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CHRISTIAN EDUCATOR

W. E. HOWELL, Editor

O. M. JOHN, Associate Editor

VOL. X

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No. 8

OUR SUMMER SESSION

A SINGULAR custom has grown up among us, and among the American people in general, in the conduct of schools, namely, the taking of a recess of from twelve to sixteen weeks in length during the summer season. It matters not whether the school is of the local community type, attended by children who go back and forth from their homes to the school, or whether the institution is of such a character that it draws students from a distance, who must reside at the school; an adjournment of the school session must be declared, the teachers released or given other employment, the students sent to their homes, the school plant, built up by years of effort, remain idle, and the money investment, ranging from \$2,000 to \$250,000, become unproductive from one fourth to one third of the calendar year.

This singular custom does not prevail in any other institution, any business enterprise, or even in the private life of many people. No publishing house could stand such a lapse in its earnings, no sanitarium could allow its earning power to lie dormant for such a period, no administrative office could take such a vacation, no business house would think it could survive such a term of idleness, no conference could cease operations three months out of the year, and few workmen or professional men would feel that they could afford to let the bread-winning process lapse to such an extent every year.

Why do our schools do it? Imperious custom, the tradition of the fathers, failure to see their opportunity, seem to be the dictators in the case.

In our own schools we have begun to modify the custom, but we can hardly say that it is more than a beginning. We have settled down to a policy of having a summer school of eight weeks every year, thus reducing the summer term of idleness from two thirds to one half. We employ part of the teachers during this time, and serve a modicum of students. But the truth is, we have not developed the strength and possibilities of the summer session as its merits deserve.

When the war came on, the Government decided that our medical schools could run the year round, at least forty-eight weeks, and thus reduce the period required for graduation from four years to three. Some city school systems have been wide enough awake to see the advantages of adopting the same length of year. The United States Commissioner of Education strongly advocates the year-round school from every viewpoint of efficiency and common sense.

Is it not time that we put our shoulders to the wheel in the effort to make our summer school sessions function as fully as the winter session in providing adequately for our teachers to come in from the field and for regular students to save a year's time in their education for a service which we believe must be accomplished under severe limitations of time?

THE SUMMER SCHOOL IN 1919

Is there any reason why the summer school in 1919 should not mark a very definite step forward in developing the efficiency of the service that our schools give? Surely the year of our Lord in which we now live is freighted with opportunities and responsibilities without parallel in the past. Our colleges are coming into their own in a new and fuller sense than ever before. The denominational needs that called for their establishment are far more urgent than in any previous year, and we can never meet these needs adequately unless we awake fully to what they are and exert ourselves to the utmost to supply them.

Our summer schools, historically, have been a thing of gradual growth, and it is perfectly proper that they should have been so. No institution of real value can grow up overnight like the toadstool, but now that we have reached the point in the growth of our colleges where a regular summer school of eight weeks is being held in our senior colleges and in a number of our junior colleges as a part of the year's work, why should we not exploit it for all it is worth? Its work has reached the place where we feel free to give definite credit to all subjects pursued on a standard basis. This is a considerable incentive to students of all classes to take work in their summer schools, if sufficient publicity is given to the plan and earnest work of promotion is done to bring students into the school.

Take the matter of teacher-training alone. Faced as we are with the prospect of the most serious shortage of teachers in our history, every summer school this season ought to find not only the entire body of teachers who are now in the harness attending its session, but some twenty-five to fifty candidates for teaching. All who are taking the Normal work the present school year and are not completing the course in May, should by all means press on into the summer school and do eight weeks more. Those who are not taking Normal work this year, but who have a drawing toward teaching or have a fitness for it, should be strongly encouraged to go into the summer school and gain at least eight weeks of thorough training, if they have the proper educational prerequisite to take the work. It will be much better for a teacher to have had even eight weeks' training than for so many of them, as is now the case, to have had no professional training at all.

Then there is a considerable number of fine-spirited and talented teachers now engaged in the public schools who are interested and ready to go into service for our denominational schools if desired. We ought to desire them, but at the same time do all we can to encourage them, even though well experienced in the public school, to attend our summer school this season to get in touch with our work and imbibe the spirit that is animating it. This will be a great advantage to them in realizing the ends we seek in our schools.

And there is war-stricken Europe. Our work there presents problems of construction and reconstruction that we must grapple with in the near future. Educationally, Europe is far behind America. So far as we are informed, not more than two or three church schools are to be found in the entire continent, in spite of the fact that we have some thirty-five thousand believers in the third angel's message. We have a few small training schools on the Continent, and one of larger proportions in the British Union, but these need a new lease of life and must be placed on a basis of larger and more efficient service. The steam roller of war has been smashing autocracies and imperialistic institutions to an unprecedented degree. It is to be hoped that one providential outcome of this will be the smoothing of the way for the development of elementary and secondary schools, as well as training schools.

No conference can make the progress it ought to make without a good system of schools to save its young people and prepare them for service. We must reckon with this foreign problem in our plans here at home. China and India and South Africa and South America are all calling for teachers. America is the home of the message. America is the base of supplies for aggressive work in all the world. Shall we not rise to the situation and do our utmost to develop greater strength and larger enrolment in our summer schools as a stepping-stone toward doing the same and more for our winter session the coming year? We must lay our plans ahead and work diligently to carry them into effect, if we deliver ourselves of the responsibility that rests upon us as educators.

EDITORIALS

OUR SUMMER SCHOOLS

It is a matter of no little gratification to note the steady growth in efficiency and importance of our summer schools. These summer schools are the logical outgrowth of the teachers' institutes which we used to hold from two to four weeks in the summer time to give opportunity for those who taught during the winter to come together for further improvement and study. Our summer schools are now being placed on a regular credit basis. When they are conducted for eight weeks, it is possible for a teacher by progressive planning to cover in three summers the full work of one year of Normal work in the regular school.

The summer school thus both affords an opportunity for teachers already in the service to make progressive improvement, and enables the candidate teacher to push his preparation to an earlier completion. For this reason, too vigorous work cannot be done by way of bringing the largest number possible under the benefit of the summer school.

The scope of the summer school is not limited, however, to service to those who are teaching or preparing to teach. It includes the equally important work of affording an opportunity for regular students to bring the work of getting their education to an earlier completion. Regular studies may be taken during the eight weeks of the summer school with the regular credit to apply on their course. In three summers, and in four at the most, it is possible for students to gain an entire year on their course, and consequently, get into service earlier than they otherwise would. This side of our school work should be much more strongly recruited than heretofore.

One new element of promise in our summer school work is the laying of plans earlier in the season than in the past. It is quite generally agreed that the announcement of the summer school ought to be out not later than April 1,

so as to give adequate time for plans and work. This year our colleges are quite generally agreed in beginning the summer school as soon as possible after the close of the winter session, for the most part within one week. This uniformity of time will facilitate greatly the holding of our Bible and History Teachers' Council, planned for the six weeks following the summer school the coming summer. It will begin about the twenty-fifth of July and end about a week before the opening of the winter session.

FINANCING OUR SUMMER SCHOOLS

ONE important prerequisite for a successful summer school is that it be properly financed. We therefore call the attention of our conference and school administrators to the following recommendations, which set forth the policy adopted by our church organization in respect to this matter:

"WHEREAS, The responsibility of giving every Seventh-day Adventist child a Christian education rests upon the church as well as the parent; and,

"WHEREAS, To do this work well there is need of a thoroughly trained corps of teachers; and,

"WHEREAS, The conference necessarily bears some responsibility, and the remuneration of our teachers is inadequate for them personally to bear all this expense; therefore,

"We recommend, That the following uniform plan be adopted, to give assistance to teachers attending summer school:

"1. That the conference pay the railroad fare from the school to the summer school, and from the summer school to the school where the teacher is located.

"2. That the railroad fares within the territory covered by the summer school be pooled, thus giving all conferences an equality of burden.

"3. That the teacher receive free tuition and room rent.

"4. That the local conference pay at least \$1.25 a week to each teacher toward expense of board; the teacher to bear the remaining expense of board, pay the matriculation fee, provide all necessary textbooks, and give from one to two hours of work a day; that where more than this amount of help is required by a teacher, special appropriations be made to meet the needs.

"5. That the union conference assist its local conferences to the extent of one fourth the summer school expense borne by said conferences."—*School Manual*, p. 30.

O. M. J.

THE SUMMER SCHOOL

THE growing demand for qualified teachers is placing a heavy responsibility on the Normal departments of our colleges. But the output of professionally trained teachers is far too small to meet present needs, with the result that many of our conferences are employing unqualified teachers to take charge of their schools. We appreciate the earnest efforts of these workers, and believe that substantial assistance may be rendered them to reach the educational standards we have adopted.

The summer school is especially organized to do this work. Eight weeks of study each summer, under the direction of specialists, affords an opportunity for growth that no teacher should fail to take advantage of.

But the summer school as now organized is performing a larger service. It also serves those teachers who have already received a professional training, by giving them opportunity to increase their efficiency either by specialized professional study or by pursuing courses for general culture.

With the great work our schools have to do, it therefore seems reasonable that the efficiency of our summer schools be increased, by providing the best teaching force available and planning courses to meet existing needs.

O. M. J.

MANUMENTAL CREDIT

IN another part of this issue is printed a paper by the editor which was read in a recent council of superintendents in the Columbia Union. We want to invite the attention of our summer school promoters and teachers to the questions raised and briefly discussed in that paper. Unless evidence can be brought forth that the combined hand and head work represented in our manumental training is not worthy of a place in the curriculum of a school that professes to be giving a Christian education, then this subject is worthy of more serious attention and promotion than has heretofore been given it. Is there any better place than our summer schools to renew our interest and enthusiasm in this direction, and to set our hands and hearts anew to placing manumental work in reality in the honored place in the "fundamental law of the land" that it fully deserves?

AN IMPORTANT MEETING

THE recent meeting of the Department of Superintendence of the National Education Association, held in Chicago February 24 to March 1, marks the beginning of a new era in education. More than five thousand of the educational leaders of this country met to consider the needs of the public school in the light of recent world events. Earnest study was given to educational readjustment, increasing the efficiency of teachers, a national educational campaign, training for citizenship, and other vital topics related to the public school. The entrance of the United States into a position of world leadership places a great responsibility upon the public schools. Through their agency the principles of democracy must be taught to thousands of youth of foreign parentage, and in order to fulfil their mission they must be made more efficient both in equipment and in teaching force. Let also the Christian school rally to its God-given opportunities.

O. M. J.

Suggestive Normal Plans for the Summer School

OUR summer schools have reached a stage in their development, and the needs of the field have multiplied to a degree, that call for more earnest study of how we can develop teachers more rapidly and at the same time efficiently. Now that all our senior colleges and some of our junior colleges are conducting the summer school as a permanent part of the annual curriculum, and mostly on an eight-week basis, the time is ripe to plan the work of teacher-training in the summer session to the greatest advantage possible. In such study as has been given to this question, we cannot say that a satisfactory plan has been worked out. Nevertheless it is with pleasure that we offer below two articles on the summer school curriculum for teachers, that are in the nature of a study of the question and only suggestive, in the hope that they may contribute something toward the right solution of this question when it comes up for discussion at our coming Educational Council, April 16 to 20. One of these articles presents a plan on a four-term basis, prepared by Miss Sarah E. Peck, who is now on the staff of our General Department. The other is prepared on a three-term basis, by Miss Dorothy E. White, who is Normal Director at Emmanuel Missionary College. We invite our readers to consider these two plans carefully, and to write us their opinions and suggestions for improvement.—THE EDITOR.

A Three-Summer Plan

DOROTHY E. WHITE

EFFICIENCY is the watchword of the hour. Searchlights are being turned into every corner of our work, and constantly are we being asked, "How may we make this or that better?"

In considering the improvement of our church schools, we must recognize three things:

1. The awakening of our people in regard to Christian education is creating a demand for teachers greater than the supply.

2. Our school patrons wish to have trained teachers.

3. Many of our teachers cannot attend a Normal for two years to get the required training.

There are at least two solutions to these problems. One is to campaign for money to aid prospective teachers in attending the Normal department of our schools. But since this plan will probably not secure sufficient funds to educate enough teachers to supply the demand, and since it cannot satisfy the immediate need, we must look to other means. One of these is the summer school.

In order to make the summer school most effective, the course of study should be so arranged that, so far as it goes, teachers could secure the same quality of work as is given in the winter school.

It should be progressive, so that by attending several summer schools our teachers could secure a definite part of regular Normal training.

Here is submitted a plan whereby twelfth-grade graduates can in four years secure the Advanced Normal diploma, a professional certificate, and three years' experience in teaching.

The Normal subjects as given at Emmanuel Missionary College are: Education I and II, Methods I and II, Manual Arts I and II. Besides these we give but one college elective. If each of the above subjects receives the maximum of eight hours' credit, there are but six hours a year for our college elective and none for art. Art is required. We combine the two classes in art into one, give six hours' credit for it, and place it in the junior year, instead of in one of the college electives. In the senior year a six-hour college elective, Education II, Methods II, and Teaching II fill up the time.

The question now is, How may these classes be given in the summer school as thoroughly as in the winter? Let us consider this a moment. Methods I is divided into six subjects: (1) Primary Bible; (2) Primary Reading and Language; (3) Intermediate Bible; (4) Nature; (5) Intermediate Reading and Language; (6) Primary Numbers. To each of these we devote six weeks of our

school year. Each class meets four times a week for one hour, giving to each topic twenty-four one-hour recitations. If during an eight weeks' summer school each of these classes will meet for four weeks and five times a week, it will have twenty recitations. Thus by taking three classes a day the six subjects for Methods I can be covered in one summer school. Methods II, Education I and Education II, and Manual Arts may be similarly divided. This makes the teacher work no harder in the summer than in the winter term.

So by attending three summer school sessions, a teacher may receive credit in three one-year subjects. Then by spending one year at the Normal of Emmanuel Missionary College, she may finish her course by taking four subjects. For if she has been counted a successful teacher, she will be given credit for her teaching experience in the field to be applied on Teaching I. The summer before she comes to the Normal will be left free for her to earn some money. I also believe that a conference fund should be provided to assist such teachers, to the amount of \$100 at least, in their expenses, the teacher agreeing to teach two years after graduation in the conference that supplies her with money. At the expiration of the two years she should be released from all further obligation.

The next question which naturally arises is, What shall I take to prepare me to teach my first year? I believe co-operation between educational secretaries and the normal director will help solve the question, and it should be solved for each teacher according to the school she will be asked to teach the next year. I am sensible that it is not always possible to place all teachers before summer school begins, but I believe that the majority of the *new* teachers may know whether their schools are to be largely of primary or intermediate or grammar-grade children. The teacher's work in Methods should be of such a character as will best fit her to teach in her school. In case the school is to be

of all grades, she may take a part of Methods I, a part of Methods II, and a part of Manual Arts, etc.

Here is a suggested division:

METHODS I

- a. Primary Bible and Reading.
- b. Intermediate Bible and Nature.
- c. Primary Numbers, Intermediate Reading, and Language.

METHODS II

- a. History and Civics.
- b. Geography and Grammar.
- c. Bible, Arithmetic, and Physiology.

EDUCATION I

- a. Principles of Christian Teaching.
- b. Pedagogy.
- c. School Management and School Hygiene.

In each of the Manual Arts divisions it will be necessary to spend 144 60-minute hours (18 hours a week, or three hours a day for six days in the week), to receive the six hours' credit.

MANUAL ARTS

- a. Penmanship and Blackboard

Writing	72 hours
Woodwork	72 hours
- b. Sewing
 48 hours |
- | | |
|----------------------------|----------|
| Drawing | 48 hours |
| Blackboard Sketching | 24 hours |
| Clay Modeling | 24 hours |
- c. Gardening
 48 hours |
- | | |
|---------------|----------|
| Cooking | 48 hours |
| Music | 48 hours |

Each of these divisions covers eight weeks of work in the summer school.

A Four-Summer Plan

SARAH E. PECK

THERE is no doubt that the summer school is one of the greatest agencies for solving the problem of sufficient and efficient teaching force for our church schools. But in order to accomplish this result, the summer school must function. There must be a definite course of study, it must be planned with reference to the needs of the field, it must be efficiently taught, and it must be progressive—it must lead somewhere, sometime. For the purpose of stimulating thought and discussion, with the idea of arriving at some plan worthy of general recognition, the following outlines for a summer school course of study are suggested:

Summer School Course Arranged by
Subjects

The figures indicate, at least approximately, the number of hours' credit each subject is allowed on either the College or the Advanced Normal Course.

	Hours' Credit
EDUCATION I	
Principles of Christian Education	3
School Hygiene	1
Pedagogy	2
School Management	2
	8
METHODS I	
Primary Bible (1), Intermediate Bible (1)..	2
Primary Read. and Lang. (1), Inter. Read. and Lang. (1)	2
Primary Numbers and Construction	2
Nature	1
Music, Spelling, and Penmanship	1
	8
METHODS II¹	
Arithmetic	1
History (1), Civics (1)	2
Bible (1), Geography (1)	2
Physiology (1), Agriculture (1)	2
	7
MANUAL ARTS I AND II	
Sewing I and II (72 hours)	1
Woodwork (thin and bench) (72 hrs.)	1
Cooking and Household Economics (72 hrs.)	1
Gardening (48 hrs.), Calisthenics (24 hrs.)....	1
Normal Art & Blackboard Drawing (72 hrs.)	1
Cardboard Construction & Textiles (72 hrs.)	1
	6
EDUCATION II	
Junior Work	1
History of Education	4
	5
	—
Total hours' credit	34

Summer School Course Arranged by
Summer School Terms (8 weeks)

(See outline on next page)

This arrangement includes Education I; Methods I and II, except Methods in Grammar; Manual Arts I and II; and part of Education II.

No one who is recommended to the summer school by the educational officers

¹Methods in Grammar is omitted until the last half of the Normal Course, in order to make room for the Junior Work, thus enabling the teacher to receive the benefits of this study early in his teaching experience.

of the conference or by the conference committee should be debarred from taking this course; but if regular credit is expected on either the College or the Advanced Normal Course, the requirements for admission would be the same as for admission to the Normal Course in any of our advanced schools.

The requirements for admission to our Advanced Normal Course are:

1. The completion of the Academic Course or its equivalent.

2. "A student entering a methods class [this includes Methods in Manual Arts] shall, by written examination, satisfy the teacher that, according to the outline given in the syllabus, he has a good student knowledge of each subject forming a part of said methods class." "The test on subject matter may be omitted if the student has a grade of at least 90 per cent on a teacher's certificate that is in force."

This outline requires four summer sessions for completing one half of the Advanced Normal Course. It does not excuse the student from the supervised practice teaching, which forms a regular subject in both years of the Normal Course. To weaken this phase of teacher training in any way is seriously to cripple the efficiency of the teacher. When properly conducted, the work of practice teaching in a first-class Normal school, under the supervision of an expert in this line, is second to no other line of teacher training. There is no better, no surer, no safer way of learning to teach than by teaching, and teaching under expert supervision. No amount of mere theory or method or even knowledge along advanced lines of study can ever take its place. Not even unsupervised teaching, while of undisputed value to the practitioner, should ever wholly or even largely take the place of supervised practice teaching.

The Summer School Course here suggested is based on the Normal Course as now adopted and printed in the "School Manual," pages 70 and 71. Each summer's work consists of one or two sub-

jects in Education I or II, two or three lines of Methods, and one or two lines of Manual Arts.

Subjects marked $\frac{1}{2}$ hour daily, mean an *average* of $\frac{1}{2}$ hour a day for 8 weeks. It would usually work out in practice as one hour a day for half the summer term,

tion II takes the place of one semester hour of Methods II, Methods in Grammar being the topic for which this substitution is here suggested.

The course as here outlined provides for the equivalent of 6 hours' recitation work daily during each summer session

Summer School Course by Terms

FIRST FOUR WEEKS		LAST FOUR WEEKS		Daily Recitation Hours	Average No. Hours a Week for 8 Weeks	College and Normal Semester Hours
First Summer						
Principles of Christian Education				1 $\frac{1}{2}$	7 $\frac{1}{2}$	3
Primary Bible	Prim. Reading and Language			1	5	2
Arithmetic	U. S. History			1	5	2
Sewing ($\frac{1}{2}$ course) ¹	Thin Woodwork ($\frac{1}{2}$ course) ¹			1 $\frac{1}{2}$	9	1
Junior Work				$\frac{1}{2}$	2 $\frac{1}{2}$	1
				—	—	—
				5 $\frac{1}{2}$		9
Second Summer						
Pedagogy	Intermediate Bible			1 $\frac{1}{2}$	7 $\frac{1}{2}$	3
Agriculture	Nature			1	5	2
Music	Spelling and Penmanship			$\frac{1}{2}$	2 $\frac{1}{2}$	1
Primary Numbers and Gardening ¹	Construction			1 $\frac{1}{2}$	7 $\frac{1}{2}$	2
	Calisthenics ¹			1 $\frac{1}{2}$	9	1
				—	—	—
				6		9
Third Summer						
School Management	School Hygiene			1 $\frac{1}{2}$	7 $\frac{1}{2}$	3
Geography	Physiology			1	5	2
Sewing ($\frac{1}{2}$ course) ¹	Bench Woodwork ($\frac{1}{2}$ course) ¹			1 $\frac{1}{2}$	9	1
Intermediate Reading and Normal Art ¹ and	Language			$\frac{1}{2}$	2 $\frac{1}{2}$	1
	Blackboard Drawing ¹			1 $\frac{1}{2}$	9	1
				—	—	—
				6		8
Fourth Summer						
History of Education	History of Education			2	10	4
Grammar Grade Bible	Civics			1	5	2
Cooking ¹ and Household	Economics ¹			1 $\frac{1}{2}$	9	1
Cardboard ¹ and	Textiles ¹			1 $\frac{1}{2}$	9	1
				—	—	—
				6		8
Total hours' credit						34

¹ These subjects are accepted in the course in lieu of required industrials.

or one hour every other day during the entire eight weeks.

Extra time and credit are given to the study of the Principles of Christian Education, on the ground that this subject is deserving of extra attention either in summer school or in the regular school term. To give the teacher the advantage of the instruction in Junior Work early in his course, this subject from Educa-

tion II takes the place of one semester hour of Methods II, Methods in Grammar being the topic for which this substitution is here suggested. The course as here outlined provides for the equivalent of 6 hours' recitation work daily during each summer session except the first, when only 5 $\frac{1}{2}$ hours are needed. This includes the industrial. It secures to the student 9 semester hours' credit during each of the first two summers and 8 during each of the last two summers, a total of 34 hours' credit, or half of his Normal Course. The senior Normal year should be taken during the regular school year.

(Concluded on page 216)

Manumentals as a Factor in Grade Promotion

BY THE EDITOR

ONE of the chief virtues that distinguish Christian education from the ordinary kind, is the balance it seeks to maintain in developing the natural powers of the child. Another of its cardinal virtues is that it deals with the problems of teaching and training on the basis that education includes the development of the entire man, and not of his head merely. Education is not a thing of the classroom or the textbook only. It properly embraces all the activities that are expressive of the natural endowments of the child. Externally, true education takes into purview the necessities of life, its greatest usefulness, and the right kind of pleasure withal.

With these general considerations in mind, what shall we say of the manual training which we have long recognized on paper as having a worthy part in the curriculum of Christian education? In the first place, it is fortunate that the child-training of the hand and the mind represented in this work, cannot be a thing of the textbook nor of the schoolroom alone, or even a large part. It is a thing of action under direction to some useful end by a training process that in itself constitutes one of the most valued elements in education. To *think well* is something devoutly to be sought after and realized. No less can be said of that other desideratum, to *do well*. Obviously there is an interdependence between the two that must be recognized. What is the use of thinking if you cannot do, and, we may well ask, of what use is doing without thinking? If we can unite the two in proper balance, we are assured better results than by practicing either one exclusively or without relation to the other.

In teaching the child, to the end of filling his mind with true knowledge of the abstract sort, we take great pains to arrange for him a progressive course that will advance gradually from one

grade to another through the elementary curriculum. His Bible begins in the simple story form to which he has been accustomed at his mother's knee. As he learns to read, he begins to gather thought in story form from the printed page. Farther on, he begins to gather knowledge on his lesson from different sources, and put the results together. In the final years of this curriculum, he settles down to study of some seriousness.

In his reading, he begins with the blackboard exercise, and is coached along tactfully by his teacher through script to the printed page, and onward until by the time he is ready for his certificate of promotion to the academy, he is able to gather thought readily from matter of considerable weight, and to transmit it intelligibly to his hearers. In short, he has learned to read for himself and to others, and is able to do considerable independent exploring in the field of knowledge.

In nature study he begins in a way similar to his Bible study, that is, by stories told by his teacher, and by the calling of his attention to objects in nature about him. The knowledge that he has when he enters school is gradually added to by oral presentation, by observation, and by reading as he gains strength in that art, until by the time he reaches the end of the elementary curriculum he has begun the study of separate sciences in the field of nature, like physiology and agriculture, and finds these subjects represented in his certificate of promotion.

In numbers, he begins to count more or less from the day that he enters school, with the modicum of knowledge of this kind he already has, and through blackboard drill and the use of concrete materials, the connection of numbers with a variety of activities, his knowledge grows in this direction by careful coaching until in the eighth grade he

can make a good showing in that traditional and time-honored subject that finds its place among the three R's.

Who will dare say that these procedures are not of the general character and plan that they ought to be? But who will dare say that equal attention and painstaking effort should not be given to that kind of hand- and mind-training which we are pleased to call manumetal? We have a plan on paper. Are we really working the plan? The psalmist gave the Lord credit for teaching his hands to war and his fingers to fight. Such knowledge and ability were indispensable in David's time, when the command of the Lord was to rout the enemies of Israel from the Promised Land. May we devoutly pray the Lord to help us in teaching the little hands to war and the little fingers to fight the battles of life that only too soon force themselves upon their possessor.

Is it not fitting, too, that the beginning be made in the same simple, tactful way that we begin other important kinds of instruction? Is so simple a practice as paper tearing with a motive, at all to be despised? Is cardboard work any less deserving of educational recognition, so long as it keeps pace with the many imaginations and the air castles that formulate themselves spontaneously in the child's imagination, than to start him on his reading career with the blackboard, the primer, and the reader? Should we have any less interest in teaching the child to whittle, or to weave, or to sew, or to saw and plane, or to use the hoe, the spade, and the rake, than to teach him any of the three R's, or even his Bible? Do we fully realize that genuine manumetal training really has much to do in a favorable way, in securing good results in the three R's, and in spiritual development, as well as in its own immediate field?

If we accept the declaration made by the servant of the Lord to our upper schools, that if one third of the time usually devoted to mental pursuits were

given to manual or industrial work, there would be no loss in the mental studies, and much gain in physical welfare and practical training, is there any reason why we should not apply the principle of it in our elementary grades? If there is no tenable objection, we are led to the real objective in this article, and that is to answer the question, Shall we require manumetal credits equally with others in promoting pupils from one grade to another?

On paper we said eighteen months ago, "That definite credit be given for all manumetal work in the intermediate and grammar grades, and that such credit be a condition for promotion to higher grades on the same basis as for all other subjects." To answer the question raised in this article, then, it is only necessary to ask and answer the question, whether or not we have translated this paper measure into action. We deliberately concluded, after a special study of this phase of our work by a committee of seven, and by further consideration in a delegated council, that manumetal work is deserving of all that we have intimated in this paper. I am happy to report that one of our largest and most progressive unions is carrying out faithfully this adopted regulation, and I think others are moving in the same direction. Now that we are setting out seriously to promote a forward movement toward efficiency in the schools represented by the readers of this magazine, is there any reason any of you can give why we should not start right from the beginning, lay solid timbers in our foundation, and build for the highest and best results, both manumetal and general, that Christian education promises us? If you say No, then the purpose of this article is accomplished, and I leave the matter with you.

In closing, may I ask if there is any better time or place in immediate prospect for serious and intelligent discussion of manumetal teaching and credits than in our summer schools to be held this season?

Foreign Languages and the Curriculum

We invite our readers to consider the two following articles on foreign languages, and shall be pleased to receive suggestions relating to the subject.—THE EDITOR.

Foreign Language Study

L. L. CAVINESS

Secretary of Foreign Language Section

THE present is a time of reconstruction. This shows itself not only in the economic world, but also in the educational world. The curriculum of our public school system is under survey, and each subject must meet and answer the challenge as to why it deserves the place it occupies. Now is a favorable time to make changes in our own educational system—changes which have been long needed.

In the past, in our anxiety to crowd into the curriculum every subject which we thought our young people ought to have in order to be educated, we have lost sight of the fact that education is a process of development rather than the mere acquiring of bits of information. We have forgotten to use pedagogical psychology in the arrangement of our curriculum.

But there is another oversight which is quite unpardonable, and that is our failure to plan our courses of study with a definite enough view of the special needs of our denominational workers. In the past our graduates have been "Jacks of all trades and masters of none." Why should we not require technical training in pedagogy and educational methods of the graduate who expects to teach in our academies and colleges? Why should we let a man preach who has had no special training for that important calling?

Let us consider a moment what are the kinds of workers we as a denomination need and what is the training they need. We need hundreds of colporteurs. They need training in expert salesmanship, a knowledge of our message in order to give oral help to interested ones, and ability to use the language correctly. The great demand for colporteurs in non-English-speaking lands means for-

eign language study. We need teachers of elementary, academic, and college grades. They, too, need language training; and many, *foreign* language training. We need preachers, and an increasingly large number, to man our mission fields where difficult languages must be mastered. We need many more doctors and nurses. Their technical preparation has been better standardized, due to government regulation. But inasmuch as many of our medical workers will be sent to the fields beyond, they need linguistic and evangelistic training in addition. We need business managers, but we are doing too little to train them in our schools. We need secretaries for our various departmental lines. Our future managers and secretaries in this world-wide work need foreign language training, for many of them will be called to foreign fields.

There are few lines of work in our denominational activities in which foreign-language training does not function. Every Adventist young person who expects to be a worker in this cause, no matter what life calling he may choose, is likely to be asked to pursue that calling in a non-English-speaking environment. Foreign language study should therefore be an essential part of our curriculum. But where shall it be offered? Let us state our position, with a summary of the reasons for taking it.

Two years of foreign language work (preferably modern language) should be required in the Academic Course; and this required work should be in the ninth and tenth grades, with possible electives in the eleventh and twelfth grades; because:

1. In any revision of our curriculum we should have the needs of our denominational work in view.

2. In the required work we should include the essentials which all our workers need; the electives should serve to offer the training which is different for dif-

ferent kinds of denominational workers.

3. Linguistic training is essential to our workers in every line.

Illustration: (a) If a missionary is needed for Africa, it would be well for him to be trained in agriculture, carpentry, etc. If he were to go to China or India, this training would not function practically in most instances. But linguistic training would function in either case.

(b) None of our young people in training can be certain that he will *not* be called to labor outside the United States.

(c) The worker in the United States would be more interested in, and better able to promote the work of, the Bureau of Home Missions, with linguistic training.

4. Having a world-wide work, we should not give less of the training needed to take the message to every nation, kindred, tongue, and people, than is offered in the public schools of our land, where students may have four years of foreign language work in the academy.

5. We should not follow the world to an excess in its present craze for vocational training, for the business of our schools is to train missionaries, not expert farmers and skilled mechanics.

6. The subjects which modern educators tend to eliminate as not functioning directly in life are the classics, mathematics, and general history; there is no tendency to eliminate modern language.

7. In modifying our curriculum, we should hesitate to eliminate from our requirements subjects which our leading men consider essential.

Illustration: I find on inquiry that there is a real demand that there be more foreign language work, and that it come earlier in the course. The daughter of one of our editors began her foreign language work in the ninth grade. The only child of another took three years of foreign language work in the academy, and he wishes it could have been more. The daughter of one of our college pro-

fessors took French in the ninth and tenth grades, and he thinks that was the best time to take it. The only child of another will begin foreign language work not later than the ninth grade. But we need not extend the list.

8. Linguistic ability develops early and is quite general among the young. In our curriculum we should take into consideration the natural development of the pupil's faculties. Let us train the youth as we find God made them, not as we think they ought to be.

9. Our leaders who plan for the foreign work, and the missionaries in the field, appreciate linguistic training.

Illustration: Elder Daniells tells of how some who received foreign language training in one of our colleges are making records in acquiring the Chinese. Dr. Selmon is impressed with the same thing. What is needed is a more extensive training, that the same results may be seen in all who go out to the field.

10. Our denominational funds are limited. We cannot afford to send to the distant parts of the earth those who, on account of lack of *early* linguistic training, will make a failure or have only a meager success in mastering the native language. Early training might have helped these appointees, or would have discovered their lack of linguistic ability, and saved the cause worse than useless expense.

I might also add that it would be well to have in the College Course a general course of phonetics and comparative philology as a required study. Language teachers should be urged to qualify to teach such a course thoroughly. The students of the college referred to above had such training, as it was then offered in that school. Phonetics especially is accorded a prominent part in the training of missionaries who go out under other mission boards.

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WE sleep, but the loom of life never stops; and the pattern which was weaving when the sun went down is weaving when it comes up tomorrow.—*Beecher*.

The Other Side of the Foreign Language Question

BY GRAMMATICUS

Teacher of Foreign Languages

THE present is truly a time of reconstruction. In the past we have labored long and hard on our educational curriculum to give it enough pliability and practical character to serve the needs of our boys and girls for their own good and for their value to our work. Our hands have been tied and our feet hobbled by certain inherited traditions that either influence us to overestimate the practical value of mental culture for its own sake, or fall into that equally egregious error of marking out a narrow path in which every one must walk, of carving out certain morsels of mental pabulum that must be stuffed down the throat of every boy and girl alike.

But in the spirit of the hour we are fortunately getting away from some of these hidebound limitations, and are beginning to recognize that boys and girls are endowed with a great variety of gifts, tastes, and adaptability. We are beginning to imbibe the democratic principle that every youth has some rights of his own, and that if he is to develop in the direction which his Heaven-appointed endowments seem to indicate, there must be room for him to exercise some choice as to what he is to feed his mind upon, just as he is allowed liberty in selecting food at his mother's table. But just as his mother guides with her better wisdom the choice of what he eats, so the responsible teacher, with his better understanding, must guide the boy and girl in the choice of what the mind is to feed upon.

In the subjects set before our youth in the school curriculum, we must be guided by two considerations: First, what will develop the pupil best for his own sake; and second, what will serve best the needs of the denomination which is looking to him for the service it needs. Both these viewpoints comprehend a considerable variety. Certain tools for gaining knowledge are neces-

sary, and in the ideal curriculum we place these early in the school period, that they may be properly forged and whetted for the pupil's further use, while at the same time he is gaining knowledge of practical and immediate value.

For these reasons we mark out very definitely the pupil's studies in the elementary grades, and in the first two years of the secondary, for the latter two include such practical things as Bible, English, the keeping of simple accounts, physiology and physical culture, the principles of hygiene and sanitation, and learning to use the hands skilfully and intelligently in one of the common callings of life's necessities. In the last two years of the secondary school, we introduce a considerable variety of choice for the student. No one will question that he should continue his Bible and English, or that, with the present international status of Americanism, and with America not only the cradle of the advent movement, but also the home base of supplies for all the world, and destined to become one of the chief actors, if not the chief actor, in the closing drama of earth's history, American history and government should be included among the required subjects for the last year of the secondary school.

This leaves half the studies in these two years open for the individual choice of the student from those subjects which adjust themselves to his educational development, and serve as a basis for pursuing advanced work in the college if he desires, such as algebra and geometry, biology and physics, two units of Normal, two units of commercial, and equally with all these, two units of foreign language.

Is there any more reason why every boy and girl should be compelled to study a foreign language than that he should be compelled to take Normal studies in preparation to teach? We are essentially and by profession a teaching people. There is no line of endeavor we are carrying on that does not require a large element of practical teaching to

make it succeed. There is no class of laborers of which we have at present a greater shortage, both in fact and in prospect, than of teachers. Among the large number of workers in America, larger than in any other country, there is comparatively little practical need of a foreign language, even with the twelve million foreigners in this country who can speak English and another language, and the five million more who cannot speak English well. The situation will be well cared for by the universal determination of American administrators and educators to require every resident in America to learn the English language. In our own work we are meeting the situation for the time being by conducting three seminaries that make a specialty of teaching four of the leading foreign languages used in this country, and by the organization of a polyglot school which will care for the rest.

This confines our foreign-language demand chiefly to the countries outside of America. Among these, the British Empire includes a very liberal proportion of peoples who know the English language, with millions more learning it every day. Even among the native peoples of heathen lands, like China and India, there is a craze to learn English, and this is bound to increase under present international conditions.

I have no desire whatever to belittle the importance of studying modern foreign languages and the two ancient languages in which the Scriptures were originally written. It is recreation to me to teach them. I desire only to present the other side of the foreign-language question in our schools for the consideration of those who are eager to start the study of French or Spanish or German in the first year of the secondary school, and compel every boy and girl to pursue these languages through his academic course, whether he has any gift or taste or adaptability for them or not. If we are not ready to compel every academy student to prepare professionally for teaching, and if we are

trying to work away from compelling every boy and girl to take studies suited to only those who wish to lay the foundations for becoming a professional scientist, or mathematician, or a high-browed *literator*, are we ready to say that this same young America we are talking about shall be compelled, possibly at the expense of his own mother tongue, to spend his time in the attempt to imitate his foreign brother?

Are we ready to say Yes to this question on the ground that any one of our young men and women may *possibly* be called to a field where the learning of a foreign tongue is necessary? It is just as possible that he may not. This cannot be determined during the adolescent period of life, while he is in the secondary school. I have not the slightest objection to any student's taking up the study of a modern language who desires or who is advised by his teacher to do so. But I have yet to see any good and sufficient reason why *every* boy and girl in our academies should be *compelled* to do so, or fail to be graduated. If we are ready to introduce electives as early as the ninth grade, then there is no reason, except the danger to the mother tongue, why a foreign language should not be included among the electives in that and succeeding grades, but let us be careful about forcing the situation.

HE has achieved success who lived well, laughed often, and loved much; who has gained the respect of intelligent men and the love of little children; who has filled his niche, and accomplished his task; who has left the world better than when he found it, whether by an improved poppy, a perfect poem, or a rescued soul; who has never lacked appreciation of earth's beauty, nor failed to express it; who has always looked for the best in others, and given others the best he had; whose life was an inspiration; whose memory a benediction.—
Mrs. A. J. Stanley.

The Selection of Textbooks¹

No school board would for a moment entertain a policy of haphazard teacher selection. The teacher candidate must possess certain qualifications. He must have reached a certain age, and some practical experience is required. His scholarship must be up to the mark, and his general ability in pedagogical matters sufficient. But the textbook, the tool of his profession, one of the most vital molding influences in the lives of the children, is too often chosen either carelessly or because of its low price. No standard is applied, real values are not diligently sought for, and the result is a textbook of mediocre quality, a lifeless school, and a disheartened teacher.

There are standards for textbook selection. A few simple rules, if applied by school boards, would greatly improve the quality of the pupils' mental food, and would guard against the warped judgment that weak and inaccurate texts produce.

The sole test of a textbook for school use should be its adaptability to meet the requirements of a particular school system. The prestige of the author is not a safe guide. Though the writer of a successful textbook must be an expert in the field covered by it, yet he must not be one who is more interested in further conquests in the unknown phases of his science or art, than in adapting the elements of it to the needs of the novice. A usable text must be authoritative and reliable, and at the same time come within the range of immature minds. One of the indispensable qualifications of the textbook writer is that he himself be a teacher, and so be able to bring to bear his experience of actual classroom exactions and conditions.

The number of figures on the publisher's balance sheet is no criterion, but he should be reliable, painstaking, and honorable. Claims that a certain book is very widely used are to be looked into,

for it may be that the crest of popularity has been reached, and that if those using it were free to choose again, the "widely used" book would be rejected.

Mechanical features should not be overlooked. The size, type, binding, and general appearance should be in harmony with the needs of the school. Every quality deserves its share of attention, for a book wields a considerable influence, and the man's taste for books will be determined largely by those he studies from in childhood.

Score cards have been used as a help in the task of selection. This plan has brought very satisfactory results, and it is reasonable to expect that in the not too distant future the school board will have as complete a score card for the choosing of the most valuable book as the judges at the county fair have when they settle upon the soundest horse or the choicest turnip.

To apply these standards effectively, the task of examining the books to be used by our schools should be performed by a competent committee. The membership of this body should be drawn from the administrative force of the school system and from the teachers who are to use the books in the classroom. Let the examination be thorough in every respect, and conducted from the standpoints of accuracy and reliability. Make sure that the best and most up-to-date authorities have been quoted, and progressive methods of presentation employed. Some authors are quite blind to the lack of balance. This is a serious fault, for a student is prone to base his judgment of material along the lines that the textbook has developed it. One of the aims and tests of a broad education is the ability to investigate and analyze a situation, and the school texts should be such as will foster the formation of a well-rounded, nicely balanced mind.

The ideals of the school or system of schools must be met, and this standard

¹ Digest of article by C. R. Maxwell in *School and Society*, January 11, prepared by R. Altman.

should be kept in mind as one of the most important factors in the whole question. If the book does not, in content and authorship, uphold those ideals for which the system of schools has been founded, it cannot fully meet the needs; and in order to determine whether or not the textbook has this very definite value, sufficient time and pains should be taken to investigate thoroughly. Much haphazard selection has been done in the past, but school boards and teachers are coming to realize the far-reaching results of children's schoolbooks, and we may expect substantial improvement.

A Four-Summer Plan

(Concluded from page 208)

With such heavy work for the Normal student, it becomes doubly essential that the academy give thorough preparatory work in sewing, woodwork, cooking, agriculture, etc. A *strong* student may be able to accomplish the work satisfactorily as here outlined, though most of our Normal workers recognize that the present course of study is considerably overcrowded, and some are omitting some of the college electives in order to bring the work within the ability of the average college student without weakening the efficiency of the professional preparation that the teacher really needs.

If the Normal course requires no heavier work than other college courses, and if the summer school really functions as it should, a teacher completing the Summer School Course should be able, by spending one year in college, to complete the Advanced Normal Course and secure his professional certificate, besides four years' field experience. The senior year's work would consist of the following:

	Semester Hours
Education II—Psychology (3) and Child Study ¹	4
Two College Electives	17
Teaching I (1 year's work)	6
Teaching II (1 year's work)	6
Methods in Grammar (6 weeks' course)	1
Total	34

The foregoing outline is merely the presentation of a progressive Summer School Course based on the Normal Course as now adopted. It is not given for the purpose of defending the college electives that have found their way into the Normal Course, for the writer feels that two full years is none too long to give the necessary attention to the professional work.

And in this connection we might ask, Why is not a teacher who has taught faithfully and successfully four years (36 months) in the church schools of a conference, worthy of a scholarship from that conference for his remaining year in the Normal or for one year in college?

The Fellowship of Folks

E. J. WARD

(Air: "Auld Lang Syne")

COME close and let us wake the joy
Our fathers used to know,
When to the little old schoolhouse
Together they would go.
And neighbor's heart to neighbor warmed
In thought for common good.
We'll strike that fine old chord again—
A song of Neighborhood!

Out in the world we all have learned
The strain of toil and care.
It's dimmed the visions of our youth,
Of joys that all might share.
In thought for self, we've all but lost
That youth-born faith in men.
Come 'neath this common roof, for here
It kindles bright again.

The fathers clove the wilderness
And made a clearing here,
Then, at its heart, this friendly roof
They joined their hands to rear;
And here they met and talked and planned
A larger common weal.
Their future we are living now.
We, here, their purpose feel.

That little old schoolhouse is gone.
Its friendliness must stay.
The strength it gave our fathers' hearts
Our own hearts need today.
Great is the task that waits our hands;
The power of each is small.
Uniting in this common place
Comes forth the might of all.

Teachers and Students Physically Fit

THE following health suggestions by Dr. Thomas D. Wood, as given in a leaflet which the New Jersey State Department of Education is distributing to New Jersey teachers, is worthy of careful study by every teacher and student in our schools:

Signs of Physical Fitness

"1. A sense of physical well-being. This means that you should feel a zest and satisfaction in mental and muscular effort; an interest and joy in work and recreation, kept in sensible proportion and balance; and a freedom from pain—for this inevitably interferes with clear thinking, concentrated effort, and effective work.

"2. A feeling of being refreshed and recuperated on rising in the morning after a customary night's rest and a feeling of healthy fatigue as bedtime approaches. The hang-over fatigue in the morning, experienced by so many students and teachers, should be escaped from as fast as possible. On the other hand, a feeling of intellectual keenness and brilliancy in the late evening should be viewed with suspicion. It is an auto-intoxication of the nerves.

"3. Enjoyment of wholesome food, including a moderately good appetite even for breakfast. To begin the day's work without a fairly nourishing breakfast is just as sensible as for a steamer captain to stoke his furnace with the chopped-up woodwork from his vessel.

"4. Body weight maintained at about the proper standard for height and age. A person who is ten per cent or more under standard weight is probably undernourished and to some extent deficient in energy and endurance. The individual who is more than ten per cent above standard weight is carrying burdensome 'excess baggage' which is likely, with advancing years, to prove a handicap to health or perhaps to life.

"5. Elimination from the intestinal

tract. This should take place at least once daily.

"6. Freedom from persistent worry. This is one of the most destructive influences upon life, health, and physical as well as mental fitness."

What to Do to Be Physically Fit

"If you are honestly intent upon being physically fit, what should you do?"

"1. Admit to yourself the limitations upon your health, if such have been imposed upon you by ancestral influence and your own past life; but do not because of these be discouraged.

"2. Free yourself from physical defects that are wholly or partially remediable, which may lower your physical fitness. The eyes, ears, and teeth should be especially looked after.

"3. Eat regularly. Eat slowly.

"Eat some hard food for the sake of the teeth; eat fresh, raw, or green food for the chemical needs of the body; eat meat or eggs only once a day.

"Eat lightly of easily digested food when tired, excited, or anxious.

"Drink three to five glasses of water a day outside of mealtime.

"Finally, before putting food into the mouth, always wash your hands.

"4. Spend eight to nine hours in bed every night. Very few can maintain physical fitness with less than eight hours in bed daily.

"5. Spend at least an hour a day in recreation and exercise, outdoors, if possible; and it is possible, with few exceptions, even in stormy weather, if you plan intelligently enough.

"6. Acquire and maintain a good posture; weight over the balls of the feet; chest forward; abdomen back; the back not hollowed too much; the top of the head held as high as possible without fatiguing strain.

"7. Take a cool tub, shower, or sponge bath each morning before breakfast.

(Concluded on page 221)

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*.

School Spirit

GRACE H. SCOTT

A WHOLESOME school spirit is an important factor in determining the success of any school. Every teacher should be interested to know what this spirit is, how it is inspired, and how to encourage it.

The school is the child's home during at least one half its waking hours, and should therefore be a real "home." There is a marked difference between a "home" and a "house." A "home" is characterized by the spirit of love, co-operation, and interest in the mutual welfare of every member. This is not the case in a mere "house," where the interest is chiefly centered in matters of individual accommodation.

Every child should be made to feel a personal interest in the appearance and work of the school. He should regard it as *his* school. Then he will feel responsible for its appearance and reputation, and his own conduct will be in accord with his responsibility.

It rests with the teacher to inspire the entire school with this spirit at the very beginning of the school year. The teacher must be possessed of it herself before she can give it to others.

The best place to gain it is at the feet of the Master Teacher, who taught as "one having authority." On your knees, dear teacher, ask Christ to help you to be both a mother and a father to every child intrusted to your care. Regard this responsibility as a sacred trust, and humbly and confidently determine to win every child.

The teacher whose heart wells up with love for her children will find a ready

response. It may be manifested in a new picture from John, a bunch of flowers from Mary, or an armful of wood brought by your bad boy (perhaps not so bad, but misunderstood).

If all these tributes are received as offerings to "our" school, the effect will soon be seen. There are many ways of making children feel they belong to the school family. When a child does something unusually well, commend him for it and call on the entire school to honor him. If sickness keeps him out for a considerable length of time, let a part of the language work consist of writing letters to him. Such a plan is also productive of good language papers as well as school spirit.

Show the children that Jesus is our Elder Brother, that we are alike in our relation to him. Then when difficulties arise, appeal to the pupils to be loyal and true to principles of right and justice. Many a perplexing situation may be successfully met, and the whole school benefited by it.

Let us as teachers endeavor to foster a true school spirit. If the task seems too great and the reward too small, remember that the "recompense of the reward" is to come in the earth made new when "they that be *teachers* shall shine as the brightness of the firmament; and they that turn many to righteousness as the stars forever."

Duty

So nigh is grandeur to our dust,
So near is God to man,
When Duty whispers low, "Thou must,"
The youth replies, "I can."

—*Ralph Waldo Emerson.*

TEACHING NOTES—GRADE BY GRADE

FIRST GRADE—Anna A. Pierce

Nature.—In springtime nature is especially attractive to the children. The accompanying song should be learned. Have the children prepare birds from heavy paper, to be suspended about the room. Make enlarged pattern of accompanying cut and have it traced on heavy paper. Color with crayolas before cutting. The following directions may be found helpful: (See cut on next page.)

1. Cut on heavy lines.
2. Fold on dotted lines.
3. Paste (1) over (2), bending the wing.
4. Paste wings on bird's body at (a).
5. Paste tail on body at (b).
6. Let the bird hang from (a), string fastened at (c).

SECOND GRADE—Rose E. Herr

Supplementary Reading.—The school library should contain several different books suitable for second-grade pupils for independent reading. "The Story of Joseph," "Best Stories from the Best Book," "Our Little Folks' Bible Nature," books on plant and animal life, and similar books are among the favorites of boys and girls.

One of the aims in teaching reading is to cultivate in the pupils a taste for high-class literature. By this time enough power has been gained to enable the second-grade child to read books through. Encourage each one to choose a book and read it from beginning

to end. Give extra credit in reading to those who persevere in this work. Much of this reading may be done silently. In order to enable the teacher to keep in touch with the progress of the children, and also that she may know where help is needed in interpreting written language, use one of the daily reading periods for oral reading, having each child read a few paragraphs from his library book.

Library collections may be increased by making folders of cover paper and pasting in them stories and pictures clipped from old books and periodicals. A few choice poems should be included.

As a special exercise some day, give out a folder to each child, to study the story or poem in it until he can read it well. Give any assistance necessary. When the reading period arrives, let the whole school sit in attention while the second-grade pupils entertain them by reading stories. Of course, those stories best suited for this purpose are short and interesting.

THIRD GRADE—Hazel B. Gordon

Nature.—Many interesting things may be seen, done, and heard in springtime. Have the children look for the earliest signs of spring. See who can find the most. Look for the bluebirds, for the flocks of red-winged blackbirds, for the skunk cabbage, the blue hepatica, the pink arbutus. Let them bring in to you the opening flowers and give them

MERRY SPRINGTIME

A. A. P.

ANNA A. PIERCE



1. Do you see the gold-en sun-shine? Do you hear the rob - in sing? Do you see the
2. Do you see the vio-let wak - ing? Can you feel warm breez-es near? Do you hear the

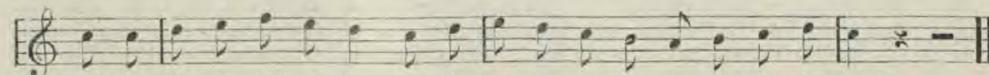
CHORUS



blos - soms nod-ding? Do you know that it is spring? } Yes, yes, the spring is here at last,
bees' soft hum-ming? Do you know that spring is here?



The mer - ry, mer - ry spring-time of the year; We will sing and mer - ry be,



While the world is full of glee, In this mer - ry, mer - ry spring-time of the year.

credit on the board for each new flower found. Go with them and listen to nature's fairy music, the sound of growing things, the songs of birds, the music around the ponds. Watch the little green shoots pushing their way through the leaf mold.

Bring some of nature's springtime happenings into your schoolroom. Get a small glass aquarium if possible, otherwise an ordinary glass jar will do. Put some green water plants in it, then a few minnows, perhaps a young turtle, a snail or two, or some water beetles, but do not forget to put in a few frog eggs,

B. Aldrich; "The Bluebird," by Emily Millen, are all appropriate.

Interesting oral and written language lessons may be conducted this spring on the following topics: Where has the bluebird been this winter? What has brought him back so early? What does he say as he calls so merrily to us? Report what John Burroughs has to say about him.

FOURTH GRADE — Sydney Bacchus

Bible.—Continue the study of the journey of Israel to the Promised Land. Locate each place on the map. Review often by having the children tell the events which occurred at the various places. One child may step to the map and name the places while another tells the story connected with it, or one child may describe some event and another locate the place at which it occurred.

Impress the lessons contained in the notes. Drill on the books of the Bible thus far studied, seeing who can most quickly find the story of the Death of Moses, Crossing the Red Sea, etc.

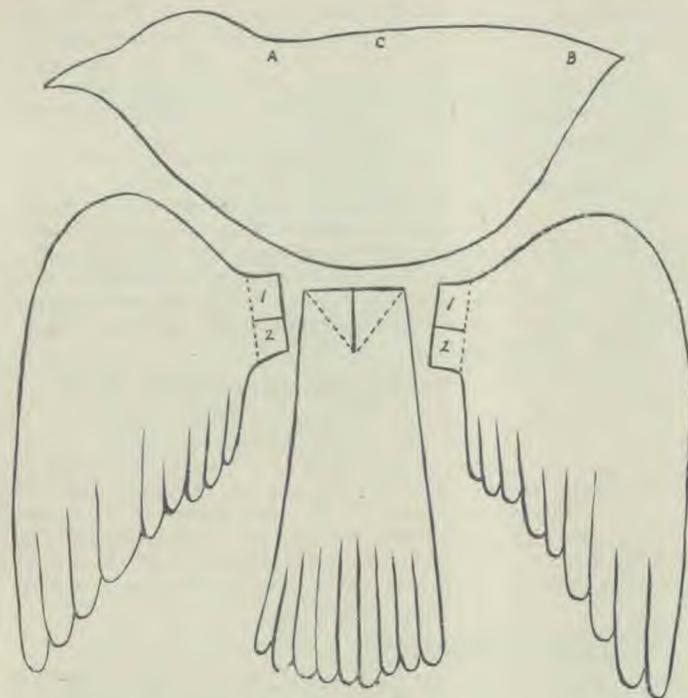
Reading.—Sometimes our reading classes seem dull and lifeless. The lack of an enthusiastic assignment is often the cause. Assign something definite to be gained from the lesson instead of merely a certain number of pages. Better reading will result.

For a reading lesson we sometimes use some of the more difficult story problems in the arithmetic.

Spelling.—Occasionally we have written spelling matches, as well as the old-fashioned oral spelling-down, for review.

Cover designs illustrated with umbrella or bird patterns may be used this month.

Nature.—The physiology and hygiene lessons should be made very practical. Surely our children should be taught how to care for the health of the body. Let the class work out and dramatize little hygiene lessons after having studied the chapters in the book. The care of the eyes, what to do in case of various accidents, etc., may be acted, or "played" as the children call it, to good advantage. The impression thus made will be more lasting.



for the children will be delighted to note the changes that will take place in these. We find the Audubon Society leaflets and charts very helpful in bird study. If you have not a Junior Audubon Society formed, be sure to form one this spring. Write to Winthrop Packard, 66 Newbury St., Boston, for full information.

Language.—To store the minds of the children with brief extracts from choice literature is one of the highest services a teacher can render, as these gems help to impart valuable lessons in right thinking, right feeling, and right conduct, which will remain with the learner long after his school days are ended. Quotations and poems are very abundant, but a few suggestions for this springtime may be helpful. "The First Flowers," by Whittier; "Early Spring," by Tennyson; "The Four Sunbeams," "Marjorie's Almanac," by Thomas

SIXTH GRADE—Sara K. Rudolph

Bible.—As the life of Christ is completed, each teacher will look over her pupils and wonder what the study has meant to them. May the impressions made be such as will cause them to live the Christ-life and be transformed into his image. Stress the meaning of the events of the last week of Christ's life rather than their order. In reviewing, use the outline and maps kept in the notebooks. Have the pupils prepare and present to the class a Bible reading on "The Soon Coming of Christ." Review any texts studied or memorized in connection with the lessons studied during the year. Make outlines of the miracles, parables, and journeys of Christ.

Nature.—Since many of our schools will be late in closing this year, we have an excellent opportunity to have a successful school garden. Plants that mature early should be used.

Make excursions to the woods. Before starting, talk over the special things they are to look for and what specimens they are to find. Each child may be given a particular task, such as finding a complete flower, or a flower that has no petals, or a specimen of alternate branching, whorled, etc. After returning, they may tell what they have found, where they found it, and give name.

The lessons in chapter 12 may be read in class and discussed. Every child should know why the seventh day is the Sabbath and of what it is a memorial. Let them prepare a reading on this subject.

Language.—The work of this year has covered the sentence, its classification by use and analysis, independent elements, apposition, parts of speech, word and phrase modifiers. The composition work included letter writing, punctuation, simple paraphrasing, descriptive and narrative compositions, and misused words.

Suggestions: Give such exercises as the following:

1. Use each of the following words, first as a verb, then as a noun: Run, fish, blow, bark, paint.

2. Use each of the following words, first as a verb, then as an adjective: Clean, dull, lean, tame, smooth.

3. Use each of the following words, first as a verb, then as a noun, then as an adjective: Black, dress, iron, last, spring.

4. Use each of the following words as two different parts of speech, and tell how you have used them: Behind, by, mine, still, only, there, for, rest, fast.

Drill the class on analysis of sentences; give lists of words to be identified as to parts of speech; dictate sentences to be punctuated; review different kinds of letters and write a telegram. Write a short description and a narrative. Paraphrase a poem from the reader.

Review rules and definitions, and the correct use of words studied during the year.

EIGHTH GRADE—Myrtle E. Schultz

Stocks and Bonds.—The subject of stocks and bonds is one of increasing importance, and before pupils leave the grammar grades they ought to understand what corporations are, how they are formed, how stock is issued and how handled in the market. There would be fewer cases in which money is thrown away by careless, foolish investment if people understood these matters more thoroughly. Much can be done that is worth while if the teacher presents the subject concretely, and gives the greater portion of time to making the pupils understand the different terms which are always before the newspaper reader.

Bonds differ from stocks in that holders of stocks are the owners of the property, while holders of bonds are the creditors of the property. In other words, stocks are certificates showing that the holder owns a certain part of a business enterprise, while bonds are certificates showing that a certain enterprise owes money to the holder.

In teaching this subject, emphasize the fact that the interest on bonds is a fixed per cent of their par value, that all dividends, interest, brokerage, etc., are computed on the par value. The interest on stocks fluctuates with the success of the enterprise, but is reckoned as a per cent of the par value.

The complicating feature in stock buying is brokerage, for pupils frequently are confused by the fact that brokerage is computed on par value of stocks, in both buying and selling transactions, and not on market value.

Teachers and Students Physically Fit

(Concluded from page 217)

Use a coarse towel and flesh brushes, as the vigorous friction of the entire body surface is of great value. Twice a week take a warm cleansing bath at bedtime.

"8. Attend to the evacuation of the intestine daily and with absolute regularity. Constipation is the most common of all physical ailments. It is the trench disease of sedentary workers.

"9. Get some form of mental as well as muscular recreation regularly. Cultivate some hobby for an avocation. Cultivate and preserve the play spirit.

"10. Avoid worry as you would avoid the plague."

HOME EDUCATION

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

Training Little Children

MRS. ISABEL S. WALLACE

Suggestions by mothers who have been kindergartners. Issued by the United States Bureau of Education, Washington, D. C., and the National Kindergarten Association, 8 West Fortleth St., New York.

THE education of young girls should prepare them for the greatest work in the world,—wifehood and motherhood,—and I wish they could all have courses in home nursing, domestic science, and kindergarten training.

My training as a kindergartner taught me many things, among them keeping strictly to a schedule; so my baby was fed, bathed, and put to bed regularly. Habit is formed early in life, and can help to make or mar character, depending on whether habits are good or bad. This carrying out of a regular schedule was not always easy. But I wanted to be a good mother first of all, and I was rewarded by having a happy, good baby. Even now at six years old there is no fuss at naptime or bedtime. One of the things taught unconsciously in the kindergarten is regularity and promptness.

Long before baby could talk she knew the little play for the fingers, "Here's a ball for baby."

Here's a ball for baby,
Big and soft and round!
Here is baby's hammer —
O, how he can pound!
Here is baby's music —
Clapping, clapping so!
Here are baby's soldiers,
Standing in a row!
Here is baby's trumpet,
Toot too-too! Toot-too!
Here's the way that baby
Plays at "Peekaboo!"
Here's a big umbrella —
Keep the baby dry!
Here's the baby's cradle —
Rock-a-baby by!

—*Emilie Poulsson.*

The ball is made with the two hands rounded together; the hammer by dou-

bling up the hands and pounding, one on top of the other. Baby's soldiers are made by holding all the fingers up straight. The hands are clapped together for the music, and doubled up, one in front of the other for a trumpet. For peekaboo the fingers are spread in front of the eyes so that baby can see between them. The umbrella is made by placing the palm of one hand on the index finger of the other, and the cradle by putting the two hands together, insides of the palms touching and outer sides open.

As I said the words of this little play and made the motions, baby would try to make the motions, too. She also knew "Five Little Squirrels," "Good Mother Hen," and "Little Squirrel Living Here." Of course, she could not play them perfectly, but she loved them and wanted me to play them for her over and over.

Baby also loved music, and even when very tiny would stop crying to listen to soft music. She has always loved stories. I would repeat them over and over to baby as I sat sewing and she played on the floor, and before she was two years old she knew a great many of them. She also knew the words of several little songs, such as "Rock-a-bye Baby." It was enchanting to hear her say them in her sweet baby way. I never actually taught her the songs, however, simply singing them over and over again.

Baby played with two other little girls from the age of three until over four. One was younger and the other older than she. The two little girls did not have much home training, as their mother was a society woman and left the

children to the care of a maid. They almost lived at our house. When the children grew quarrelsome, I usually suggested a party. The little table and chairs were gayly set on the piazza, weather permitting, and milk, Graham biscuits, and dates were served, or grape juice and arrowroot biscuit. Sometimes an apple or an orange was carefully prepared for the occasion. Such a party always stopped the quarreling. Sitting down rested them and eating quieted them. Then after they had finished, I left my work and told them a story. Oh, how eager their little faces were!

One day the younger visitor, who was spoiled and selfish and consequently quarrelsome, was making things unpleasant for the other two. I entered the room and quietly took her on my lap. She knew she had been naughty and was a little afraid of me, and also curious as to what was going to happen. The other two children watched with awe and wonder on their little faces. Very quietly I told a story my grandmother used to tell me about "Naughty Spotty." It made a great impression on them all, and, as I had foreseen, it was not necessary to say one word of direct censure to the naughty child.

Both of our little visitors were story hungry. Their mother said she could not tell stories. By reading a story over several times and getting its meaning and spirit, any one can tell a story. Don't be afraid to put expression into your voice and face. No stories should be told which may frighten a child. The children may dream about them or lie awake in fear; such stories also make them afraid in the dark.

Then there are pictures. Good pictures and picture books are very necessary for children. One or two pictures that are worth while are better than many poor ones. Since babyhood my little girl has known and loved pictures. She learned nearly all the animals in that way. She has also learned how to handle a valuable book, and now she can be trusted to go to the bookcase, take

out a book, and replace it after looking at the pictures and asking about them. Good pictures are an education to all children, and they love them.

In kindergarten, children play with blocks, among other things, at first with the simplest kind, then with more complicated and larger sets. They are directed and taught how and what to build, and it trains the eyes and hands, teaching accuracy and construction. At home most children have blocks and can build on the floor and love to build for hours. My husband builds castles and all kinds of wonderful houses with our little girl, and in this way the building becomes more and more instructive and worth while.

Crayons have played a large part in our daughter's life. She loves to draw and can really draw well. I have drawn simple things for her and she tries to copy them. She also tries to draw what she sees, and thus in these two ways she is acquiring another medium of self-expression.

Bird Contest

Two birds that name colors. (Bluebird and blackbird.)

A color and a carpenter's tool. (Yellow-hammer.)

What do we do when we eat? (Swallow.)

The name of a cotton cloth. (Duck.)

What a rooster does in the early morning. (Crows.)

The name of a country in Europe. (Turkey.)

A bird that has an animal's name. (Catbird.)

The name of some islands in the Atlantic Ocean. (Canary.)

A high church dignitary. (Cardinal.)

The surname of a famous nurse. (Florence — Nightingale.)

A famous poem by Edgar Allan Poe. ("The Raven.")

The bird on the silver dollar. (Eagle.)

The first name of a Scottish outlaw. (Robin Hood.) — *Maude M. Grant.*

SCHOOL EQUIPMENT

School boards should be considering their needs in the way of equipment — furniture, maps, apparatus, etc.

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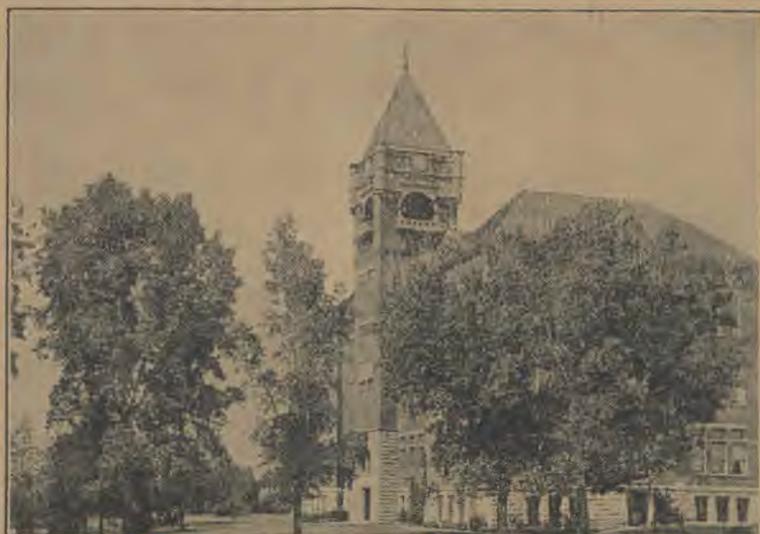
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