

CHRISTIAN EDUCATOR

A MAGAZINE FOR HOME AND SCHOOL

Vol. IX

May, 1918

No. 9

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Published Monthly by the

REVIEW AND HERALD PUBLISHING ASSOCIATION

Washington, D. C.

Emmanuel Missionary College

The

standard of education required for successful workers in God's cause is rising higher every year. The

School

which does not provide the best training to meet the demands for efficient workers in all branches

Of

our work, is not answering the insistent command, "Educate! educate! educate!" It is missing its

Opportunity.

This institution is proud to see an ever-increasing number of its students meeting the needs of the near and far fields for workers to swell the ranks. This is the place to get ready. Write for calendar and information to

C. L. Benson, President
Berrien Springs, Mich.

CAMPAIGN NUMBER

We have decided to make our June
EDUCATOR a---

Summer Campaign Number

One of the leading articles has already been written by Elder I. H. Evans, another will be written by Elder A. G. Daniells, and still others are in the making.

This number will have an educational message that must reach *every Seventh-day Adventist home in the English-speaking world.*

To place it there and make it a regular visitor, we are laying plans that will give every educator and every believer in Christian education an active part in the campaign.

Now for Action

Besides the powerful appeals for the education of our young people by our leading men, the latest and best from the General Conference will be included. The times never demanded more *action* on our part than now.

*Every S. D. A. Boy and Girl
in Our Schools*

*Every S. D. A. Worker
a Campaigner*



GRADUATING CLASS OF THE SOONAN SCHOOL, KOREA. HOWARD M. LEE, PRINCIPAL.

CHRISTIAN EDUCATOR

VOL. IX

WASHINGTON, D. C., MAY, 1918

No. 9

THE SPIRIT OF GRADUATION

GRADUATION is the climax of formal school life. It represents the acme of what a student gains through instruction and direction in a prescribed course of study. Graduation marks the commencement of self-directed improvement and service.

Graduation day is therefore an occasion of solemn joy, of cheerful sobriety. As the curriculum that has been pursued bears the earmarks of the life and service for which it is intended to prepare, so will graduation and graduation day reflect the spirit of the school itself and of the calling to which the student is looking forward.

To the graduates of 1918, the watchman on the walls of Zion calls out in solemn but unmistakable tones, "The morning cometh, and also the night." The night of earth's woe is settling down upon its inhabitants, but the dawn of the eternal morning is beginning to glow. Well may solemnity be mingled with joy in the soul. Well may sobriety temper the good cheer that characterizes the graduation period in a Seventh-day Adventist school.

Let the spirit of graduation be consonant with the spirit of the curriculum. Let the spirit of graduation be in harmony with the principles of Christian simplicity, economy, and seriousness. Let the spirit of graduation reflect the spirit of the Advent Movement, to the advancement and completion of which our young men and women have dedicated their lives.

Laboratories and Libraries

There are three common, distinct methods of teaching—the lecture, perhaps the oldest; the recitation, undoubtedly the most common since the day of many textbooks; and latterly, the laboratory method. The laboratory method is rapidly growing in favor. In its broad sense it applies to the use of the library for individual work or research, as well as to work done in science-rooms.

Each of these three methods has a place in the scheme of strong teaching, but their greatest strength lies in a field of correlation rather than in separate fields. Oftentimes the laboratory and the classroom work are not thus associated, and the student treats them too much as unrelated tasks of a common subject.

Strong teaching is such as will make the students think for themselves. The answering of a question is not of most help unless the student arrives at the answer by the way of the "known to the unknown"—a way of individual thought through the laws of association, rather than parrot-like repetition. The pupil, rather than the teacher, is to be in the attitude of a questioner. It is the work of the teacher to guide the pupil to the source of the information he seeks.

THE LABORATORY

This principle of individual effort in the solution of the problems which nature and the affairs of man present, demands the laboratory and library methods, demands that the student himself shall mine for the hidden treasures in the fields of knowledge.

No problem in the field of science in which the student is working should be solved for him. He should make the necessary apparatus, or have it placed in his hands if it is a waste of time or impossible to make it; then, having his apparatus and having been given his problem, he should solve it methodically, accurately, and expeditiously. Hence each school should have sufficient laboratory material of every sort to meet every need of every student in all his science studies. Mental bricks can no better be made without straw than can mud bricks.

THE LIBRARY

And of books and their use let as much be demanded. Children cannot be taught to read without the library. They may be taught to know and repeat words and to string them into sentences, but not to read for the love of it. The elementary school should have its library,—a manger low enough for the lambs to eat out of it,—and the secondary school and the college likewise. But teach all to read. Have library programs; take students on excursions through the library, and make them acquainted with the books. Encourage them to browse in its fields.

So important an adjunct to a college as the library might well be departmentalized and be headed by a professor on an equal footing with the heads of other departments. His work should be, not simply to teach the science of the organization and care of the library, but to associate with other faculty members, and lead in a strong effort to secure a growing knowledge of and love for books, and to guide the students in the wise employment of their spare time by using the library and making it a great center for social and spiritual good. We want to lift steadily the standards which have been adopted by the General Department of Education for the number and character of the books composing the libraries of our different grades of schools. More and more must we provide facilities for that reading which produces strong thinking and broad Christian culture.

Frederick Griggs

EDITORIALS

Graduation Exercises

GRADUATION or commencement exercises are of significance and value. The student is taking farewell of the school he has learned to love. He is on the point of beginning the work in life for which it has prepared him, and the occasion should be one of quiet pleasantness, and yet be marked with simplicity and dignity.

Seventh-day Adventists have a most serious mission to the world. They proclaim the end of all things earthly, and base this proclamation on the Word of God. Their schools are established to save their children and young people from the flood of skepticism and unbelief which is sweeping the world just prior to the coming of Christ, and to prepare them to herald his advent. Hence those exercises in their schools which mark the completion of the school term and the beginning of the work term of life, should be pleasant, simple, and yet serious enough fitly to represent the high calling of these graduates.

The graduates themselves have a responsibility properly to represent to their undergraduate associates, to their friends, and to the world, their appreciation of the principles of Christian education as taught them by the college or academy which they have been attending. In their class-day exercises, and in other functions of graduation week and the close of the year, they should make studied effort to improve every opportunity to lift higher the banner of truth and righteousness under which they have enlisted, and for which they may fight in a triumphant warfare.

The senior class of any institution of learning may be a power in the upbuilding of its standards and ideals. And by so much as any senior fails to grasp the meaning and responsibility of this power, by just so much has he failed to measure

up to the possibilities offered him by his college. The morning of life has nearly fled, and its noonday sun will soon beat hard upon him. His college has sought to equip him for the responsibilities of the high day of life. Let him reveal, then, his appreciation of these responsibilities by all that he says and does in his graduation hours.

Those who address our graduating classes have placed in their trust great opportunities for good. The baccalaureate sermon and the graduating address should be masterpieces of effort in an endeavor to set before these young men and women the call of God to the noblest in life, both of service and of sacrifice. These graduates have qualified for the high service of God and of humanity, and they come to these occasions with an honest and strong desire for a parting word of counsel that may inspire them, and guide them through the light and the dark of their work—a work which, in our cause of truth, may take them into any land and among any people. Those to whom it is given to address our students on these occasions, should set forth in the clearest perspective the cause of truth and their relation to it. The address should never be high-flown, but simple, direct, and forcible. Such help, coming from leaders in whom the students have confidence, will have an influence that will endure for years, often for life.

This is a troubled, sorrowing, hungry world, this world of the present year; and if ever simplicity and sincerity were due it from those who would point it to the Saviour, they are due now. This being so, our graduating classes should be simple and economical in all their plans for their graduating exercises. Matters of dress and entertainment should be carefully studied, and all undue display

and unnecessary expense avoided. Many of our students come to graduation exercises with pocketbooks worse than depleted; and Christian charity, if nothing more, demands that those who are not in these financial straits should in every way seek to eliminate expense, and to make the graduation a pleasant one for their less fortunate fellows.

The graduating exercises of our schools in theory represent their ideals. May they do so in reality.

FREDERICK GRIGGS.

Various Arts

Of Loving Your Neighbor.—"So long as I have been here," said President Lincoln after his second election, "I have not willingly planted a thorn in any man's bosom."

Of Finding the Beautiful.—"Though we travel the world over to find the beautiful, we must carry it in our own heart, or, go where we may, we shall find it not."

Of Imitating Nature.—"Educate the children and youth to consider the works of the great Master Artist, and to imitate the attractive graces of nature in their character building. As the love of God wins their hearts, let them bring into their lives the beauty of holiness."—*E. G. White.*

Of Being True.—J. R. Miller relates the following story: "Ruskin tells us that in a famous Italian cathedral there are a number of colossal figures high up among the heavy timbers that support the roof. From the pavement, these statues have the appearance of great beauty. Curious to examine them, Ruskin says he climbed one day to the roof, and stood close beside them. Bitter was his disappointment to find that only the parts of the figures which could be seen from the pavement were carefully finished. The hidden side was rough and undressed. It is not enough to make our lives true only so far as men can see them."

Of Building Character.—"You cannot dream yourself into a character, you must hammer and forge yourself one."

Of Purifying the Soul.—Said Michelangelo: "Nothing makes the soul so pure, so religious, as the endeavor to create something perfect; for God is perfection, and whosoever strives for it, strives for something that is godlike."

Of Effective Speech.—"When we realize that speech, spoken and written, is the medium by which men must convey their ideas; that it is the only vehicle for communicating truth; that society, individually and collectively, every moment may be swayed and molded by it; that it is, in fact, the very foundation of intellectual and moral progress, the question of its effectiveness is seen to be of vital moment."—*Arthur Edward Phillips.*

Of Illustrating the Unseen.—"The unseen is illustrated by the seen. On everything upon the earth, from the loftiest tree of the forest to the lichen that clings to the rock, from the boundless ocean to the tiniest shell on the shore, they may behold the image and superscription of God."—*E. G. White.*

Of Learning from the Master Artist.—"Let the child from his earliest years be placed where this wonderful lesson book [of nature] shall be open before him. Let him behold the glorious scenes painted by the great Master Artist upon the shifting canvas of the heavens, let him become acquainted with the wonders of earth and sea, let him watch the unfolding mysteries of the changing seasons, and, in all his works, learn of the Creator."—*E. G. White.*

Of Christian Living.—"It is an art to live. Many persons exist, some persons live. We usually say that that man lives who is comfortable in the goods of this world and whose relations with his fellow beings are amiable, regardless of his motives for living. It is an art for the worldly-wise man to live; it is a higher art for the Christian to live."—*A Preceptress.*

The Spirit and Aims of Our 1918 Graduating Classes as Expressed by Themselves

GRADUATION day is the culmination of the school year. It is the making of a goal to the individual student who completes his course. Commencement day ought to be a time of both joy and solemnity. The classes of 1918 are face to face with an immediate future pregnant with significant events, personal tests unparalleled perhaps in the experience of any preceding class.

For these reasons, and others, we are glad to see the young men and women who are completing their courses this year take a noble stand on the principles of simplicity, economy, and seriousness

which, with the blessing of God, have been responsible for its remarkable growth,—principles which we feel are in danger of being lost sight of in this age of extravagance and display; and feeling, furthermore, the necessity of a hearty response to the urgent call for economy in expenditure and carefulness in conserving our resources, we, the 1918 graduates of Emmanuel Missionary College, as a class, hereby reiterate our allegiance to this policy of economy so long upheld by the denomination and so strongly pushed to the forefront of our national life today, and resolve to demonstrate

PROSPECTIVE NUMBER OF GRADUATES

NAME OF SCHOOL	General College Course	Ministerial College Course	Fourteen Grade Course	Twelve Grade Course	Normal Course	Commercial Course	Music Course	Premedical Course	Other Courses	ENROLMENT		
										This Year	Last Year	Total
Washington Missionary College	18	3		7	5					312	315	33
Union College	16			27	5	1	2		6	440	383	57
Emmanuel Missionary College	19	5	2	21	8	2	1	3	1	266	283	59
Pacific Union College	9		6	10			1	8		273	296	42
Danish-Norwegian Seminary				10						162	142	10
Clinton Seminary		2	10	14	1		2			210	163	29
Southwestern Junior College			8	15		1	1			202	180	25
Eastern Canadian Miss. Seminary			7	7						85	70	14
Lodi Academy				16						215	212	16
Mt. Vernon Academy				15						160	180	15
Totals	62	10	33	142	24	4	7	11	7	2,325	2,224	300

in their graduation exercises, and of complete consecration to the tasks that lie immediately before them. We are happy to present below the views of class members as expressed by them in our various schools. We shall give the statements of our college classes in their own words, and present a digest of what our academy classes declare.

College Classes

Emmanuel Missionary College.—Realizing the value and the importance of the time-tested principles of simplicity and personal sacrifice which have characterized the very soul of our message, and

this allegiance by a studied economy, a practical frugality, and a keen avoidance of any unnecessary expense or display in the activities of our graduation exercises. Not only do we adopt this as a temporary measure, but realizing how indispensable these principles are to the further proclamation and final triumph of our message, we hereby accept them as a permanent guiding policy of all our future endeavors.

CLASS OF 1918.

Union College.—In view of the general conditions which the world at large faces today, the spirit of the times has

changed from that of frivolity and display to that of grave consideration. Thinking people view with consternation the trend of events developing in the affairs of men. Never before has our own Government undertaken such a far-reaching program of conservation as is now witnessed. This is seen not only in governmental activities, but extends to the schools, churches, and homes of our peaceful citizens. To this policy of conservation the Seventh-day Adventist denomination stands pledged. We think this to be in harmony with the command of the Great Teacher, who said, "Gather up the fragments that remain, that nothing be lost."

As students of Union College, we stand fully in accordance with the above principles. We believe that our Alma Mater should stand foremost in every effort in this line of retrenchment. We are desirous that her influence shall always be on the side of right.

Therefore, we, the class of 1918, pledge ourselves faithfully and willingly to abide by every precept for which Union stands, and by the decisions of the faculty concerning the nature of our closing exercises.

CLASS OF 1918.

Pacific Union College.—The senior class of Pacific Union College, in planning for graduation and its attendant features this year, is endeavoring to lay all its plans in harmony with the principles of Christian conduct, emphasizing particularly the relation that should exist between the student and his denomination and country. The class policy is expressed in three words:

1. *Efficiency*, in view of the needs of our denominational work, the crisis of our country, and the need of the best in the service of both.

2. *Simplicity*, as prompted by the principles of the denomination and emphasized by common sense.

3. *Economy*, as taught by denominational principles and demanded by the exigencies of the country's status.

CLASS OF 1918.

Walla Walla College.—In view of the present national crisis, which bespeaks necessity for conservation and economy, and in harmony with the nature of the work for which we are preparing, we, the senior class of Walla Walla College, resolve to adopt a policy of economy in expenditure, simplicity in display, and modesty in appearance.

CLASS OF 1918.

Junior College Classes

Southwestern Junior College.—Our graduation exercises have been very simple and plain in the past, and we are planning them the same way this year.

Broadview Swedish Seminary.—Simplicity has always characterized the graduation exercises at Broadview. Our class has decided to dispense with everything that is absolutely unnecessary, even invitations. We plan on having simply printed programs for class night. Our decorations are usually flowers, foliage, and firs.

Eastern Canadian Missionary Seminary.—We have already taken steps to make our graduation exercises as simple as possible. For one thing, we are considering the elimination of class night.

Clinton Theological Seminary.—Our class has adopted the policy of eliminating all unnecessary expenditures and of using simple decorations. We are prompted by an appreciation of the solemnity of the hour in which we live, and the critical condition of our country's present affairs. We believe in the principles enunciated in the life and character of Jesus, and are determined to do our part in promulgating the good tidings of the coming King.

Alberta Academy.—[No class this year, but the principal says:] I am in favor of anything tending toward the simplicity of graduation exercises. My reasons are not based alone upon national conditions nor actions on the part of the secular colleges, but rather on the belief that simplicity and economy are in keeping with the principles of Christian education.

Our Academy Classes

Sheyenne River Academy.—We have unanimously decided that our policy shall be one of simplicity and economy in our graduation exercises. Needless expenditure would be out of harmony with the present needs of our Government and with the example of Christ.

Mount Vernon Academy.—Every member of our class is fully persuaded that we ought to be plain and simple in all that pertains to graduation. The question of class pins will probably not be discussed at all, as most of our number look with disfavor upon them, regarding them as unnecessary. Our decorations will be simple. We believe we ought always to practice economy, because we can thus save time and probably be an influence for good to those who follow.

Oak Park Academy.—Our class is deeply impressed by the strenuous times in which we live, and by the need of conservation on every hand. We feel that any extravagance in graduation expenditures would be looked upon with disfavor by Heaven. We have therefore resolved to incur as little expense as possible. The beauty of our decorations will consist in their neatness, and crêpe paper will be the material most used. We have decided that the clothing worn at the time shall be such as will be of practical use when the exercises are over. The idea of having class pins was dropped by unanimous vote. Our invitations will be neat and inexpensive. We shall try to make our program educative.

Maplewood Academy.—Our plans for graduation are of the simplest kind. As has been the custom of our school heretofore, we plan to spend not more than a total of \$5 for decorations. Our reasons are: (1) Economy in view of world conditions; (2) simplicity in harmony with the Bible standard; (3) elimination of the spirit of excelling in senior classes.

Adelphian Academy.—The class is giving very careful attention to the matter of economy, and nothing of an unduly elaborate nature is to be staged.

Lodi Academy.—Having considered the conditions of the world and particularly those of our own nation, we have resolved to "do our bit" by the practice of economy in all class functions. We plan to make them original and interesting, and representative of the principles of our faith.

San Fernando Academy.—The class is fully in harmony with the principles of simplicity and economy in graduation exercises, and takes its stand on these principles because it believes that this is in harmony with the spirit and aims of our denominational work, as well as with the critical times in which we live.

Laurelwood Academy.—Our class has pledged itself by resolution to renounce any desire for the applause of the world, to esteem education, not as an open door to worldly position, but as a definite means for speedy entrance into missionary work; to cultivate in our characters the spirit of kindness, helpfulness, integrity, industry, simplicity, and economy of money, time, and physical strength. We are actuated by the exigencies of a spiritual warfare demanding an immediate and persistent forward movement along every front.

Bethel Academy.—In recognition of the call of our nation to carefulness and conservation in this hour of trial and distress, and recognizing the still greater call of our Master to sacrifice and service, we as a class will heed the call in our preparation for graduation.

Exhibits and Slides to Loan

THE Forest Service in the United States Department of Agriculture offers to loan to schools traveling exhibits and slides accompanied by lecture outlines relating to the trees and forests of the country, and including sixty-four samples of commercially important woods. The slides are loaned for from one to two weeks, and the exhibits for three weeks, to schools. Itineraries of the exhibits are arranged so that borrowers usually pay transportation only one way. For further information apply to the Forest Service, Washington, D. C., stating how you desire to use these materials and that you agree to the conditions on which the loans are made.

Laboratory and Library Progress

Progress in Laboratory Development

Southwestern Junior College.—Our present inventory is about \$1,250, and we are expecting \$300 worth of additional equipment in a few days. One room each is devoted to Biology, Physics, and Chemistry. The annual fee for Chemistry is \$8, and for Physics, \$4. The following are the fees for the one-semester science subjects: Botany, \$1.50; General Science, \$1.50; Physiology, \$1; Zoology, \$2.50.

Clinton Theological Seminary.—The laboratory equipment is valued at \$1,000. It is quite complete, including all necessary apparatus, some of which has been made on the premises in a shop used for the purpose, and proves to be very serviceable. The total enrolment of our laboratory classes is 53. The fee for General Science is \$2; for Physics, \$4; Chemistry, \$5; Astronomy, \$3; and Physiology, \$2. Donations to the extent of \$400 have been received during the last three years, and the funds are distributed among the various science departments as equally as possible.

Danish-Norwegian Seminary.—We are well equipped for teaching Academic Botany, Zoology, Physics, Chemistry, and also College Chemistry and Botany. Our equipment is valued at nearly \$3,000. No definite plan for apportioning funds is followed, as the fees have been insufficient. Part of the \$2,000 spent last year was appropriated by the board, and the rest was received from private subscriptions. The fee for Chemistry and Biology is \$6 in each subject; for Physiology it is \$1.50, and for Botany, \$2.

Adelphian Academy.—We now have about \$800 invested in laboratory equipment, and have a very complete outfit. This money was raised by solicitation. We have a special laboratory-room fitted up with stereopticon, tables for experimental work, and the equipment for Physics, Physiology, Botany, and General Science. The laboratory fund will keep

the equipment intact, but will not increase it.

Mount Vernon Academy.—The value of the science laboratory equipment is \$1,000. There is a separate building for the laboratory, with complete equipment for college work in the physical, chemical, and biological sciences. The annual fees are: Physics, \$4; Chemistry, \$6; Advanced Physiology, \$4; Botany, \$4. We have no other means than the fees for increasing our laboratory fund.

Lodi Academy.—The expenditure of \$50 will bring our laboratory facilities up to the standard. The fee for Chemistry is \$2.50; for Physics, \$1.50; and for Elementary Science, \$1. We have no other method of increasing our laboratory fund.

Pacific Union College.—Our laboratory represents an investment of \$3,000, and consists of a recitation-room, laboratory-room, and two storage-rooms. The fees for college science subjects are as follows: Chemistry, \$5; Physiology, \$3; Botany, \$3; Zoology, \$3; Physics, \$4. Our plan is to use the fees from one department of science for the benefit of that department, although we sometimes use a surplus to purchase permanent equipment, such as microscopes and other instruments. The fees are our only means of laboratory upkeep.

Union College.—The total value of our three laboratory departments—Physics, Chemistry, and Biology—is \$5,000. Our annual laboratory fees approximate \$200 in the Chemistry section, \$350 in the Physics section, and \$120 in the Biology section. These funds are expended for the benefit of the Science department from which they come. Any donated funds are divided according to the desire of the donor.

Washington Missionary College.—We have separate rooms for Chemistry, Physics, Biology and Physiology, and a science lecture hall. Each of these rooms is fully equipped. The Chemistry-room is fitted

with desks, gas fixtures, sinks, and all the necessary apparatus. The Physics and the Biology rooms are well lighted, and contain suitable tables, cases, and apparatus. The lecture hall is large and convenient. Semester fees are as follows: Astronomy, \$2; Botany, \$2; Zoology, \$4; Chemistry, \$5; Elementary Physics, \$4; Advanced Physics, \$6; Elementary Physiology, \$2; Advanced Physiology, \$4. Our total science equipment is valued at a little over \$2,000, and is kept up principally by the fees, although special needs are met by lecture proceeds, grants from the management, and solicitation.

Emmanuel Missionary College.—The laboratory is located in the basement, and is equipped with private lockers to accommodate quite a large laboratory class. The equipment is valued at more than \$3,500. The semester fees are: General Chemistry, \$4; Physics, \$4; Biology, \$3.50; First Aid, \$3. The net earnings of the medical department are turned over to the laboratory fund, which is apportioned by the head of the department.

Broadview Swedish Seminary.—The value of our science equipment is nearly \$800. Most of this is represented by facilities for the classes in Physics and Chemistry, although a considerable part is invested for classes in other science branches. The semester fees are as follows: Physics, \$1.50; Chemistry, \$3, Hydrotherapy, 50 cents; Physiology, 75 cents; Botany, 50 cents. Last year an appropriation of \$400 was made to the science department in addition to the fees received.

Progress in Library Development

Southwestern Junior College.—We have about 2,000 standard volumes in our library, and are preparing a room on the first floor which will afford excellent facilities for this department of the school. The library will cover about 1,200 square feet of floor space, and will accommodate 60 readers. Something like \$800 was raised last year for the library, in addition to the regular fees, and next year we expect to have 2,500 volumes.

Clinton Theological Seminary.—Our library has about 4,000 volumes, an ample stockroom, large reading-room, and all necessary furnishings and equipment. The annual fee is \$1, and in addition to this we enjoy an endowment of about \$3,000. In apportioning the library funds, the needs of various departments are considered, and the books ordered by the library committee.

Danish-Norwegian Seminary.—In our library are over 4,000 standard works. The annual fee is \$1, and last year the students agreed to raise an additional library fund of \$2,000. This sum has not all been realized yet, but we expect to reach the goal in time. Additional books are carefully selected by a library committee.

Adelphian Academy.—Slightly over 1,300 volumes are on our shelves, and this number is continually growing. Recently we added such of the Reading Course books as we did not already have, a new set of Encyclopedia Britannica, and a few works on industrial and agricultural subjects. By the close of the year we expect to have 1,500 volumes. The library fee covers little more than the cost of subscriptions and labor of assistant librarians.

Mount Vernon Academy.—Our library facilities are very good. We have 2,000 volumes, and both a storeroom and a reading-room. The annual fee is \$2, which is the only means of library upkeep we have. The fund is distributed and expended by the library committee.

Lodi Academy.—The 1,350 volumes comprising our library are kept in suitable bookcases in the library-room. So far the fee has been \$1, but we propose to double it next year. The entire fund is used for the purchase of books chosen by the faculty. We have increased our library by giving programs where admission was paid by donating a book.

Union College.—The library is a vital feature of our school. We have 6,480 volumes, and our annual fee is \$2. This is apportioned among the departments on

the following basis: After the salaries and general expenses are deducted, the remainder is divided into nine units and apportioned among the different branches of the school.

Emmanuel Missionary College.—Our 6,630 books are very much crowded. The annex is inadequate, and the reading-room, where the books are shelved, is very small. Each student is charged a fee of \$2 for the year, and this fund, supplemented by the net earnings of the lecture course, is apportioned to the various departments on the per-cent basis. New books are selected by the library committee.

Broadview Swedish Seminary.—The seminary has 4,000 volumes, housed in a room used exclusively for library purposes. We offer a class in Library Science. Our annual library fee is \$1, and

special appropriations are made from time to time. The library has enjoyed the income from the sale of a book written by Elder S. Mortenson. Books are selected by a committee of three. Nearly 3,000 volumes were added last year.

Pacific Union College.—We have 5,000 standard volumes on our shelves. The library is open all day, except about two hours after dinner, and has never been used so extensively as this year. In each of the dormitories we have a small collection of books for use during the study period. Each student pays an annual entrance fee of \$5, of which \$2 is used for the library, and covers subscriptions, binding, and additions. We spent over \$1,000 on our library last summer. This money was obtained on the annuity plan. New books are apportioned among the departments according to their needs.

Library Science

BY ZELLA M. SCHMALTZ

Assistant Librarian of Union College

THE classification and arrangement of a library is not so difficult a task as it may appear at first, but it depends upon the number of books to be handled, whether it is a long task or not.

First, a complete record of all the books in the library should be kept in a permanent book, noting the author, name of the book, publisher and place of publication, date of publication, number of pages, how obtained, price, class number, and number of volumes. In the margin the number (called the accession number) of the order of the book is written. The accession number is written on the bottom of the title page of the book, and serves as a guide to locate missing books when there is more than one copy of the same book. For example: 25; Brenke, W. C.; Advanced Algebra; Century Company, N. Y.; 1917; 196 pp.; Century Company; \$1.25; 510B; 1 Vol.

The following system of classification of books is a most efficient one for a li-

brary, whether large or small. It is known as Dewey's Decimal System, and is in general use in libraries throughout the United States. Each book is placed in its own class and labeled on its back with its class number. Then the books are arranged according to the authors' names, alphabetically. For example, a book on algebra is 510A or 510B, etc.; books on education, 370M, 370N, etc.

A complete list of the books according to their class numbers should be kept. This is called the shelf list, and is best kept on cards or in a book in which leaves can be inserted as the library grows. This is kept for the purpose of checking over the library to see if all the books are there. The following is a good form of shelf list card or sheet:

510	Brenke, W. C.
B	Advanced Algebra
	25 (Accession number)

(Continued on page 270)

Developing Our Library at Washington College

BY O. M. JOHN, DEAN

Our library at present consists of 5,675 books, which are largely late works and standard authorities. Our library facilities at the present time are not the most desirable. We lack room, suitable means to lessen noise in the library itself, better methods of keeping track of books, and better assistants and custodians. The ideal arrangement as to custodian or librarian would be securing some person who could give all his time to the library itself, or at least the greater part of his time, while either teaching some class or taking one, if he should be a student.

Next year the library facilities will be greatly increased, for we shall have the present chapel as the library, more suitable equipment in the way of tables and desks especially prepared for library purposes, and a system of lighting which will make it more convenient for night study.

Our annual library fee from each student is \$3, half payable at the beginning of each semester.

We have no definite method of apportioning library funds to the various departments. As all departments do not use the library to the same degree,—mathematics and sciences using it rather infrequently,—each department head is given consideration solely on the basis of his needs. If he is not wide-awake enough to make his wishes known to those purchasing the books, the chances are that he will not get any. This plan, it will be observed, places full responsibility on the department head.

As to the method of selecting and purchasing the books, a committee on library is appointed each year by the president of the school, the librarian (who is also appointed in the same way) being chairman. This committee, which is usually made up of heads of certain departments (generally those departments using the library most), passes on requests for

books as they are turned in by the various teachers. When a particular list of books is to be bought, the librarian takes the list to the business office and orders them. There is no buying of books wholesale from secondhand stores by the president of the school; the matter is left entirely to the discretion of the library committee, and in this way, everybody is satisfied.

The only means we have at present for increasing funds for the library, outside of the annual fees, is the lecture course. After expenses are paid, the library gets the remainder of the proceeds, which has averaged for the past two years from \$100 to \$125.

A plan that the present librarian would like to see put in operation is the annuity arrangement. By having some individual who is interested in investing money with the denomination buy an annuity from the college, or the union or General Conference, we could have the use of any amount of money whenever we needed it, and not be dependent on the small income from year to year. If we took an annuity for \$10,000, the interest on this would be, at six per cent, \$600. Our annual library fees, which amount to roughly \$950, would more than pay this interest, and we could draw on our \$10,000 for any sum as we needed the books, and whatever would not be drawn on could be invested in good safe securities, the returns of which would also go to the library. The value of this arrangement would be in our ability to draw any sum at any time we needed books (for many times we cannot buy books we greatly need, because of lack of funds), and in its absolute safety and business economy. And it is possible that the purchaser of the annuity would not demand more than four per cent on his investment, in which case we should be still better off, as we should have more left from the annual fees.

Library Science

(Continued from page 268)

The catalogue, or index, of the books is made very accessible with author cards or sheets, title cards, and subject cards if necessary, all arranged alphabetically by first main word in title.

Author card:

510 B	Brenke, W. C. Advanced Algebra N. Y., 1917
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On the reverse side of the author card should be written the accession number of the book and the titles of the other cards made on the same book. Thus:

25 Algebra, Advanced

Title card:

510 B	Algebra, Advanced Brenke, W. C. 1917
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The letting out of books can be done in any way convenient to the individual librarian.

Dewey's Decimal System of Classification of Books

- | | | | |
|-----|--------------------------------|-----|-------------------------------|
| 000 | <i>General Works</i> | 300 | <i>Sociology</i> |
| 010 | Bibliography | 310 | Statistics |
| 020 | Library Economy | 320 | Political Science |
| 030 | General Cyclopedias | 330 | Political Economy |
| 040 | General Collections | 340 | Law |
| 050 | General Periodicals | 350 | Administration |
| 060 | General Societies | 360 | Associations and Institutions |
| 070 | Newspapers | 370 | Education |
| 080 | Special Libraries | 380 | Commerce and Communication |
| 090 | Book Rarities | 390 | Customs, Costumes, Folklore |
| 100 | <i>Philosophy</i> | 400 | <i>Philology</i> |
| 110 | Metaphysics | 410 | Comparative |
| 120 | Special Metaphysical Topics | 420 | English |
| 130 | Mind and Body | 430 | German |
| 140 | Philosophical Systems | 440 | French |
| 150 | Mental Faculties. Psychology | 450 | Italian |
| 160 | Logic | 460 | Spanish |
| 170 | Ethics | 470 | Latin |
| 180 | Ancient Philosophers | 480 | Greek |
| 190 | Modern Philosophers | 490 | Minor Languages |
| 200 | <i>Religion</i> | 500 | <i>Natural Science</i> |
| 210 | Natural Theology | 510 | Mathematics |
| 220 | Bible | 520 | Astronomy |
| 230 | Doctrinal Theology. Dogmatics | 530 | Physics |
| 240 | Devotional and Practical | 540 | Chemistry |
| 250 | Homiletic. Pastoral. Parochial | 550 | Geology |
| 260 | Church Institutions, Work | 560 | Paleontology |
| 270 | Religious History | 570 | Biology |
| 280 | Christian Churches and Sects | 580 | Botany |
| 290 | Non-Christian Religions | 590 | Zoology |
| | | 600 | <i>Useful Arts</i> |
| | | 610 | Medicine |
| | | 620 | Engineering |
| | | 630 | Agriculture |
| | | 640 | Domestic Economy |
| | | 650 | Communication and Commerce |
| | | 660 | Chemical Technology |
| | | 670 | Manufactures |
| | | 680 | Mechanic Trades |
| | | 690 | Building |
| | | 700 | <i>Fine Arts</i> |
| | | 710 | Landscape Gardening |
| | | 720 | Architecture |
| | | 730 | Sculpture |
| | | 740 | Drawing, Design, Decoration |
| | | 750 | Painting |
| | | 760 | Engraving |
| | | 770 | Photography |
| | | 780 | Music |
| | | 790 | Amusements |
| | | 800 | <i>Literature</i> |
| | | 810 | American |
| | | 820 | English |
| | | 830 | German |
| | | 840 | French |
| | | 850 | Italian |
| | | 860 | Spanish |
| | | 870 | Latin |
| | | 880 | Greek |
| | | 890 | Minor Languages |

- 900 *History*
- 910 *Geography and Description*
- 920 *Biography*
- 930 *Ancient History*
- 940 *Modern Europe*
- 950 *Modern Asia*
- 960 *Modern Africa*
- 970 *Modern North America*
- 980 *Modern South America*
- 990 *Modern Oceanica and Polar Regions*

Co-operation Between Teacher and Parents

BY MRS. J. C. SCOTT

[While the writer of this article has the elementary school chiefly in mind, it is not a whit less important that teachers in our academies and colleges become acquainted with the home life of students under their care. Any measures that may be taken to this end will bring rich returns to both students and teachers, as well as to the general efficiency of the school. A thoughtful reading of this article will prove worth the time of any teacher.—Ed.]

THE most successful — yes, really the only — way for the teacher to co-operate with the parents is for him to become personally acquainted with each child. I do not mean just while the children are in school, but while they are out of school as well. Who are their associates, and what are the conditions in the home? Do gentleness, obedience, and courtesy exist in the home? Do love and kind words abide there, or nagging and bitterness? Are neatness, order, and industry the rule, or are the children allowed to indulge in idleness, and to fall into careless habits about their person, their clothing, and the home?

The only way for the teacher to become familiar with these things is to visit each home. Some one has said that parents should invite the teacher to their homes. If all parents would do this, these problems would be much easier solved; but is it not often — perhaps nearly always — the case that the home where the teacher might be the greatest blessing and help to the children, is the home to which he is not invited? The parents are indifferent and do not think of it, or they may have a very humble

home, and feel that the teacher would not care to come. They do not realize that even one room, if it be neat and clean and the mother is queen, is a palace, and that a warm welcome is what gives spice to the very plainest food.

Now, how is the teacher to visit in a home if the parents do not invite him? He must invite himself. Say to Johnnie or Mary or Freddie, as the case may be, "Tell mamma that I am coming over for a little visit tomorrow," or the next day or next week. State a definite day, and go at the appointed time, and go just as if you expected the family to be glad to see you. Tell them how glad you are to call and become acquainted with them; in fact, you had wanted so much to come that you excused one class this afternoon for the sake of coming. Tell of the pleasant little things that happen almost every day. Mary may be quite forward in one or more of her studies; be sure to mention that, and how well she is doing.

"But you do have a struggle with that number work, don't you, dear? But you are going to master it all right, for we just get right after it, don't we? The moments fly so quickly in school that it really seems we are only started in our class work when the time is up; but if father and mother can help just a little bit at home in the evening, I'm sure you will come out with flying colors at the end of the term.

"And here are Johnnie and Freddie; they have some battles to fight with geography and spelling, but they are getting the victory over numbers and grammar, and will master the others too, with a little help."

You know, dear teacher, the Bible says that if a man wants friends, he "must show himself friendly." So if you want the parents to warm up to you and to your subject, you must warm up to them and show them that you are really in earnest. Perhaps you do not feel like it; you are a little bashful and embarrassed, being naturally quiet and timid; but you must struggle with that feeling and con-

quer it, just as you expect the children to do with their arithmetic, geography, and spelling.

After you are gone, the parents are almost sure to say, "I did not suppose the teacher was particularly interested in our children; but he really seems to be, and I think we must try to help them with their lessons in the evening. I just believe I'll drop in some day and visit the school, as he suggested."

Now, as the teacher reads this article, he will probably say in his heart, if not audibly, "Well, that might be all right for a teacher in the public school, with only one or two grades, and so much better facilities to work with; but how can I be expected, at the close of a weary day, after I have struggled over lessons and classes from grades one to eight inclusive, to wend my way cheerfully and happily to a home where I do not know whether I shall be welcome or not? I am so tired right now with talking, that I wish I did not have to speak another word tonight; and yet I shall be expected to lead the conversation in just the right channel, be bright and cheerful, and witty too. To think of doing that once or twice a year in a dozen families! You must think we have plenty of time."

No, I am sure you do not have all the time you feel that you need; but we have all the time there is, and we always take time to do the things that seem to us to be the most important. Have we not a proverb something like this: "The way to gain time is to stop long enough to put your tools in good working order"? Is that not what Solomon means when he says, "If the iron be blunt, and he do not whet the edge, then must he put to more strength: but wisdom is profitable to direct"?

Some one will doubtless say, "And you expect your teacher to do all this for the small sum of thirty-five or forty dollars a month?" No, we do not expect him to do it for that, neither does he do it for that, but he does it for the love of souls for whom Christ died, and he accepts his salary to pay expenses as he continues in this labor of love.

The work of the conscientious Christian church school teacher can never be paid for in dollars and cents. Nay, verily; but his work of sacrifice and love is all written down in God's great book, and his reward will be sweet when he sees souls saved in the kingdom of God, where we shall have all eternity in which to study and learn. His labor will then have ended, but the results will go on forever and ever, for to him has been given the most precious material to work on that has ever been given to mankind,—the mind of a child. Daniel Webster once said, "If we work on a model, it will perish; if we rear temples, they will crumble to dust; if we engrave on brass, time will efface it; but if we work on minds and imbue them with good principles, we engrave on tablets that will brighten for all eternity."

"THERE will be better results from training drills with the spade and the hoe," says Dr. John Dewey, "than from parading America's youngsters up and down the school yard. This work would be worth while even if we were not at war, and if there were no food shortage. But as we are at war, and there is a food shortage, it is the duty of children, teachers, and school boards to consider the organization of school children into farming groups." He says further that the first step must be taken by the educators, and adds, "It is a chance to link the school with life."

The Ministry

(Concluded from page 273)

porting them. The four means by which we support our assertions are discussed in chapter 8, their names being given on page 89. They are Restatement, General Illustration, Specific Instance, and Testimony. Restatement is discussed in chapters 9 and 10, and General Illustration in chapters 11 and 12. The last two chapters are especially important. Study them well, and do not forget the questions on pages 305 to 307, nor the summary on page 223.

THE MINISTRY

WE have two months for the reading of that excellent book, "Effective Speaking," and two pages of the EDUCATOR for reading hints. Let us make the most of our time and space.

It will be necessary to read 120 pages the first month, or 30 pages a week. We shall accomplish most if we set this goal for ourselves and strive toward it week by week.

First Week.—The first 36 pages. We shall do well not to overlook the title page, the dedication, and the preface. The author and his subject are inseparably connected, and we should cultivate a personal acquaintance with him, that we may better appreciate his writings. He introduces himself in the preface.

In the first chapter we learn why so much speaking fails to accomplish its purpose—it is because speakers have dwelt too little upon how to make their listeners see their thought as clearly as the speaker himself sees it, to feel it as vividly as he feels it, to believe it as deeply as he believes it, and to act upon it as sincerely as he acts upon it.

The book we are studying is built around five "General Ends" and two "Great Principles." The General Ends are described in chapter 2. These ends are named at the top of page 19 and described in the remainder of the chapter. Understand them, master them. To aid in doing so, turn to page 301, after studying Chapters 1 and 2, and ask yourself the questions there given. Answer them aloud to your own satisfaction. This will drive you back to the text for more careful study.

When you are able to answer all the questions, turn to the table on page 223. Here you find the subject of the book in a nutshell. The General Ends are summarized in the five right-hand columns, the two Great Principles in the left-hand column. This table should be constantly referred to in your study.

You are now ready to read chapter 3, in which the first great principle is discussed,—that of "Reference to Experience." This principle means that the speaker should constantly refer to experiences that he feels sure his hearers have passed through, else he will be "firing over their heads," and his work will not be effective. It would be well to commit to memory the two short paragraphs in italics near the bottom of page 33, and dwell repeatedly upon the thought until you thoroughly comprehend its meaning. Now study the questions of chapter 3, on page 302, and see where you are in the table on page 223.

Second Week.—Chapters 4 and 5, to page 62. In these chapters the principle of Reference to Experience is applied to each of the General Ends. Chapter 4 applies the principle to Clearness, Impressiveness, and Belief; chapter 5 applies it to Action. In order to get people to act, we must appeal to the Impelling Motives. These are named on page 48 (1), and are described in the rest of the chapter. After studying each chapter, ask yourself the questions on that chapter, pages 303, 304, and find out where you are in the table on page 223.

Third Week.—Read Chapters 6 to 8, to page 90. Chapter 6 applies the principle of Reference to Experience to the general end of "Entertainment." Although this should not often be our chief end, it should constantly be a means to a general end. All speaking should be entertaining in order to secure attention to our more important ends. The seven factors that make speaking entertaining are given on page 63 (2), and are described in the rest of the chapter.

In chapter 7 we consider the second Great Principle of effective speaking—"Cumulation," or the heaping up of materials to secure our General Ends. We do this by making assertions and sup-

(Concluded on preceding page)

THE NORMAL

JESUS AS A TEACHER

"What he taught, he lived. 'I have given you an example,' he said to his disciples, 'that ye should do as I have done.' Thus in his life Christ's words had perfect illustration and support. And more than this: what he taught, he was. His words were the expression, not only of his own life experience, but of his own character. Not only did he teach the truth, but he was the truth. It was this that gave his teaching power."—*Education.*

Parable of the Kernelocorn*

Into the furrow's dark, moist keep

Sank little Kernelocorn,

Buried and hidden, though not to sleep,

But to build a stalk and to send roots deep—

Hustling Kernelocorn.

Toiling through springtime's buoyant cheer,

Hopeful Kernelocorn,

Through summer's heat till the autumn near

Saw the blade and the stalk and the full-
grained ear—

Wise little Kernelocorn.

Unto the mill one day they sped

Kernels from Kernelocorn.

They came out the finest meal instead,

And a mother and children were cheered and
fed,

All through Kernelocorn.

Kernelocorn, I'd like to know,

Truly, Kernelocorn,

How, like you, through storm and glow,

Patient and hopeful to work and grow;

Teach me, Kernelocorn.

Personal Work

Agents for Christ

We are Christ's agents here upon this earth. Our work is to lead and guide the children to him. The responsibility is so great that we almost shrink under it, but the same power that filled the Saviour will fill us also if we are willing. He is our example. His was a life of constant self-sacrifice. He humbled himself and took our nature upon him, so that sinners might be saved. He was always patient and cheerful, and spoke words of tenderest pity to those who were seeking to break away from Satan.

If we would win the hearts of our wayward children, we must be thorough Christians, and have a genuine passion for their souls. We must be what we want them to be. If we want to help

our children out of their troubles and difficulties, we must study their lives. We must put ourselves in their places, and live their lives with them. We must love them, and must show them that we love them.

Many times a child comes to us with a broken heart and tear-stained cheeks, and tells us a pitiful story, which may sound very simple to us, but to him is very important. Instead of turning away and telling him that it will be all right after a while, we could do much more good by bringing him to the Healer of all diseases in a short prayer. It may be that he is wholly to blame for the trouble. We can help him to see that he is at fault, and that he must have the sin forgiven by both God and the one with whom the trouble arose. We must never point out sins to a child, and then leave him sur-

* This little poem was printed in the *Educational Messenger*, the Union College paper, without credit, and we pass it on likewise.

rounded with them and discouraged by them. We must also point out the way of salvation to him. Perhaps he is too timid to pray. I believe it is the teacher's duty to pray for him, and then tell him to ask in a few words to be forgiven.

Prayer Essential

The thing most essential to success in working for the souls of our dear children, is to learn how to pray, how to intercede for them. We must bring each individual child to God in prayer each morning and leave him with the Lord at night. We must give God a chance to tell us what to do, for this is a delicate work.

It is not enough for us to pray *for* our pupils, we must pray *with* them. They must also feel the necessity of talking with their Saviour. They will very soon learn something of the power there is in prayer, although some may never hear a word of prayer in their homes.

A little boy whose parents were not Adventists came to our school last year. He was a very good worker, and the parents were much pleased with the change in him. They moved away, so he could not go to our school this year. When I went to visit them, the mother told me that the lad had been led away by bad companions, and he did his work very poorly. She asked him one day why he did such poor work. He told her that he didn't pray any more, and he could not do good work without praying. Surely this boy knew that there is power in prayer.

Another important factor in personal work is the weekly prayer band with all the children. There the teacher can gather her little flock around her, and have a heart-to-heart talk with them all. The children enjoy telling their experiences, and it is of great help to all. A victory won by a schoolmate will help another child more than an older member of the church can help him.

We have our prayer band on Friday afternoon. Two Fridays in the month the whole school meet together. The

other two Fridays we divide the school into three parts. I have charge of one group, and two of the older children take the other two groups. We always have something definite to pray for. During the week those who are to conduct the prayer bands meet together after school, and work out their plans for Friday. These children know their schoolmates even better than the teacher does, and can give many helpful suggestions which the teacher would not think of at all.

Surely this is an important work, a beautiful work, a delicate work. Our success depends upon our relation with our Saviour. We must continually sit at his feet and drink of that living water which fills one with power. The responsibility is so great, and we are so weak, that I think we all must say,—

O lead me, Lord, that I may lead
The wandering and the wavering feet!
O feed me, Lord, that I may feed
Thy hungering ones with manna sweet!

O strengthen me, that while I stand
Firm on the Rock and strong in thee,
I may stretch out a loving hand
To wrestlers with the troubled sea!

AMELIA EITEL.

The Busy Bee

How doth the little busy bee
Improve each shining hour,
And gather honey all the day
From every opening flower!

How skilfully she builds her cell!
How neat she spreads her wax!
And labors hard to store it well
With the sweet food she makes.

In works of labor or of skill,
I would be busy too;
For Satan finds some mischief still
For idle hands to do.

In books, or work, or healthful play,
Let my first years be passed,
That I may give for every day
Some good account at last.

—Isaac Watts

OF all institutions in our world, the school is the most important.—Mrs. E. G. White.

TEACHING NOTES—GRADE BY GRADE

FIRST GRADE—Anna A. Pierce

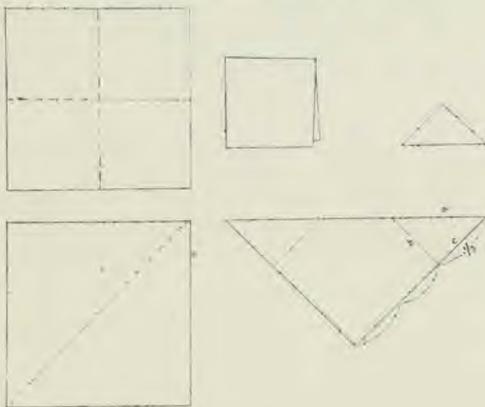
The Missionary Meeting.—The missionary idea should be trained into children from the first. A missionary meeting held each week accomplishes a great deal toward this. Let the children conduct the meeting.

In our missionary society the children carry forward all the work. The teacher arranges the program and hands it to the leader, who studies it over in preparation for reading. After the meeting this same program is handed to the secretary, who, with the teacher's help, writes out the minutes. These minutes are studied by the secretary and read at the next meeting.

Let every child have a part in some program. Missionary selections can be read from our Readers. This may be all that some children are able to do, while others can read from other books and papers. Assign short poems to be memorized for the meeting. Frequently have a missionary talk or story from some one outside. Try to get the children interested in particular foreign fields by talks and stories about these fields. More important than anything else, however, is teaching the children how to be real missionaries where they are. Teach them to see opportunities around them in their work and play at home and at school.

Encourage the spirit of giving. The cash-register bank has already been discussed in the EDUCATOR. This is a great incentive to the small children, as well as to the older ones.

Occupation work can be given, illustrating the different fields studied. Let the children make the Chinaman after studying the field of China. Use bright-colored four-inch squares for the skirt and waist, a small circle for the head, and a piece of black crotchet cotton for the queue. Mount on cardboard.

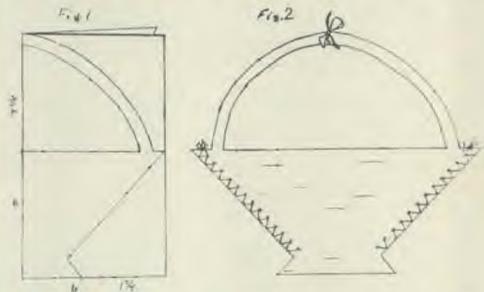


SECOND GRADE—Mabel A. Swanson

Reading.—The Bible stories near the end of the reader are excellent for acquainting the children with the language of the Scriptures. Encourage them to find and read corresponding passages from the Bible and the same stories in other books, such as "Easy Steps in the Bible Story."

The missionary stories touching on child life are always interesting. Find similar stories for supplementary reading. Occasionally let the children read such selections in the Junior Missionary Volunteer Society. This furnishes motive and inspiration for good reading, and helps to train the young reader to appear before an audience.

Review work in the Reader should be carried on this month. Vary this to keep it interesting. Choose the story yourself, or let the children take turns in naming the lesson to be read by



the class, or let each child choose for himself his favorite story, and tell why he likes it. Have the class hunt for parts of stories containing description of places or persons, or selections composed of conversation, or stories that make them feel happy or sad, etc.

Construction Work.—May Basket.

—Double one sheet of 8x8 inch cover paper. Cut as indicated in Fig. 1. Fold and cut a second sheet in the same way. Punch holes at sides, and lace with strands of raffia or with colored yarn. Punch and fasten handles together at top (Fig. 2).

If desired, the basket may also be made by using a piece of construction paper 16x8 inches, folding at side *b* as well as at side *a* (Fig. 1).



THIRD GRADE—Edith A. Cummings

May is here again, and with it come the closing days of school. There are so many things to be finished, so much we must do before school closes, but let us not forget to encourage the children to spend a profitable summer. "Vacation does not mean idleness."

Encourage each boy and girl to help, by working either for missions or for our country. Have a missionary garden or a war garden. Even little children can do Red Cross work. Teach your children to knit. Every boy and girl in our first three grades can knit. Third-grade girls are old enough to hem towels to be used in Red Cross hospitals.

Before school closes tell your boys and girls to spend a happy summer by being happy themselves, and by trying to make others happy. Urge them to follow Alice Freeman Palmer's method of being happy:

1. Commit something to memory every day. Not much,—a Bible verse, a memory gem, or a few new words.

2. Look for something pretty every day,—a flower, a bird, a cloud, etc.

3. Do something for some one every day.

As the days grow warmer, we must think of new methods and devices to keep up the interest. Some Friday afternoon take the little folks out of doors and play "drop the handkerchief" in this way: Have the class stand in a circle, spelling words around in order. When one misspells a word, he goes to the "mushpot" until able to spell a word missed by some one else. Thus he must be alert to see how quickly he can redeem himself.

Invent different devices for use in rapid addition. Third-grade children should be able to add a column very quickly, but to do this the number combinations must be mastered. A game most children like to play is one in which they make two horizontal lines cross two vertical lines, with spaces between, one child using X and the other using O, and trying to get three X's or three O's in a row. To make this game instructive and no less interesting, let the children go to the board by twos and play the game, each child taking his turn in placing a *number* in place of the X or O. The one who draws a line through three numbers, the sum of which brings the highest answer, wins the game.

FOURTH GRADE—Irene Campbell

Bible.—From Lesson 123 to end of book, and review of year's work. In reviewing take the review questions found in different parts of the book, and be sure that every question can be answered by the class. Children enjoy having these questions asked as in a spelling lesson. If one misses a question, the one who answers goes ahead of him in the line, each pupil working for headmarks.

Every memory verse in the book should be well known by each child. A few can be reviewed each day, along with the review questions, or certain days may be taken for memory verses alone. The teacher can review these verses by giving the first few words of the verse and calling on some one to finish it, or by asking a question to be answered by a memory verse. Another way is to give the references, and let the children repeat the verses.

Occasionally take a day for having Bible stories told. To make this interesting you might let one child tell a story, not giving the name of the character, and let the class guess the name after the story is completed.

Review map drawings. The class should be able to draw any map studied during the year, and place on it important cities, mountains, etc. Drill the class on drawing the map of Canaan and placing on it the divisions of land according to the different tribes of Israel.

Reading and Language.—Page 325 to end. Spend most of this month reviewing the language and grammar work in the book. At the end of this year the class should understand paragraphing; making simple outlines for stories; and writing friendship letters, using the correct form for the heading, salutation, closing, and address. They should also know when to use capitals, and the simple rules for the use of the period, comma, dash, hyphen, question mark, apostrophe, and exclamation point. In sentence study they should know name-words, pronouns, describing words, adverbial modifiers, action words, exclaiming words, connecting words, and relation words. They should know the kinds of sentences also.

Sentences placed on the board are good for drill work in reviewing capitalization and punctuation. Sentences may also be written by the children, illustrating the kinds of sentences, etc.

Arithmetic.—Page 251 to end, and review. The drills for sight work are excellent, and should not be slighted. I believe that reviews in arithmetic can best be given by taking problems and examples from other books and putting them on the board. These should illustrate the different principles learned during the year. Drill the class on tables of measures.

FIFTH GRADE—Olive Severs

A large part of May may be spent in summarizing the year's work. Give little tests of your own making, to accustom the children to tests so the finals will not be so dreaded. Have them exchange papers, and as you call on different ones for answers, let them correct and grade one another's papers.

Bible.—Have the stories of entire lessons given in a concise form during the review. These may be either oral or written. Give

much time to memory verses and their connections. Give a verbal picture of some scene, such as Esther petitioning the king for her people, without telling the names of the characters, then let pupils tell the story, putting in the names. Let the pupils themselves give verbal pictures in the same way.

Reading and Language.—The study of the seasons may be supplemented by having the stanza under each copied and an appropriate picture drawn for each. This supplies work for the drawing lesson.

Place on the board a list of five nouns, five verbs, five adjectives, five adverbs, all having some connection, and have children write a story containing these, underlining each as they use it.

Encourage oral story-telling on "What I Can See from My Window," "What I Saw on the Way to School," "A True Dog Story," etc. Work for definiteness and accuracy of observation and reporting.

Nature.—Let the children make suggestions of right and wrong things to be done on the Sabbath. Let them report on how they spent a certain Sabbath which especially stands out in their minds.

Encourage sympathy for the little foreign children who have just heard the Sabbath message, and those who have never heard it. We can help by keeping up our missionary gardens and giving the money we receive to send out missionaries. Establish their faith in the first of Genesis and in the last of Revelation. Redemption is like a loop in a string—God will bring us back to where he intended Adam and Eve to be.

Spelling.—Stencil some pretty spring flower in delicate tints on light-green construction paper, and you will have a dainty effect for a spelling folder for May.

Arithmetic.—Do not be satisfied with this sort of work:

$$\begin{array}{r} 4 \quad 11 \quad 44 \quad 22 \quad 11 \\ - \times - = - = - = - \\ 5 \quad 12 \quad 60 \quad 30 \quad 15 \end{array}$$

Be sure your children use cancellation whenever possible, for if they leave the fifth-grade without it they will be handicapped later on. Work toward speed and accuracy combined.

Give oral drills in counting tappings. Tap on something behind you which the children do not see. Vary the speed, tap in groups of different numbers of taps, and then ask for final results. The children may take turns doing the tapping.

SIXTH GRADE—Sara K. Rudolph

Nature.—The children will enjoy bringing buds and branches to school to use in illustrating the different methods of budding and grafting. A study of the work of Luther Burbank will interest them.

Give special attention to the study of the friends and foes that will be met with in the garden this summer. "Nature Study," by Hodge, will be found helpful.

Bible.—If the outlines have been kept in notebooks, they will be found the best help in reviewing. The work of Christ may be summed up under "Parables," "Miracles," and "Journeys." Contrast our selfish, pleasure-seeking lives, with the humble, self-sacrificing life of Christ; the wonderful home and happy life he gave up, with our perishable homes and uncertain lives. Seek to create in each child a willingness to surrender to Christ, so that he can mold the character.

Reading and Language.—When the lessons in the Reader are read, the children will enjoy reading some books which they may get from the public library. Encourage them to select books that will give them a better knowledge of their nature lessons. One day a week may be devoted to the reading of short articles on current events, brought in by the pupils.

The language outline given in the May, 1917, number of the EDUCATOR will be helpful in reviewing. Such stories as the following will make the homonym review a delight. They may be used for punctuation drill, also.

A little buoy said: "Mother dear,
May eye go out to play?
The son is bright, the heir is clear,
Owe! mother, don't say neigh."

"Go fourth, my sun," the mother said;
His ant said: "Take ewer slay,
Your gneiss knew sled, awl painted red,
But dew knot lose ewer weigh."

"Ah, know!" he cried, and sought the street,
With hart sew full of glee;
The weather changed, and snow and sleet
And reign fell fierce and free.

Threw snowdrifts grate, threw watery pool,
He flew with might and mane;
Said he: "Though I would walk by rule,
Eye am knot wright, 'tis plane.

"I'd like to meat some kindly sole,
For hear gnu dangers weight,
And yonder stairs a treacherous whole.
To sloe has bin my gate.

"A peace of bred, a gneiss hot stake,
Eyed choose if I were home;
This cruel fate my hart will brake.
I love not thus too Rome.

"I'm week and pail; I've mist my rode!"
Butt hear a cart came past—
He and his sled were safely toad
Back two his home at last.

SEVENTH GRADE — Frances A. Fry

A Class in Anatomy

(Concluded)

VERY nervous, fussy young lady steps on the platform, all out of breath. Pours out her chatter, fingers her hair, settles her hat, fumbles her bag, shifts her feet, etc. Before the doctor can speak she begins:

YOUNG LADY: "O Doctor, I'm so nervous I don't know what to do. I just can't sit still a minute, and I can't stick to my work, and I can't sleep at nights without taking a sleeping powder."

DOCTOR: "Sleeping powder, at your age! Do you want to get the drug habit?"

YOUNG LADY: "Oh, dear, no. But whatever am I going to do? And the days are worse than the nights, unless there's some excitement. I just live on excitement. And then I get such splitting headaches right in the back of my head" (puts hand there and sighs deeply).

DOCTOR: "Better have a drink." (Doctor offers glass of water. Young lady takes it and drinks.)

YOUNG LADY: "Oh, thank you. Do you know, I hardly ever drink water, but that tasted good."

DOCTOR: "What do you drink, if I may ask?"

YOUNG LADY: "Oh, tea and coffee or chocolate and all the fancy drinks at the soda fountain. But of course I never take them to excess."

DOCTOR: "Excuse me, but I think you do. You may not know it, but excess has become a disease with you. In fact, it is plain to see that is the nature of your ailment. And the only cure is the opposite course. You must learn moderation and temperance in all things."

YOUNG LADY: "What are you going to do for me?"

DOCTOR: "Nothing, except to tell you what to do for yourself."

YOUNG LADY: "Oh, I can't do anything for myself. Can't you give me some medicine for my nerves?"

DOCTOR: "You do not need medicine; it would only add one more drug to your system. But you must learn self-control and form new habits."

YOUNG LADY: "Oh, I can't. I just can't control myself" (fidgeting all the more).

DOCTOR: "But you must. Otherwise you have a very dark prospect."

YOUNG LADY: "What's that?"

DOCTOR: "Well, it wouldn't take much to land you in the hospital as a nervous wreck, or one step farther would lead you into the door of the insane asylum."

YOUNG LADY: (Jumping up excitedly) "Oh, no, not that! Do you think there is any danger of that?"

DOCTOR: "I certainly do."

YOUNG LADY: "Oh, then I'll do whatever you say—anything, anything but that." (Puts hands to her eyes as if to shut out the terrible vision, then to herself in a deep *sotto voce*. "Oh, that would be awful!")

DOCTOR: "Well, then, sit down quietly. Lay aside your bag and your umbrella. Now just relax and be natural. Don't fidget or fuss with anything, and we'll have a little talk." (Young lady makes the effort.)

DOCTOR: (Very calmly and kindly) "You see, you have got started wrong, so you must right about face. One thing will make this easy,—you are young, and new habits will come if you exert your will-power. This you can and must do; then you must ask God to help you, and believe that he does, and learn lessons of simplicity and peace over again. Drink pure water instead of your fancy drinks, and eat fresh fruit in place of French creams. Now do you see? A complete change of habits."

YOUNG LADY: (Rising, rested and calm) "How lovely! I surely will do it. This is my first lesson. Thank you, Doctor. Good-by."

CIGARETTE VICTIM (HEART)

Next a boy steps on the platform and introduces himself by saying, "I was playing baseball and was making the home run, when all at once I dropped."

DOCTOR: "Oh, I see. Engine gave out. A bad sign. Ever have any trouble with your heart before?"

BOY: "It always bothers me when I run or try to lift anything heavy."

DOCTOR: "I see. Wonder if you ever take a smoke?"

BOY: "Oh, yes [with something of a swagger], I'm quite a smoker."

DOCTOR: "Indeed. Cigarettes?"

BOY: "Sure."

DOCTOR: "How long have you been smoking?"

BOY: "Oh, ever since I was a small boy."

DOCTOR: "How many do you smoke in a day?"

BOY: "I smoked twenty yesterday. Charlie Jones bet me two bits he could smoke the most, but he can't do it" (proudly).

DOCTOR: "That will do." (Waves his hand as if to close the discussion. Turning to the class): "Here you see a clear case of tobacco poisoning of the heart, which came very near proving fatal. My boy, did no one ever tell you that cigarettes are harmful?"

BOY: "Oh, yes, mother's always wishing I didn't smoke. She says that's why I don't grow better, and I may get heart disease if I don't quit."

DOCTOR: "You've got it now, and got it bad."

BOY: "Is that so?" (in great surprise).

DOCTOR: "Yes, and you all but dropped dead

just now. Next time it will be good-by for you."

Boy: "Was it the twenty cigarettes I smoked yesterday that did it?"

Doctor: "No doubt of it at all. And if you don't quit, and quit right quick, you're a dead boy. As it is, you've damaged yourself for life. Your heart isn't much more than a broken-down engine on the scrap heap. But you're young yet, and if you leave tobacco and all other such poisons alone all the rest of your life, and try to form good habits in every way, you may partly outgrow your weakness and be at least half a man by and by. But no more bets with Charlie Jones. And the next time you see him, you tell him this little story for me, and tell him it's true, too:

"Not very long ago, in a certain city, there was a very foolish boy about your own age who thought it fine and manly to puff at a nasty cigarette, and so he kept it up till he wasn't good for anything else. Like a good many other boys, he was very proud of the number of cigarettes he could smoke in a day or in a week, and so he kept count and saved all the wrappers of the certain brand he used. Finally he had smoked a thousand cigarettes of that particular brand; so he wrote a letter to the manufacturers, inclosing his thousand wrappers with the remark, 'I have smoked a thousand of your cigarettes. Don't you think you ought to give me a premium?' By return mail he got this reply: 'Smoke another thousand, and we will send you a coffin.'" (Boy rises, wide-eyed as if terror-stricken, and thoroughly aroused, extends his hand to the doctor.)

Boy: "Doctor, I promise you I'll never smoke again."

Doctor: (Taking his hand) "Good for you, my boy. Good! See that you stick to it. It's your only chance."

Boy: "I sure will. Good-by, Doctor."

Doctor: "Good-by. And my final word to you, and to every boy who prizes his manhood, is, Let cigarettes alone. Quit the deadly habit before ever you begin. Good-by." (Exit.)

This exercise was prepared by Mrs. Elizabeth Burns-Howell.

EIGHTH, NINTH, AND TENTH GRADES—W. C. John

EIGHTH GRADE

Arithmetic.—General review. Give rapid drills on the material which is of everyday use to the eighth-grade student, such as fractions and denominate numbers. Also give careful attention to those subjects which may be needed in the following years of school, such as square root and its applications, the measurement of triangles and other geometrical forms. Sum up and discuss the practical cor-

relations made during the year. What new ones can be suggested? Concentrate on fundamental methods, and continue the drills.

Grammar.—Make a list of the topics which are most in need of review. Do not attempt to skim over the whole ground, but rather develop the elements dealing with fundamental structure and good usage. Drill in the proper use of irregular verbs, subjunctives, and other forms which need emphasis.

Bible.—The book of Daniel, lessons 68-90.

LESSON	CHAPTER	VERSES
68	6	1-17
69	7	1-17
70	8	1-13
71	9	1-21
72	10	1-11
73	11	1-19
74	12	1-17
75	13	1-18
76	14	1-7
77	14	8-12
78	14	13-20
79	15	1-8
80	16	1-12
81	16	13-21
82	17	1-18
83	18	1-24
84	19	1-21
85	20	1-15
86	21	1-27
87	22	1-21

These lessons should not be followed arbitrarily. Much material must be skipped. Give special attention to the third angel's message and other important practical doctrines that children can readily comprehend.

History.—Pages 527-539. At least a week should be spent on the Administrations of President Wilson. For material outside the textbook, see "The United States in Prophecy" for a careful statement of the Mexican trouble. See back numbers of the *Literary Digest*, the *Watchman*, and the *Review and Herald*, for important facts. Start a scrapbook on the important events of the Great War and our part in it. Encourage true patriotism.

Agriculture.—Make definite plans for an exhibition of early produce raised by pupils, either at home or at the school. Plan booths or tables with appropriate decorations on which to display the products. Have the pupils' names attached to their respective exhibits.

NINTH GRADE

Composition.—This month should be devoted chiefly to review. Specialize on common errors in speech and in writing. Give special attention to the use of words. Try to leave the minds of the pupils awakened to the possibilities of written and spoken thought. Bring an occasional literary gem in prose or poetry

to stimulate them in their work. Seek topics in harmony with the paramount interests of the season.

Bible.—Have the pupils bring in a general classification of the main facts connected with the life of Christ. Review important memory texts. Brief compositions featuring events in Christ's day may be written and read before the class. Let the pupils draw for themselves the moral lessons involved.

Algebra.—Drill on the best methods of factoring. Review square root carefully. Have the class work out typical equations on the blackboard. Criticize their methods of attacking these equations. Encourage painstaking effort.

TENTH GRADE.

General History.—Study the present war situation in the light of the nineteenth century. Have the students point out the relations of the many factors which have helped to bring on this war. Divide the work carefully. Give each student a country, a movement, or a man to report on. Let the discussion take on the form of a round table. Have maps and charts at hand.

Review the textbook by topical outlines first, then fill in the details as fast as the class can prepare them. Center attention on the big movements. Draw out the reasons for the rise and fall of historical movements, and show how historic problems are interwoven.

For a day or two, with the map before the class, let pupils forecast the future history of the world in the light of all the information available. Let each opinion be based on the best facts obtainable. In closing the year, point out the importance of history to the world and to those who would be world leaders.

Rhetoric.—Review the fundamentals of rhetoric. Have the class develop anew the meaning of "thought" and "idea." Many simple terms, such as "expression," "word," "idea," are not clearly understood. If students do not understand the groundwork of thought and how to develop ideas, there will be little hope of good results in writing. Pick out the important topics like "description," "narration," and "argumentation," and clarify the concepts of these modes of expression.

THE Southern Junior College has purchased the Billy Sunday tabernacle in Atlanta, and is wrecking it for the lumber. It will give them about 40 carloads of good material.

ANY who are interested in using the "Lessons in Community and National Life," to which we called attention recently, should now address the United States Bureau of Education at Washington for any further information and supplies.

Our Question Box

(Answers by the Editor)

QUES. 11.—"Do our teachers' certificates compare favorably with those of the public schools?"

Yes; our teachers' certificates on the whole demand a higher grade of preparation than the average State certificate. The third-grade certificate required of our teachers is essentially the same as that of the average State certificate in the United States, but our professional and first- and second-grade certificates have considerably higher standards to the number of subjects and the grades required, than the corresponding ones of the States.

QUES. 12.—"Would it be helpful to our teachers to secure public school certificates, in order to meet other educators on their own ground, and keep our schools from being questioned by them in that respect?"

It is a good plan to secure public school certificates, when doing so does not interfere with the teacher's work, and is not allowed to tempt the teacher from denominational work. Certain advantages are gained in communities where our educational standards are not well known, and it gives us the favor of the State authorities which regulate education. These certificates may be of value in the mission field. It is possible at times to get the recognition of a State certificate when a denominational certificate would be ignored.

QUES. 13.—"Please give us information on where to procure thin hardwood boards for scroll saw work, similar to that in cigar boxes."

Prof. H. B. Rudolph, director of carpentry and manual training at the Mount Vernon Academy, gives the following answer:

"A variety of thin hardwood for scroll saw work can be got at most planing mills, especially sash and door companies and furniture companies. Call for veneering.

"Veneering may be a single thickness of wood or two or more pieces glued together and called two, three, or four ply, respectively. Three ply is generally used for scroll work.

"Cottonwood and basswood are soft, easily worked, and nails do not split them, therefore such woods are good for beginners. These also can be obtained at the above-mentioned places.

"The three-ply material in shipping crates, such as the cabinet phonograph crates, is good for scroll saw work.

"I trust this will give you the desired information."

QUES. 14.—*How should you answer the question of a child, 'Where did God come from?'*

I do not know what better can be said than that God has always existed, that he did not come from anywhere nor will he ever die, that he has always been in the place where he now is. I think the child can gain some idea of eternity by simple comparisons which may be given him.

QUES. 15.—*Is it all right for the teacher to play baseball with the pupils?*

Yes, and enter heartily into the play. I understand that this question is of course relating to elementary children.

QUES. 16.—*What can be done when some man in the church dominates the church and tries to dictate to the teacher in an unreasonable way?*

It seems to me that it is the duty of the superintendent to be free to respond to appeals for help from the teachers, and if necessary, to have the conference officers come in to assist the teacher in maintaining his rightful place in the school and in the church.

QUES. 17.—*What should a school board do with a teacher who, as they say, 'throws herself at the feet of some young man in the church?'*

Admonish her. I believe that the superintendent should be called in to assist in this matter also. It is possible that more is made of what the teacher does than should be, but if it is a fact that the teacher does not behave herself in a proper way in relation to young men of the church and community, she should be admonished, and then, if there is no improvement, her work should be changed.

QUES. 18.—*Is it proper for a church school teacher to play checkers and other games of that nature?*

I think a church school teacher should be very careful in his selection of games. The Spirit of prophecy does mention checkers in an unfavorable way, and no advantage can come to the teacher or to his work from engaging in the game.

QUES. 19.—*How should you punish a child for swearing or using other profane language?*

I think the child should have set before him the wrong of profane language. It is pretty difficult to "punish" a child for swearing or using profane language, as we ordinarily use the word "punish." It is necessary to create an appreciation of good language and a dislike for vile or profane language. I think this should be done through readings or talks both private and general. An atmosphere of good, wholesome, pure language must be created in our elementary church schools, or else there will be little change in this matter.

Schools in Malaysia

OUR readers are as much interested in over-sea schools as in those at home. The school as a factor in pioneer missionary effort is steadily winning its way, and school centers of influence are multiplying in regions beyond. More and more our American schools must supply teachers, especially principals, to man the mission school. We were both interested and informed by a recent report on our schools in Malaysia. We cull the following facts:

In British North Borneo, two self-supporting schools conducted by Chinese in Chinese. Their supervision to be taken over soon by the mission.

In Java, one independent school in English operated for five years now, supports itself and two native workers in China.

In Sumatra, three schools: One English school of eighty in Padang, Chinese and Malay students, B. Judge in charge; independent school of eighty in Sibelga, pupils mostly Battaks, instruction in Malay, Dutch, and English, comes under mission supervision soon; in Medan, a mission school in English.

In Singapore, our training school for workers. Grades one to ten. Enrollment, 155. Instruction in English, Chinese, and Malay. One third of the students not Adventists. Sixty in the school home. Library more than 900 volumes. Teachers: principal and six others. Eight students have entered the work in two years, five more ready soon.

PRESIDENT CRABTREE, of the River Falls, Wis., Normal School, has introduced a plan of efficiency rating which is based upon the student's promptness in paying school and other bills, punctuality in attending classes and in meeting engagements, hard work and successful studying, good habits and worthy standards of conduct. Pupils meeting these requirements are given honor recommendations.—*American Education.*

The Birds

THE birds are teachers of the sweet lesson of trust.—*Mrs. E. G. White.*

HOME EDUCATION

Fathers and Mothers, you can be educators in your own homes.—*Mrs. E. G. White.*

Nature Month by Month

WALTON C. JOHN

On Spring

SWEET Spring, thou [re]turn'st with all thy
goodly train,
Thy head with flames, thy mantle bright
with flowers;
The zephyrs curl the green locks of the plain.
The clouds for joy in pearls weep down their
showers.

—*William Drummond.*

May

The Great Out-of-Doors.—For nearly a year we have been studying nature. We have watched the heavens, the clouds, the rain, frost, snow, and ice; we have looked for pretty flowers, and shady trees, and singing birds; we have counted the pebbles on the bank of the river or on the seashore; we have watched the minnows and tadpoles scudding in the ponds. But May is the month when we want to get out of doors and take a long look at nature. Let us look for the broad green fields and meadows, the big woods full of shady foliage, and the delicate flowers peeping up at the foot of the trees. Let us breathe in deeply the warm, balmy air, and watch the animals and birds enjoying every moment of the time, all busy at work or at play.

We can learn many lessons from nature, which is God's great book, second only to the Bible; and indeed, if we would understand the Bible, we must know the birds and the ants, the trees and the flowers, the rocks and the hills. The Bible is full of teachings about the great Out-of-Doors. When our lessons are done, let us study both of God's books, because we need them in learning how to live truly and happily.

The following story shows how a little girl learned about God and his loving

care through nature. Her father was an Indian chief, and she tells the lesson in her own words.

"I remember the first time I ever heard the name of God. I was a very little girl, when I found a little bird lying hurt on the ground. It was a fledgling that had fallen from the tree and fluttered some distance from the nest.

"'Ah!' I thought, 'now this is mine.' I was delighted, and ran about with it in my hand.

"'What have you there, Lygatte?' said one of the men who was at work in the field.

"'It is a bird. It is mine,' I said.

"He looked at it. 'No, it is not yours. You must not hurt it. You have no right to it.'

"'Not mine?' I said. 'I found it. Whose is it, then?'

"'It is God's. You must give it back to him.'

"I did not dare to disobey. 'Where is God? How shall I give it back to him?'

"'He is here. Go to the high grass yonder, near its nest, and lay it down, and say, 'God, here is thy bird again.' He will hear you.'

"I went to the tall grass, crying and awed, and did as he bade me. I laid it down on the grass in a warm, sunny spot, and said, 'God, here is thy bird again.'

"I never forgot that lesson."

The Ants

THE ants teach lessons of patient industry, of perseverance in surmounting obstacles, of providence for the future.—*Mrs. E. G. White.*

Old Mrs. Grammar's Ball

An old Mrs. Grammar once gave a fine ball,
To which she invited eight persons in all.
First came Mistress Noun and her Adjective
maid,
And then Mr. Verb, a dashing young blade.

He brought a young Adverb to wait upon him,
And small Preposition, slender and slim.
Conjunction and Pronoun were next on the
floor,
Then late Interjection slipped in at the door.

They danced and they sang, as young people
can,
And were very happy until boasting began.
"All speak of my name," said blushing Miss
Noun.
"My doings," said Verb, "are the talk of the
town."

"I stand for Miss Noun!" the Pronoun then
cried;
"And I help the Verb," the Adverb replied.
"I speak for fair Noun," sweet Adjective
vowed;

"I point her name out in all of the crowd —
"I tell of what kind, how much, and how many
Her beautiful virtues are, better than any."
"For deeds of the Verb I, Adverb, declare,
In answer quite plain, the how, when, and
where."

"Then," said Conjunction, "I favor repent-
ance;
We'll join the two first and then pass the sen-
tence.
Or to use the broad 'A,' which is thought
not a farce,
We'll join the two first and the sentence we'll
parse."

"Yes," chirped Preposition, in the greatest
elation,
"I know they are kin, for I show the relation."
When out spoke a voice: "I call it a sin
Such wrangling and jangling for you to get in.

"Now each one is happy and has its own place,
The meaning of which is easy to trace.
While poor little me they angrily throw
Right into a sentence, some feeling to show.

"Forget your own quarrels in tearful reflec-
tion
On the troubles and trials of poor Interjec-
tion."
And so it was ended, the fuss and the worry—
They kissed and made up and said they were
sorry.

And all lived together in peace, I am told,
In a house that was blue, with trimmings of
gold.
—F. S. Teple, in *St. Louis Globe-Democrat*.

A Grasshopper Story

THE grasshopper is a fine fiddler, and he plays at the insect parties given in the evening after the sun goes down. The delightful thing about his fiddling is that he is never obliged to take lessons; he is always in practice, and he carries his fiddle wherever he goes.

As you know, the grasshopper has two thin, delicate wings, and two other heavier wings which cover the delicate ones when the grasshopper is at rest. The heavy wings are therefore called wing covers. Near the place where the wing covers are attached to the body there is in many grasshoppers a roughened portion on the outside, which is the string of the fiddle. There is a sharp edge on the inside of the hind legs. This is the bow. By rubbing the bow on the string, grasshopper music is made. Green grasshoppers use the sharp, rough parts of the wing covering as fiddle and bow.

Most people like the music of the grasshopper. In South America one kind of grasshopper is kept in cages, as we keep canary birds, for the sake of its music. But all grasshoppers do not produce the same kind of music. It differs just as does the song of birds. One kind of grasshopper makes music which sounds like a song with the words. "Katy-did, Katy-did; Katy-did-she-did-she-did." This song is sung by day or night. The night song is also heard on cloudy days. Everybody calls this grasshopper *Katydid*, and it is bigger than most grasshoppers.

The father grasshopper is the only one in the family that fiddles. The mother grasshopper has ears to hear him with. And where do you think these are? On her head, of course? Not at all, but near the middle of her front legs, so that instead of turning her head to listen, she need only stretch out her leg, or move it backward and forward. The ears enable her to hear many sounds besides grasshopper music, so that enemies are not often able to get too near.—
Selected from "Plant and Animal Children."

A Lesson from Nature*

CHESTER A. HOLT

STRETCHING from the northern almost to the southern boundary of our country, with their feet washed by the tributaries of the Cowlitz, Willamette, and Sacramento, is a rank of venerable peaks, the picket line of the West. Among these and near that place where the mountains are rent apart to let the Columbia through on its journey oceanward, stands the hoary Hood, gatekeeper between the inland empire and the sea.

If tomorrow before sunup, you should walk with me to a little green valley I might name, and should see the day king reach his long arm out of the East and sprinkle a little dust of gold on the old mountain's head, and then should see the cold gray form kindle from point to point with opalescent fire while yet the lesser hills and the green of his own feet are swathed in shadow, you might gaze enchanted at the vision of beauty, and understand why we of the northland admire the old monarch so.

For this is his season of grandeur. All winter long he has been hidden from us, filmed in mists, and mysterious in the vagueness of half vision. All winter long he has reached into the treasury of the clouds about him, and drawn to himself of their pearls and diamonds, till now his crown and his bosom are heavy with jewels. With the mists torn away in the dawning light, he stands self-contained, proud in the glory he has won through the gray winter days that hid him, admired for the wealth he hoarded, and even for the cold, forbidding reserve that comes from the ice at his heart.

"A New Force in Rural Education"

UNDER this title in the October *Country Life in America*, R. P. Crawford writes:

"During the thirteen years of its ex-

* Read at a Nature Program given on a Saturday evening at Pacific Union College, by a 1917 senior.

istence, the Nashville Agricultural and Normal Institute of Madison, Tenn., has acquired neither endowment nor debt, and yet has offered an education free to any student entering its doors. Founded with the purpose of developing teachers for the hill country, no less than twenty-five rural schools throughout Tennessee and the neighboring States are today carrying out the unique traditions laid down by the mother institution.

"In order to provide time for both regular school work and farm labor, one half of the students attend recitations in the morning, while the other half are working in the fields and shops. In the afternoon this arrangement is reversed.

"It is the spontaneity of the work and the solution of practical problems that has made the undertaking a success. The teachers, men and women, going out from the Madison school, reproduce on a smaller scale the work of the home institution by actually making living in the hills a success. Residing there the year round, they form points of contact that never could be made under traditional systems. The two hundred graduates of the Madison school now engaged in this unique undertaking and owning six thousand acres of land, are bringing new light to thousands of people in the hill districts whom the old system of education could never have reached."

THE superintendent of the West Michigan Conference writes that there have been placed in her schools recently 8 new sets of maps and three more EDUCATOR globes. Seventeen of her 24 schools took part in the Harvest Ingathering Campaign and raised more than their goal. The other 7 will take up this work next year. Referring to the week of prayer she says, "I lived out among the children that week."

"NO IDLE ACRE" is the slogan announced by the Intelligence and Publicity Division of Columbia University in a leaflet recently issued to stir up interest in mobilizing country home gardens.

CHRISTIAN EDUCATOR

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Takoma Park, Washington, D. C., May, 1918

Subscription Price - - - - \$1.00
Single copy - - - - .10
No subscription accepted for less than a half-year.

Published monthly by the

REVIEW AND HERALD PUBLISHING ASSN.
WASHINGTON, D. C.

Entered as second-class matter, September 10, 1909, at the post office at Washington, D. C., under the act of Congress of March 3, 1879.

Destroy the Rodents

ACCORDING to officials of the United States Department of Agriculture, the grain eaten and spoiled on the farms of the United States by rats and mice would, if saved for the market, sell for enough money to pay the tax bill of all the farmers in the country. In other words, they destroy property to the value of more than \$200,000,000, an amount equivalent to the gross earnings of 200,000 men. Besides this, rodents have been proved to be carriers of fatal diseases, and it is declared that they have been responsible for more untimely deaths among human beings than all the wars in history. Destroying the rodents is an effective way to save food, health, and life.

ACCORDING to the U. S. Bureau of Education, the total number of agricultural students in all colleges is only a fraction more than one tenth of 1 per cent of the total number of persons engaged in agriculture, or about 13 in 10,000— not enough to affect materially the agricultural production of the country by their labor, but enough to affect it immensely by their directive power when their college courses have been finished and the knowledge gained put to use.

Books and Magazines

THE GIRL IN HER TEENS.— She is not a little girl any more. She does not seem to be reached by the same teaching that interested her a year or two ago. Has her teacher kept up with her? It is no time for any doubt to creep into the girl's mind about the ability and willingness of her teacher or her mother to understand her. In this book, Margaret Slattery tells you the result of her experiences with many such girls, tells you what certain girls are like, and how they have been helped in the "teen" age. Price, 50 cents. The Sunday School Times Company, Philadelphia.

SCHOOL AND HOME GARDENING. Of course if you are a teacher in an elementary school you have a school garden this spring. In his new book, Mr. Kary C. Davis gives the very best treatment of the school garden that we have seen, and it cannot fail to find a welcome among all garden promoters. It is admirably suited for use as a textbook, being made up in short, concise, topical paragraphs which are easy to assign and to study. There are three main parts to the book: "Outlook to Gardening," "Garden Operations and Exercises," "For Club Leaders and Teachers." The first and last parts especially contain information helpful to the garden leaders. The middle part is the largest, and is confined to the study of the actual raising of produce. No one need suffer failure in his garden if he follows Mr. Davis's direction and studies his common-sense, up-to-date methods. The book is well printed, of a convenient size, and is full of first-class, helpful illustrations. Published by the J. B. Lippincott Company, Philadelphia. Price, \$1.28.

R. A.

"HOW TO USE YOUR MIND," by Harry D. Kitson. Although addressed primarily to the college freshman, the valuable suggestions of Dr. Kitson may be appropriated with great profit by all who study. There are chapters on note-taking, formation of study habits, concentration, and a most interesting one on brain action during study. The author's exposition is not at all technical or elusive, but surprisingly simple, and his style is bright and pleasing. The book is not of the dry, "ponderous tome" variety, but is in the small, large-type, 200-page class, easy to read and follow. To one seeking for practical suggestions on economy of time and effort in study, and a working knowledge of the physiology and psychology of the mental processes, "How to Use Your Mind" will be sure to prove a satisfaction and delight. J. B. Lippincott Co., Philadelphia. Price, \$1 net.

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