parent and teacher to avoid tyranny?

7. How is the word manipulation made by our author synonymous with the word growth? Clearly state how he relates his doctrine of manipulation to, (a) books; (b) new possibilities in education; (c) his theory of "long" and "short."

8. Enumerate in writing the points of Mr. Smith's argument in his chapter on "Reading and Literature" with which you can agree, and also those with which you disagree, and state reasons for your opinions.

9. Note six distinct suggestions as to methods made in chapter 33. Wherein have you failed to use these principles in your teaching?

10. State at least five features presented in the chapter on "Morals and Religion" in the public schools which argue strongly the need for denominational schools. From the viewpoint of a public-school teacher, what would be your verdict upon the conclusion which our author seeks to establish in this chapter?

11. Name four definite ways in which the reasonings in the "Common Sense of It All" apply to the maintenance of the church school, and four which apply to the development of the doctrine of the education of "all the children of all the members of the church."

# HOME EDUCATION

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

With deep sorrow we record the passing to rest, April 22, of Mrs. C. C. Lewis, our esteemed associate in the work of this magazine. Our readers, especially in this Home Department, will share this sorrow with us. Mrs. Lewis very much desired to live and continue the work which lay so near her heart, and which we all know she did with great efficiency. Yet the Lord willed otherwise, and she bowed, and we bow, in reverent submission to Him who doeth all things well.

THE EDITORS.

## The Waking Flowers

Mid the winter storms we're sleeping,  
Safely hushed on mother's breast;  
Little angels, fair and gentle,  
In the spring call us from rest.

Rippling fountains, fresh life bringing,  
Waken us from slumber deep.  
Birdlings cheer us with their singing,  
Breezes rock us while we sleep.

From the rainbow, without labor,  
Mother weaves our garments fair,  
From the sparkling dews of morning  
Makes our jewels, rich and rare.

Winter comes, then quickly downward  
Into mother's house we go;  
There for springtime she prepares us,  
'Neath the storm and drifting snow.

A. REISSMAN.

### Nature Month by Month

#### MAY

##### First Week

I SINCERELY hope that with all the new-fangled incubators and brooders, the old-fashioned "missionary hen" will not go out of fashion. Possibly, if she must go, the "missionary incubator" might take her place. At any rate, the child who has a missionary investment is a happy child. All through the summer days he watches his investment,— it may be a chicken, a flock of chickens, a bit of garden, a row of berry plants, a duck, or a pair of canary

birds. In some neighborhoods a row of sweet peas or nasturtiums, or a bed of some other sweet, old-fashioned flower, of easy cultivation, may prove valuable. Hardly a home can fail to find something for the children's missionary investment.

I have been thinking specially of the missionary hen because she was once such a pride and joy to me. I was as solicitous of her brood as was she herself, grieved over the "droopy" ones that never could survive, and loyally defended the half dozen which lived to the humiliating period of their first molting. But they grew and developed into respectable chickens. When the time came for sell-

ing them, the attachment had become very close; but I sacrificed them, and found real joy in giving, not that which had been *given* me to give, but that which was my own to give. If possible, let the children have a missionary hen and her flock; if this is out of the question, let each child have one chick to feed and care for and raise to be such as one of these.

#### Second Week

Now the time has come for the real work on the "bird records." Of course you have many different birds recorded by this time. Weeks ago there came the quiet-looking meadow lark, or prairie lark, as he is sometimes called. His exquisitely liquid note has been variously translated into the language of humans; but whatever he seems to say to you, his message is, as always, clear and sweet and courageous in the morning freshness. Few birds are dearer than the robin, especially in the Northeastern States.

If you care to have the insects and grubs kept away from your home, and if you enjoy the company of the dear feathered folk, do by all means build a birdhouse. The bluebirds are almost sure to choose it for a home, while the martins are well known as having preference for this sort of dwelling. Look for the wren's nest in some knot hole about the outbuildings. We once found a wren's nest in the pocket of an old coat left hanging in the granary. The swallows you will probably find under the eaves or about the ridge pole of the stable. Birds really pay for increased attention by

waging war upon the insect pests that are such a menace to the farmer. The building of bird houses of a kind adapted to birds' needs is an easy way to secure both protection and delight.

Few pleasures were keener to me when I was a little girl than that of "claiming" birds' nests. Every one I found was "mine,"—mine to scatter crumbs about, mine from which to chase the English sparrows and the blue jays, and mine to guard jealously as the gaping bills of the baby birds appeared one by one, at the edge of the nest. I cried myself to sleep one night when I found that the wind and rain had destroyed my mocking birds' nest, and beaten the life out of the fledglings.

#### Third Week

I used to wonder, when I read the Daniel story, what that delicate, magic food, "pulse," could have been. A diet of pulse for ten days, and as a result the countenance of Daniel was fairer and fatter than any of the other princes! I was really disappointed when I learned that just peas and beans—legumes, as we sometimes say—were pulse. We have so many different kinds of beans and peas developing this time of year, I thought it would be interesting to study the legume family. It is a large family, sixty-five hundred species claiming kin. They all bear the family coat of arms, which consists of two marks,—seeds in pods, or legumes, and leaflets arranged on each side of the leafstalk. The pulse is the largest of the three divisions of the family, and is al-

ways known by the shape of the flower, which resembles a butterfly. Have you noticed that pea and bean flowers do look like butterflies? The Latin for butterfly is *papilio*, so the pulse flower is said to be papilionaceous. How many such flowers can you recall? There is the sweet pea, of course, the garden pea, many kinds of beans, the locust and acacia trees. There is one member of this division of the family which does not wear its peas on the vine, but hides them in the ground; so they are called ground peas, or peanuts.

Few seeds are so interesting to study as legumes, because their processes of growth can be observed so easily. They look so funny when they hump up the ground in sending out their first two fat leaves. Do you notice the difference between these leaves and those which come later? What is the reason for this difference?

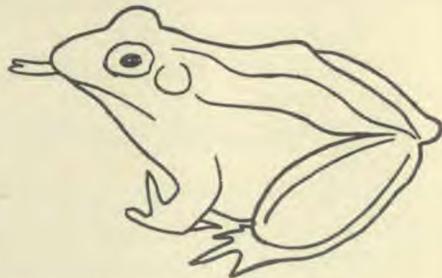
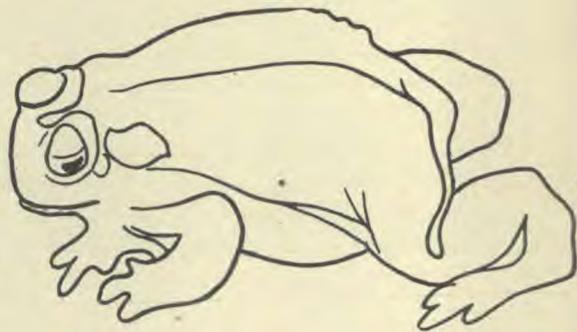
#### Fourth Week

I wonder if most children are taught to observe closely enough to distinguish between the frog and the toad. I have heard children, and grown persons, too, say, "O, there is a toad frog!" Now, really, it could not be both a toad and a frog.

There is something rather droll about the toad. He looks entirely helpless,—no teeth, no claws,—yet he seems entirely sure of his safety. Have you ever seen him attacked by cat or dog? Do you know his weapon? Behind his head are some glands where he carries an offensive though not poisonous fluid.

Now, for the differences between the toad and his cousin, the bullfrog. Mr. Toad is covered with warts, Mr. Bullfrog has smooth skin; he also has teeth on his upper jaw. How many fingers has each in front? behind? Where is the tongue fastened in each? If you are quick enough to see one of these little creatures catch a fly, you will see the reason for this.

Of frogs, the tree frog, the pond



frog, and the bullfrog are most familiar. The tree frog is hard to find, because his color is so much like the bark of the tree.

The bullfrog you know quite well. Is it a violoncello he plays, snapping away at the strings in the early summer afternoons?

When stripped of flesh, toads and frogs show a skeleton much like ours. But they have no ribs. Our ribs help us to fill our lungs

with air, enabling us to breathe, but toads and frogs breathe in a different manner. They take a mouthful of air, close the mouth and nostrils, and swallow the air. They breathe also partly through the skin. To stop your mouth and nose would soon smother you; but keeping a frog's mouth and nose open would smother him.

In the water, toads and frogs pass through the wonderful changes from the egg to the complete form. The eggs are laid in a kind of jelly which fastens them to a stick or plant, usually in the water. This is the first form. After about a month, very small tadpoles appear, having apparently only head and tail; outside gills grow (what for?); these gills disappear; hind legs come forth; forelegs appear, at the same time the tail shrinks away; presently the perfect little frog comes. All these changes outside mean changes inside. When the little frogs are ready, they start out with the first warm rain, sometimes hopping a long distance from their nursery. Then, some people who know little of them, say they have rained down.

It is easy and intensely interesting to secure the eggs, or spawn, of the frog and keep in creek water, and watch them develop, passing through the changes I have described. This will not necessitate your handling the frogs, though I know no grounds for the old superstition of warts being a result of handling frogs.

Because you may like to draw each of these cousins, I have made a simple drawing of each, that you may compare the two.

### Progress of Mothers in the Home School

It is one thing to tell theoretically how to do a task, and quite another thing to do it. We are always encouraged by the success of others, and are helped when we learn how they succeeded. Perhaps some of our readers have observed with interest the efforts made in this department to arouse an interest in teaching the younger children at home, and have wondered how the mothers have actually succeeded in carrying out these plans. This article is designed to answer the question. The material is gathered from the lessons, and the letters accompanying them, which have been sent in by mothers who are pursuing the courses in Early Education and First Grade of the Mother's Normal Department of the Fireside Correspondence School.

One mother is very busy. She says: "I am studying for the Standard of Attainment, and expect to take the examination in Bible doctrines in March. I also have one music pupil, and this with my work keeps me quite busy." It is usually the busy people who find time to study for the better training of their children. She continues: "We have been a long time completing this lesson. I have been very busy, and have not had the time to spend on it that I should have had. My little boy is just simply delighted with the presents you sent him [some kindergarten materials], and we both thank you very much for them. He has made the mats, and pricked sewing cards, and

cut out designs, and has done many other things. He has been so busy with these that he did not want to study his lessons; but he has been learning all the time, even if it did take a longer time to get his reading lesson."

It is not always that children can have a special time for fun (upon a rainy day), but it seems that the home lessons are adapted for rainy day pastime.

Another mother, who had not been a teacher, and who at first thought she could not possibly understand and teach the sounds of the letters, writes as follows: "My children are getting along so nicely. They understand the sounds really well, mark the letters nicely, are very good at word building, and good with the number stories."

And, next, here is another little student who is not only learning to write nicely, but is quite an artist as well.

This is Jane and Jean  
They are going to the pond.  
They have their dinner  
in the pail.



Jane and Jean

And now comes another home pupil, a little girl six years old, who has heard that "Aunty Lewis" is sick, and who expresses her feelings in this way: —

Dear Auntie Lewis:—

I am sorry  
for you. I love you and

I pray for you.

Bertha and I have  
lots of fun when it

rains.  
Your little friend

Miriam

### "Power" and "Authority"

(Concluded from page 275)

ferences given above for *exousia*, write either *exousia* or *authority*, so you may understand this is the literal meaning of the word 'power' found in those passages. Then you may know that in every other passage containing 'power' or 'powers' (except the nine cited below), the original word is *dunamis*, which you could also write in the margin if you care to."

"That's all right," said my friend, "but how about those other renderings you give?"

"I can give you the references for these," said I, "so you can write *dunamis* in the margin. They are as follows:—

*Works, mighty works, wonderful works, mighty deeds:* Matt. 7: 22; 11: 20, 21, 23; 13: 54, 58; 14: 2; Mark 6: 2, 5, 14; Luke 10: 13; 19: 37; 2 Cor. 12: 12.

*Miracle, miracles:* Mark 9: 39; Acts 2: 22; 8: 13; 19: 11; 1 Cor. 12: 10, 28; Gal. 3: 5; Heb. 2: 4.

*Strength:* 1 Cor. 15: 56; 2 Cor. 1: 8; 12: 9; Heb. 11: 11; Rev. 1: 16; 3: 8; 12: 10.

*Might, mighty, mightily:* Rom. 15: 19; Eph. 1: 21; 3: 16; Col. 1: 11, 29; 2 Thess. 1: 7; 2 Peter 2: 11.

*Virtue:* Mark 5:30; Luke 6:19; 8:46.

*Ability:* Matt. 25:15.

*Violence:* Heb. 11:34.

*Abundance:* Rev. 18:3.

*Workers of miracles:* 1 Cor. 12:29.

*Meaning:* 1 Cor. 14:11.

"In nine passages containing 'power,' the original word is other than *exousia* or *dunamis*. These nine are: Luke 20:20; Rom. 9:22; 2 Thess. 1:9; Eph. 1:19; 6:10; Col. 1:11; 1 Tim. 6:16; Heb. 2:14; Rev. 5:13."

"Well," said my friend, "this has been a little strenuous, but I feel well repaid for this study together, and I shall record the results in my Bible for future use."

### Foreign Mission Band at Emmanuel Missionary College

H. J. KLOOSTER

THE fact that a number of former students have gone out from this school to work in the foreign fields, and that many others have definitely signified their willingness to go, attests the interest that is manifested in the Foreign Mission Band. The band is the largest in the school, about one hundred attending regularly. It is divided into two parts: the African Intelligence Band, which confines its study to the needs and conditions in Africa alone; and the General Band, which takes in the rest of the world. These bands meet alternately on Tuesday morning at the chapel hour.

The African Intelligence Band was organized in 1911, by Elder Joel C. Rogers, for the purpose of creating a special interest, that some might be impressed to give their lives "to heal the open sore of the world." This band has since kept in touch with Elder Rogers, and he writes of the work which is being done and that which still remains to be done. The General Band has been studying some of the conditions that have arisen as a result of the conflict in Europe, and its effect on our work.

There are in the school one hundred and twenty volunteers for foreign fields, out of an enrollment of two hundred and fifty-six. Some of those who have volunteered are also members of the Min-

isterial, the Bible Workers', and the Canvassers' Bands.

The sole purpose of these bands in the school is to interest the many young people in missions who might otherwise drift out into the world, and to conserve them for the Master's use.

### Student Edition of the "Signs"

WITH a kind of cooperation that does honor alike to the editor of the weekly *Signs of the Times* and to the professor of English in Washington Missionary College, a special number of the *Signs of the Times* has been prepared and edited by the members of the College rhetoric class. The theme of this issue is "The Second Coming of Christ," and it will bear date of May 18. The *Signs* editor says that "the students have written some excellent articles that would be a credit to writers of much longer experience," and as a mark of appreciation he designs to illustrate and embellish this issue more liberally than usual. This is a kind of cooperation between the school and the field that ought to be the rule, not the exception. We commend the editor, the professor, and the students for their courage, and hope this number will be the means of causing a multitude to see a great light.

### Church School at Columbus, Ohio

A PICTURE of this school in its new quarters is shown on page 264. It has been taught by Goldie Hixon the last three years of its seven years' existence. There are twenty-eight pupils, in eight grades, and the term is nine months. The Junior Society meets every Wednesday, and the children have sold hundreds of the *Signs* and the *Watchman*. A prayer band meets at noon every day for five or ten minutes, all the children but one taking part. The school has free medical inspection by one of our own physicians.

### A Potato-Digging Bee

A NOTE from Mount Ellis Academy says:—

"We are glad to report the good crops raised on our school farm this year. Our students, faculty, and some of the members of the board enjoyed digging seven hundred and ninety sacks of the best potatoes raised in the State. It is quite common to find our potatoes weighing three pounds each, and as the weight required for diner potatoes is one pound and a half, we shall sell several sacks to the railroad company."

# Christian Education

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

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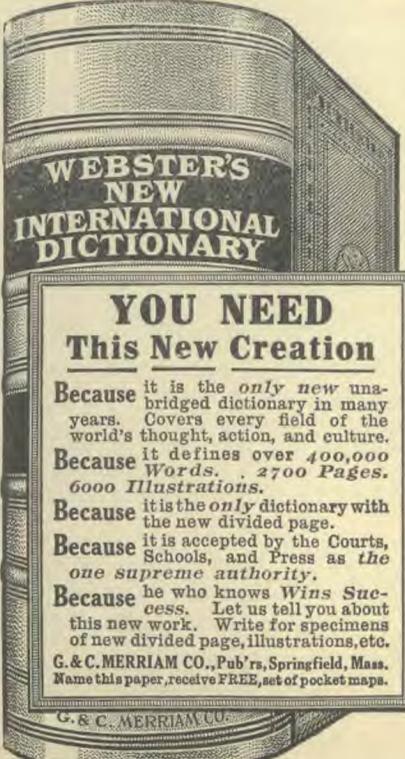
## "Minimum Essentials"

UNDER this title, sheets of graded questions in arithmetic, language, and geography have been prepared on a very ingenious and usable plan, by Thomas E. Thompson, superintendent of schools in Leominster, Mass. The author's viewpoint is that a large part of the business of elementary schools is to teach facts, first inductively, then by drills. In recent years the curriculum has become so packed that there is a tendency, almost a necessity, of neglecting important drill and review work unless it can be done by some time-saving method. Mr. Thompson has therefore selected, graded, and tabulated what he calls the "minimum essentials" in arithmetic, language, and geography, which a pupil should know as well and call up as readily as his own name. The sheets ( $7\frac{1}{2} \times 10\frac{3}{4}$  inches, are arranged in two sets (one in tint and one in white) for quick oral and quick written tests respectively. The oral test sheet (printed on both sides) is also called study paper, as it is placed in the hands of the pupil for self-drill beforehand, said to be a suitable kind of work for a pupil to do at home or at odd minutes in school. The written test (printed on one side only) is never seen by the pupil except while filling in the blanks left for answers, at the teacher's direction. All sheets have at the top the name of the subject, the number, a place for the name of the pupil, and for the number of minutes used in the exercise. The geogra-

phy sheets are double, one half containing an outline map with index letters and figures, the half opposite containing the test. The arithmetic covers grades 1-9, the language and the geography, grades 3-9. In arithmetic and language the prices are: Oral, \$1 for 500 sheets; written, 90 cents for 500 sheets, or 25 cents for 100 sheets. In geography: Oral, \$1 for 250 double sheets; written, 90 cents for 250 double sheets, or 25 cents for 100 double sheets. Usual discount to the trade. Published by Ginn & Co.

"GRADED LESSONS IN PROOF READING," noticed in our February issue, has been in use in Walla Walla, Union, and Emmanuel Missionary Colleges the past year. Copies may be obtained of the author, Mrs. Laura F. Rathbun, Berrien Springs, Mich. Price, 15 cents a copy, or 12 cents in quantity.

In a recent fire drill by night at Adelphean Academy, the boys responded very quickly, reaching the fire with pails and extinguishers about two minutes after the alarm was turned in. This is very good, considering that all were sound asleep at the time the fire gong was rung.



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