

# CHRISTIAN EDUCATOR

A MAGAZINE FOR HOME AND SCHOOL

Vol. XII

April, 1921

No. 8

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## Christian Educator for June Is a CAMPAIGN NUMBER

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World Survey of Our Schools .....	W. E. Howell
Our Training Schools — Symposium .....	A. G. Daniells, W. A. Spicer, and the Presidents of Unions
Where There's a Will, There's a Way .....	F. Griggs
Preparation for Mission Service .....	J. L. Shaw
Meaning and Value of Christian Education .....	M. E. Cady
Our Colleges and the Finishing of the Work .....	W. E. Howell
Youth and God's Program .....	C. A. Russell
Our Academies .....	O. M. John
The Church School .....	Mrs. F. H. Williams
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# CHRISTIAN EDUCATOR

W. E. HOWELL, Editor

O. M. JOHN, Assoc. Editor

VOL. XII

TAKOMA PARK, WASHINGTON, D. C., APRIL, 1921

No. 8

## EDITORIALS

### An Impressive Word from India

A SIGNIFICANT message has come to us from India. I. F. Blue, who is now one of our four divisional secretaries for education in the foreign field, has been appointed superintendent of the Northwest India Union Mission, which takes him temporarily out of actual school-room work. Directing aggressive soul-winning endeavor has given him a new viewpoint from which to judge educational values. He writes:

"Since being in this general work, I have seen some things in a different light than I saw them before. I see that school work is a very practical thing, and I am convinced more than ever of the need of a thorough training of our workers."

This statement is significant: "School work is a *very* practical thing." Though Secretary Blue does not enlarge upon this idea, may we not infer that being in a position where he must receive and use the product of the schools, he sees clearly that educational work tends to become too theoretical, too bookish, too academic, too professional? It is one thing to pursue studies month after month for years in the schoolroom, doing laboratory and research work, meeting technical standards, and making grades. It is another to face the heathen multitude, deep-dyed for centuries in idolatry and slavish superstition, and minister the gospel "in demonstration of the spirit and of power" "to the saving of the soul."

The general aims of education that have molded the school curricula inherited from the past, never held in purview the exalted objective of rescuing

souls from the quagmire of sin and teaching them to "walk in newness of life." These aims need as really to experience the new birth as ever Nicodemus needed to be born again. New wine cannot safely be put into old bottles, but the bottles themselves must be new. The objectives that lie before the teachers in our schools need constant study to the end that they may be spiritually clarified, lest in the press of daily work they be lost sight of in the maze of technical and professional detail.

There is no better way to train *for* service than to train *in* service. This was the key to the marvelous methods of the Master Teacher. Passing by the traditional schools of the day, He set one supreme objective before Himself and His disciples: "I will make you *fishers of men*." He never allowed anything to divert Him from this high goal. To become fishers of men was the only diploma, the only degree, He promised to students in His school. How well He succeeded may be read in the illuminated text of the book of Acts.

Could our schools possibly set before themselves a more exalted objective, could any teacher hold before the members of his class an aim richer with promise, than this: "I will make you fishers of men"?  
W. E. H.

### School Industries

(Extracts from a private letter from H. L. Graham, North China.)

THE towel industry is on its feet now. The boys are weaving towels steadily from dinner until nine o'clock at night. Others take them out on the street and sell them.



The socks are going more slowly. We have girls operating the knitting machine, and they are not mechanically inclined, so the poor machine suffers. Now they have broken all the extra needles, so we shall have to shut down soon until more needles arrive from the States. However, while they wait, they will start on the lace work. I just ordered \$35 worth of lace equipment the other day.

And as if that is not enough to start with, I have just added two more departments. One is a wholesale buying department for groceries. There is an Englishman here in China who has a canning establishment and who cans all kinds of products, selling them for a little more than half of what imported goods cost. I have just completed arrangements with him whereby the school will represent him here in this city. The students go regularly to the homes of foreigners for orders (and cash) and when the goods come (by freight), they deliver them to the homes.

We clear 10 per cent on all orders. Expect to send in orders every two weeks. Two days ago I delivered orders to all the Americans in town, and today we have received \$75 in orders already, and there will be enough tomorrow to make it \$100 or more, I am sure. This will look good to the students. We pool the profit of all departments and then divide it among the students on the basis of how much time they have worked. Our aim is to reach the place where each student will have a credit of \$3.50 a month. Of course we shall not reach it this year, but shall at least make a good start. So far as I know, this is the first attempt to start an industry in a school in North China.

The other industry I referred to is a lithographing process. For some time we have been endeavoring to find some process for duplicating Chinese characters. The mimeograph machines are unsuitable. Now I have purchased a lithographing stone. The stone cost me \$10. In addition there is an expensive

machine costing \$60 which the Chinese told me I must have. But I proceeded to make one myself for \$1.50 plus a little extra. Then they told me a man must study three or four years before he could even operate a machine; but after that many days, I showed them some work that made them open their eyes. They think the foreign devil is pretty clever. Now I am able to write a Chinese letter and send a copy to all our workers, colporteurs, students, etc. Not only letters, but all kinds of work can be done on the machine at a great saving of time and expense. This machine will enable us to keep in touch with the field.

In these industries we have had to work from the ground up. First, the machines, every process in the manufacture, source of supplies, yarn, thread, ink, dyes, etc.; then the selling of the goods.

Once we get under way, things will ease up a bit.

### A Challenge

PROMINENT educators are beginning to recognize that some vital element is wanting in our much-lauded education of today. The type of manhood and womanhood coming from our larger colleges and universities falls far short of fulfilling the expectations of many of the most ardent supporters of these institutions.

Shailer Mathews, dean of the University of Chicago, in a recent number of the *Independent* hurls "A Challenge to Colleges" which contains some significant statements. Referring to the inauguration of William J. Hutchins of Oberlin as president of Berea College, he takes occasion to state that "Berea belongs to that all too small band of colleges which are set on manufacturing men and women unashamed to have ideals."

The following paragraphs will be read with interest by the Christian teacher:

"Nor is it without significance that a college like Berea should have been able to catch for a moment the eyes of the world without recourse to football teams.



President Hutchins and Berea stand for more than that unstable compound of athletics, dances, and enforced class attendance, which too often passes as a college education. Berea is not a fashionable school. Its social philosophy is too catholic. It is not a school of research like some of our universities. It has other purposes than the high ambition to add to the sum of human learning. . . .

"American educational methods need the tonic of Christian ideals. They are altogether too emphatic as to economic efficiency. Not that economic efficiency is undesirable, but life is more than a succession of jobs. The test of success is not to be found in salaries or titles. . . .

"Are our colleges and universities seriously inculcating the principles of faith and hope and justice; the conviction that self-denial is the one antidote to the sensuous hedonism which is sweeping across the continent; that poorly paid service like that of the teacher and preacher is best paid in social results? . . .

"An education seeking first of all to produce specialists and miscellaneous job finders will sooner or later lament its lack of teachers who believe they have a moral obligation to their pupils. No college teacher but knows the difficulty in expressing such an interest so long as institutions of learning are swamped with men and women who want 'to go to college,' but who care very little about an education. The task is there none the less. Our colleges now are a sort of reversed university extension. In the old days teachers went to the public; today the public is flooding our classrooms. Serious teaching or serious moral direction of eight, ten, or fifteen thousand young people concentrated in college towns is all but impossible. . . .

"Colleges can't make boys and girls much better than their parents send them out from home, but they can at least help their students to a vision of new tasks and moral opportunities."

The Christian college has come to the day of its opportunity. It has a definite mission to perform in this so-called enlightened age when men are substituting the artificial light of human speculation for the true light of divine revelation which can illuminate the innermost recesses of body, mind, and soul.

Educational methods not only need Christian ideals as a "tonic," but also as a food for imparting energy. When thus nourished they become potent agents in fitting the young life to fulfil its divinely appointed mission.

As educators, let us accept the challenge of guarding our colleges and schools from the enervating elements of infidelity and commercialism and making them glow with the principles of faith, hope, justice, self-denial, and Christian service.

J.

### Some Opinions on Education

THE following extracts present the views on education as expressed by a few of America's foremost leaders:

President Kind, of Oberlin College:

"Religion is the greatest factor in life. And if we ask as to the relation of religion and education, we seem bound to say that the relation is here so intimate that we cannot separate either, at its best, from the essential spirit of the other."

President Butler, of Columbia University:

"Education is a gradual adjustment to the spiritual possessions of the race. These possessions are designated as being five-fold: scientific, literary, esthetic, institutional, and religious. The religious element may not be permitted to pass wholly out of education unless we are to cripple it and render it hopelessly incomplete."

William J. Bryan:

"I do believe that there is assurance of the life that now is, as well as of the life to come; and I am anxious that this life should be brought to the consciousness of every human being. The heart has more to do with human destiny than hand or mind. The pure in heart shall see God. I want my boy, if he is to dig ditches, to begin his digging with the best education that the country can give him, but the education of the heart is above the education of the head."



# GENERAL ARTICLES

## Academic Standards in Religious Education<sup>1</sup>

THE aim of religious training is not primarily nor even chiefly intellectual. Its primary aim is the fostering of the religious life. Purely intellectual processes are means to an end outside and above themselves.

How to keep our Christian institutions for education *Christian*, as well as educationally above reproach, is no mean task.

Every institution of religious education which allows its intellectual standing to sag below the topmost level of contemporary culture, inevitably loses its position of leadership and sinks into insignificance and obscurity.

There are many institutions of religious education all over the world which are conducted in ignorance or neglect of these great matters, but they are condemned to present futility and to certain extinction in the future. For this reason enlightened religious educators do not rebel against a reasonable academic supervision of religious education in the interest of intellectual standardization. That is to say, religion must develop intellectual standards or die. They are not only useful, but indispensable to religion.

More than this, in order to protect itself against what seems to be an inherent tendency in all systems to degeneracy, a religion must keep in vital touch with its own historic and authoritative sources. This means inevitably a scholarly tradition and standard.

The essence of Christianity, grounded in historic facts and their interpretation, remains unchangeably the same, but the statement of this unchangeable truth in relationship to the mental trend of each successive age without infringing upon the essence, is no easy task. But hard or easy, the task is laid upon us. One of the greatest offices, if not the very

greatest office of Christian education, is to relate Christianity to all other truth.

Once more, the mission of religion is to control, direct, inspire, and glorify all life. Its field is the world — all human interests, the whole of life. A true teacher of religion, therefore, must not be ignorant of life in any of its phases. Christianity has a social message, a world mission. It sits close to the intimate business of men everywhere. There is no phase of human activity, — art, artisanship, agriculture, commerce, politics, or government, — which is not within its legitimate and necessary range. The moment religion becomes other-worldly, cloistered, monastic, that same moment it becomes remote, unreal, and obsolescent.

The ideal religious teacher, therefore, should be an educated man of the world in its broadest sense. Not in ignorance, but in wider and deeper knowledge, lies the power to enlighten and to lead. No intellectual standards, then, can be too severe or drastic to be welcomed by those who believe that they have truth — absolute, vital, saving truth — to give to men.

The study of the English Bible is still waiting at this grudgingly opened door.

Academic standards alone can never afford a complete measurement even of the mind. There are learned fools and unschooled sages, and there have been always. I would pray for the superior insight to know that a great mind might sometime come my way unrecognized and academically unadorned.

"This," says Emerson, "is that which we call character — a reserved force, which acts directly by presence and without means. . . . The purest literary talent appears at one time great, at another time small, but character is of a stellar and undiminishable greatness." Without this quality, which refuses to be caught and measured by academic stand-

<sup>1</sup>Extracts from article by L. M. Sweet in the *Biblical Review*, January, 1921.



ards, there can be no real teacher in any department or field of education.

Man cannot live by mind alone. He is not a thinking machine. He is a living soul. Religious education which does not deery knowledge of this world, but on the contrary demands it, utilizes it, and would complete it with training which leads to a deeper and broader vision, an adequate and satisfactory experience addressed to the whole man, would make all knowledge knowledge of God, and translate mere information or cultural development into the substance and power of an eternal life. To the intellectual it would add the spiritual values. It would have man be a well-equipped, useful citizen of the world, which means that he is also and first of all a citizen of the kingdom of God. Without this wider scope, education has no adequate goal, no real or permanent or satisfying worth. Godless science, godless art, godless politics, godless education in all its

branches end in the blind alley of disillusionment and moral futility.

A true teacher must have a rich, many-sided, cultivated, gracious personality, before he can be a teacher in any real sense. A student can learn facts from a book — he can learn life only from a man who is himself alive. A man ought to be a gentleman and a man of God before he becomes a teacher of any sort.

No man in the world needs a more deeply rooted personal religious life than the professional teacher of religion.

While appealing to the intellect, the courses must at the same time stir the enthusiasms, deepen the sense of social obligation, bring to consciousness the conviction of a divine force at work in the world, and organize and train the power of the individual for service.

Religious education must raise up religious educators who at once realize and transcend academic measurements of every kind.

## Those Boys

B. E. HUFFMAN

WE are nearing that time of the school year which brings to the preceptors in our academies and colleges no small degree of anxiety. Many of our boys who have steadily resisted our efforts in their behalf will soon be separated from the school, by recommendation of the faculty, unless by some means we are able to bring about a change in their lives. March and April see more dismissals of unruly students than any other months of the school year. Why is this?

I shall not attempt to answer this question now, but shall state a few facts and suggest a remedy. Doubtless you have observed that as spring comes, parties, picnics, hikes, etc., become quite frequent. These mischief-laden boys usually are not invited to participate in these recreations. But while you and other members of the faculty are off as chaperons with well-disciplined young people, those who need our help most are seeking diversion and recreation without

the guiding influence of our counsel and direction.

Now, my Brother Preceptor, we have borne much and worked hard with these boys. We have kept them almost two thirds of the school year, not because either their work or their conduct has been satisfactory, but we hoped to gain their confidence and do them good. Do not become discouraged yet. Although you are doing heavy teaching besides your work as preceptor, and are anxious to make a success in the classroom, these boys need you outside the classroom. It is worth your while to take a morning hike or an afternoon off with these boys. Plan with them beforehand to have a good time, and make them feel your interest in them. Talk with your older boys about your work and your interest in these careless ones. They will be glad to unite their efforts with yours. You may yet find an avenue into their hearts, gain their confidence, and lead them.



## Economic Aspect of Conducting a Boarding School

H. A. MORRISON

IN discussing this subject it might be well to first give consideration to the meaning and importance of economy. By economy is meant the maximum amount of result from the minimum amount of effort or cost. Some individuals, regarded as being economical, spend effort in saving where the effort is double the value of the thing saved. This is not economy.

We often hear the statement, "Order is heaven's first law." I believe that economy is also one of heaven's laws. By carefully studying nature, we find many definite illustrations of this fact. Take, for instance, the form in which the bee makes the honeycomb. We are also familiar with the mathematical law, the maximum area for the same perimeter is contained in the polygon that has the greater number of sides. In making the cell, therefore, the least amount of honeycomb would be required if it were in circular form. But inasmuch as these cells must be placed side by side, there would be waste of space if they were circular. The hexagon is therefore used, for it is a polygon with the greatest number of sides that can fit in together. In this way the bee gets the maximum amount of honey space for the minimum framework of honeycomb.

In a similar manner, when ordinary rubber garden hose is piled up as logs, we find that the hose that is carrying any considerable weight tends to be hexagonal in form; that is, the force of gravity upon these masses causes them and all other masses to occupy as small space as possible. The hose, being elastic in form, becomes hexagonal in shape.

As we study nature or divine law we find that it always operates according to economic law. We may therefore present the idea of economy as a heaven-born principle, and one that should be taught not only for the sake of saving or accomplishing the most possible, but also for the purpose of conforming to divine law.

When we study carefully into sin and its results, we find that it is so closely associated with the opposite of economy that it is almost impossible to separate the two. Sin and its results are a waste of human life and much with which that human life has to do. In other words, it is the waste of the product of divine creation. Studying into this subject carefully, there is shown in our own lives and experiences a very close relationship between sin and the lack of economy.

This fundamental principle is sufficient to emphasize the need of teaching practical economy. It is impossible to deal with this question of the economic aspect of conducting a boarding department without touching upon the standard of service that is given in the department. There are matrons and managers who think that in order to conduct this department economically it is necessary to cramp and minimize the service rendered. This idea of economy is wrong. On the other hand, we would not advocate a profligate service. Experience has demonstrated that where such a policy is adopted, a wrong education is given to our young people, resulting in a large amount of dissatisfaction and criticism of the school. I am aware of the fact that the boarding department will always receive some criticism from certain sources even though it is conducted in the very best manner, having the best service, and in the most economical way.

In discussing economy the following points should receive consideration and weight:

1. The health of the student or boarder.
2. Neatness and cleanliness.
3. The cost of the food.
4. The cost of the labor.
5. The appetizing and inviting form in which the food is served.

All these elements are vital ones.



They are also of such a nature that it is impossible to say that number one should receive twenty-five or thirty points of weight, and that each of the others should receive some certain evaluation, making a total of one hundred points. This excludes us from giving a scientific analysis of the situation. There is only one thing that can be done that really answers the questions that are raised and should be raised in connection with this topic, and that is, an actual demonstration, the actual working of the department in its everyday form.

It is a fact that all, or practically all, of our colleges and some of our academies are now operating on the cafeteria plan. Some have felt that because of this it is not necessary for the school management to carry any great responsibility as to the economic conduct of this department; but looking at this in a broader sense, the school management should carry full responsibility in this respect.

Using the word "economy" in a more limited sense, that is, in the sense of saving dollars, it is real economy for an

institution to provide and set what may be termed a "good table."

In conclusion, the following is an outline of an economical policy: Assuming that we are operating on the cafeteria plan, have an abundance of pure, wholesome foods, with numerous varieties so that a reasonably wide range of choice may be available, and avoid the purchase of foods of inferior quality. Where purchases are made in large quantities, as it is necessary to do in our large institutions, there will be times when because of imperfect storage conditions or other situations, one may have on hand certain foods which are losing their standard quality. It is under these conditions that the ingenuity of the matron is tested. The resourceful one is able to look ahead and use those foods in such a form that this lack of standard quality will not appear in its service. We do not advocate the purchase of such food-stuffs simply because we have one at the head of our department who has such ingenuity, but we generally do well if we are able to save all that was purchased as standard quality.

## Elementary School Mottoes

"If your lips you'd save from slips,  
Five things observe with care:  
Of whom you speak, to whom you speak,  
And how, and when, and where."

"Politeness is to do and say  
The kindest thing in the kindest way."

"Beautiful hands are those that do  
Work that is earnest and brave and true  
Moment by moment the long day through."

"The teacher helps his pupils most,  
Who most helps them to help themselves."

Character lives in a man; reputation outside  
of him.—*J. G. Holland.*

Knowledge is proud that he has learned so  
much;  
Wisdom is humble that he knows no more.  
—*Cowper.*

Doing God's will in small things is the best  
preparation for doing it in great things.—  
*Drummond.*

"'Tis loving and smiling, forgetting to  
frown —  
O, that is the way to Womanhood town!  
'Tis by keeping bad thoughts and actions  
down —

O, that is the way to Manhood town!"

Example sheds a genial ray  
Of light that men are apt to borrow;  
So first improve *yourself* today,  
And then improve your *friends* tomorrow.  
—*Val. Vousden.*

Be noble! and the nobleness that lies  
In other men, sleeping, but never dead,  
Will rise in majesty to meet thine own.  
—*Lowell.*

"The gentleman is solid mahogany; the  
fashionable man is only veneer."

I had rather never receive a kindness than  
never bestow one.—*Seneca.*

Our life is what our thoughts make it.—  
*Marcus Aurelius.*



# ELEMENTARY EDUCATION

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

FLORA H. WILLIAMS, Editor

THIS section of the EDUCATOR is devoted to the education of our boys and girls from their earliest years until they pass from the elementary school. It not only includes the work of the elementary school with that of the local church school board and the Parent-Teacher Association, but it also includes the normal, which trains the teachers for these children, the field officers who extend and perfect the work in the field, and the home where the real foundation is laid.—ED.

## The Teachers' Help-One-Another Band

### Lessons Learned from Past Mistakes

WILL the reader please open this magazine to page 236. Take a long, lingering look at the picture. At once you will say, "Attractive, very attractive! Of course a boy or a girl would want to go to school among such pleasant surroundings." Your mind doubtless wanders to some widely different scene. You see perhaps the "little red schoolhouse" at the crossing of two country roads. It looks rather dingy; the paint appears to have been greatly ravaged by Father Time. Here and there a shingle looks as if it wanted to fly away; the steps have settled on one side.

The yard is roomy, but it is oh, so bare! Your mind goes to the games you have played on that bit of ground, and you think how warm and tired you used to get as you raced about playing "Pom, pom, pull away, come away or I'll fetch you away;" how you went to the school-room panting, and if permitted by the teacher, you threw every window open "to cool off." But just now you're not thinking of the cold you caught, but rather you are thinking, "Why didn't they plant any trees by the little schoolhouse?" What a joy it would have been to us if we could have played beneath the shade of a spreading oak or of some beautiful maples! Then you think of Tom Jones and of how he hated to go to school. He used so often to say, "Well,

I'll quit just as soon as the law allows. You'll not catch me going to school a day after that." Then to your mind comes Mary Brown. It was rather hard for Mary to learn books, but she loved to train the vines and tend the flowers at home. Then you see the little cottage where Mary's widowed mother lived. It was small, but how homelike it looked! But Mary "stopped school." Someway she didn't seem to be drawn to the little red schoolhouse. Yes, she was married when still very young to a man who has proved himself worthless. And now your mind wanders on after the fashion of minds turned loose in the fields of the past: just about eighty rods farther down the road you see again the broad, beautiful acres belonging to Tom Jones' father. Just behind that fine cornfield flows the brook, and in the background lies the big, cool woods. Ah, those trees! Those beautiful trees! How inviting was their shade!

True to his word, Tom left school as soon as he could. He is a farmer and a good man; he can read and write and figure; but the larger, fuller place as a helper of mankind in general and of his church in particular he will never fill, for he stopped school before he had even finished the work of the elementary grades. And you fall into a philosophical mood and say, "Why?" Again you



look back with your mind's eye, and see the little red schoolhouse, and suddenly the bare desolateness of the place comes over you with overwhelming vividness, and you say, "I wonder why they never thought of it! The soil isn't so good as it is on the farms near by, but it might have been fertilized. It could have been put into better shape if any one had thought or had taken the interest to look after it or even to agitate the matter."

There were Arbor Days all those years, but the children never planted a tree; they never set out a bush. The weeds grew and flourished where the ever-moving feet of children did not keep them trampled down, and today the little red schoolhouse looks the same, only its age makes it look a bit more cheerless. And again you think of Tom and Mary and more like them, and feel like praying that parents and school boards and teachers may be forgiven their blindness and neglect. Why couldn't Tom have had the trees and grass that he loved at school, and why could not Mary have trained vines over those west windows and shut out the hot afternoon sun? There were windows also on the south and east.

Again we come back and look at the cool, quiet building in the picture, at the snowy spires, at the trees behind, and the ivy climbing over the wall, and say, "Why doesn't every school have an attractive building and grounds?"

The children will be a great factor in making and keeping the right kind of surroundings if they receive the proper encouragement.

Arbor Day is coming. Let's provide trees and bushes and teach the children how to set and care for them. Study where they should be put. The ground close to the building, so likely to be bare of everything but weeds, should have something to beautify it. Carefully selected saplings can be transplanted to some corner or corners of the grounds. Study your situation and possibilities and do something.

A few appropriate recitations and songs might help to make Arbor Day more interesting and enjoyable, but let not the exercises be simply an indoor program.

F. H. W.

### Attention, Teachers!

A LETTER has just been received from Hon. P. P. Claxton, U. S. Commissioner of Education, reminding us that May 4 is the one hundred twenty-fifth anniversary of the birth of Horace Mann. Mr. Claxton suggests that "brief programs or exercises of some kind be held in schools of all kinds and grades in commemoration of the great work which Horace Mann did for public education in the United States."

No one will question the fact that God raised up Mr. Mann to do the great work in this country that he so well performed. And we think the suggestion of Mr. Claxton should be carried out. "Honor to whom honor is due." Let us fervently thank God that He raises up men at the right time to do the work that He wishes done in the earth.

### Are They Ready?

WHAT ready? Why, the garden tools. Spring has come. Are the plans all laid? Have you been sprouting different kinds of seeds in the schoolroom and studying "how they grow"? If so, your children are already enthusiastic about garden making.

Do your children have a garden notebook ready? They may make the book themselves and design the cover and decorate it with some appropriate plant or some cuttings.

If the child's garden is to be in some part of the home yard, he may measure the yard and draw a map of it in his notebook, for we must correlate our garden work with other studies.

He should study the soil of his garden plot and discover what will best grow there. The ground should be fertilized.

(Concluded on page 241)





Oakwood Administration Building

## Oakwood Normal

LOTTA E. BELL

JUST step inside the building illustrated in the cut and you will find Oakwood Junior College Normal Department. About one hundred students have been enrolled this year in grades one to eight, with four teachers in charge.

Located in a mild, sunny climate, away from the noise of the city, out among the oaks and cedars where the mocking birds sing, it seems a most ideal spot to carry on the work of training for the Master's service.

This school is of necessity very different from all others in the denomination. It is the one school that has been established to train workers primarily for the great Southland and the near-by islands.

Here one sees the pretty custom of marching all together to the chapel for religious services, and also, as is done

in all schools of the same character, the roll is called each day as the boys line up for the day's manual labor. These disciplinary drills do away with the confusion and disorder sometimes prevalent in other schools.

A student, upon applying for admission to this school, fills out an application blank which contains general information concerning the applicant; he must also be recommended by two responsible persons and must present a health certificate signed by a physician. This report is then passed upon by the faculty and accepted or rejected. In this way the school is filled with a superior class of students, both mentally and physically. Dr. M. M. Martinson, who has the medical supervision of the school as inspector and examiner, said, upon



his recent visit, that our students were in the best health of any company of its size he ever examined. Our city physician, not a Seventh-day Adventist, when he heard it, remarked, "It is due to their simple diet."

Just a few details of the Normal Department may be of interest. The regular normal classes at present are taught largely by the college faculty in the personnel of Prof. J. I. Beardsley, Elder W. L. Bird, Miss Ethel Field, and the writer.

We have an excellent class of girls already doing practice teaching in the primary room. Observation and teaching on the present schedule has a definite hour, eleven to twelve, when it is under strict supervision.

The school garden plot was chosen early, and the work in the soil began. Four dozen rakes and hoes came from the factory to the Normal Department. Planting began in February.

In the absence of a manual-training room, drop benches, which may be folded back when not in use, have been fastened to the walls in two of the large classrooms. This is an interesting beginning. Three classes have been organized in light woodwork. We have organized grades 5 to 8 into sewing divisions, graded according to the ability of the pupils. Competent instructors are in charge of these classes. We hope by thus carefully grading our sewing to have girls who, when they finish the eighth grade, are able to do plain sewing and neat mending. We need a place to carry on elementary cooking.

Recently we received from a Northern friend a gift of two hundred books, containing helps in nature, history, art, etc. These were much appreciated.

We have added a beautiful set of physiological charts (Nyström) for the use of our training school and normal classes.

Our most pressing need at the present time is a normal building, where we can carry on under more favorable conditions our program, industrially, mentally, and spiritually, and where we can accomplish our task more effectively, more economically, and with less loss of vital energy.

The great Southland is calling for teachers. One superintendent wrote recently, requesting that a certain number of teachers be reserved for her local field. Her request alone would have taken every teacher in the normal training class. Should we not be more zealous about entering the doors now open in this vast territory, and train quickly more workers to finish the task of educating the boys and girls in this territory?

A knowledge of the South, with its time-honored cus-

oms, which only those who have spent time here can understand, will enable one to comprehend the statement in the spirit of prophecy which says it is a most difficult field.

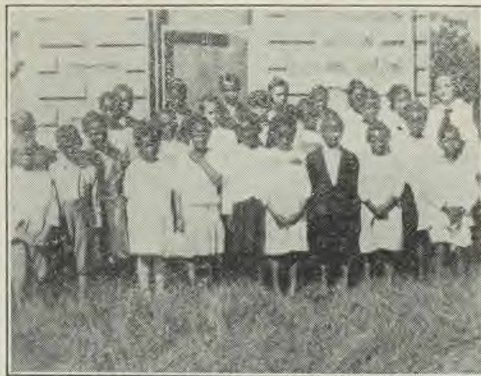
I trust that something in this article may carry with it a message that will touch the hearts of the readers and bring a response that will give this school an equipment equal to its task, and thus finish our work in the South before the doors now open shall be forever closed.

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THERE is only one failure in life possible, and that is not to be true to the best one knows.—*Farrar*.

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BAD men excuse their faults; good men correct them.—*Ben Jonson*.





## Horace Mann

HORACE MANN was born at Franklin, Mass., one hundred twenty-five years ago, on the fourth of May. His parents were poor. When Horace was only thirteen years of age his father died as the result of the dread disease tuberculosis. The son became the support of the family at this early age, and so continued until he was twenty. The boy of today would doubtless feel that Horace had very little time for play, and this was too true. Even before the death of his father, his work kept him very close. He tells us that his "play days" were never more than "play hours," which time he gained by working harder and faster to accomplish his tasks. This was a too strenuous life for a child, and undermined his health. But he says that because of this close application, "industry and diligence became his second nature."

Although he had a great love for books and education, he had very little opportunity to attend school until he was fifteen years of age. But the schools of that time were hardly worth the name. They are thus described: "The teacher, armed with a cane, and book in hand, announced that certain pages were to be studied. A class was called out, and had to give evidence that they had stuffed their memories with a certain amount of book knowledge. Those who failed to satisfy the master were flogged, and had to go back to their seats or stand in some corner, and try to do better next time. Those who succeeded were rewarded with a new task of several lines in length. The newcomers who had not yet learned to read had to manage for themselves, the teacher merely telling them, 'This is *a*, and that is *b*. Now spell the first word.' If the little speller had forgotten the names of the letters, he received a *physical* reproof for lack of attention. Preaching, flogging, memory-cramming, lesson-hearing, and scolding were the five formal steps of instruction at that time, their order varying according to circumstances."

In spite of such meager opportunities, Horace was not discouraged and did not lose his anxiety to learn. He says, "All my boyish castles in the air had reference to doing something for the benefit of mankind. The early precepts of benevolence, inculcated upon me by my parents, flowed in this direction; and I had a conviction that *knowledge was my needed instrument*."

At last to their neighborhood came an eccentric man named Barrett, of whom it is said that he did not know the multiplication table and could not tell the time of day by the clock, but he did know English rhetoric and Greek and Latin. These he taught to Horace Mann, who was soon after admitted to Brown University, from which, in spite of ill health and the fact that he must earn his own way, he was graduated at the end of three years.

He afterward studied law and opened an office. Loving truth and honesty more than money or renown, he made it a rule never to undertake a case which he did not believe to be right. What a different country this would have been if all had followed his worthy example!

In 1827, Mann was elected to the Massachusetts Legislature, and in 1836, he was chosen president of the senate. Perhaps the greatest work which he accomplished while connected with this legislative body was the founding of the first State insane hospital. This became the model for other hospitals. From 1837, when Mann was appointed secretary of the State Board of Education, he gave himself up to matters educational. To the Massachusetts State Board, but especially to Mr. Mann, we are greatly indebted for the advancement made in the American public school.

At this time he wrote: "The path of usefulness is opened before me. My present purpose is to enter it. Few undertakings, according to my appreciation of it, have been greater. I know of



none which may be more fruitful of beneficial results. God grant me annihilation of selfishness, a mind of wisdom, a heart of benevolence!"

The public schools of that day were looked upon as "a necessary evil that had to be continued by public taxation to provide for the instruction of the children of the poor who were unable to avail themselves of the advantages offered by private schools." Throughout the State, the attendance was very irregular where a school was maintained at all. The buildings were poor and ill kept. Mr. Mann describes some of them as of the "wickerwork order of architecture," "summer houses for winter residence," where the "ink would freeze on the pen while the child was writing." The center of the room near the stove might have a temperature of ninety degrees, while that of the parts close to the walls fell below thirty.

He says: "The floors of some are horizontal; those of others rise in the form of an amphitheater on two or sometimes three sides, from an open area in the center. On the horizontal floors the seats and desks are sometimes designed only for a single scholar. . . . In others, ten scholars are seated on one seat and at one desk. . . . In others again, long tables are prepared at which the scholars sit face to face, like large companies at dinner. In others, the seats are arranged on the sides of the room, the walls of the house forming the backs of the seats, and the scholars, as they sit at their desks, facing inward; while in others the desks are attached to the walls, and the scholars face outward." In some there were high partitions built between the seats, thus making little compartments.

Outside of Boston there were at this time scarcely more than two hundred teachers in the State; about one half of these were women. They were in the main without training for teaching. Horace Mann labored for more and better buildings, for more and better teachers, and for better methods and

textbooks. New buildings were built and old ones remodeled.

One of the members of the State board offered ten thousand dollars if the State would advance a like sum for the establishment of normal schools. This offer was accepted, and in 1839 the first State normal school in America was established at Lexington. Mr. Mann traveled from place to place over the State, lecturing on different phases of education. He examined schools, and made suggestions relative to bettering their conditions. One who attended many of his lectures said: "Completely absorbed as Mr. Mann was in the great cause which he advocated, he rarely failed to make others imbibe his spirit;" the good results of his efforts are seen and felt to this day.

He was later elected to Congress, and while there agitated the subject of a national bureau of education. This, however, did not materialize till several years after his death. The last six years of his life were spent as president of Antioch College. Shortly before his death, which occurred in 1859, he wrote: "Common schools were my first love; they will be my last." Mann is recognized as one of the greatest, if not the greatest, school reformer of this country, and his influence was not bounded by the ocean, for it extended beyond to European soil.

He loved the boys and girls and devoted his life to the betterment of facilities for their education. He *gave* himself. He with his fellow workers laid a strong foundation upon which others have built. Today we are still reaping the fruit of the seed which he sowed. The Christian school as well as all other schools of this land of liberty are enriched by the work of this educational reformer. Shall we not in the end be able to say with him, "I, too, was a co-worker with God in this great labor" ?

F. H. W.

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DISCRETION of speech is more than eloquence.—*Bacon*.



## Industrial Arts for Grades Five to Eight — No. 4

### Fourth Week (Three Days)

MOTIVE: A TRAY FOR THE SICK  
PRACTICE

Preparation of foods for fever patients.

Preparation of foods for "flu" patients.

Preparation of foods for patient having a severe cold.

Preparation of foods for patient having indigestion.

Preparation of foods for convalescing patient.

School luncheon continued.

#### THEORY

Foods for the sick and convalescent.  
Quality and quantity.

Setting the tray.

Precautions in use of foods from the sick-room.

If the entire week is not needed for this topic, more time may be devoted to the dinner for parents.

#### HOME WORK

Getting breakfast continued.

### Fifth and Sixth Weeks (Eight Days)

MOTIVE: DINNER FOR TEACHER, SUPERINTENDENT, AND INVITED GUESTS

(A different menu to be prepared each year of the course.)

#### Dinner Menus

	No. 1	No. 2
Soup .....	Tomato	Creamed Rice
Bread .....	Raised Bread	Raised Bread
Vegetables..	Creamed Potatoes Scalloped Corn	Stuffed Potatoes Stewed Carrots and Peas
Entrée ....	Kidney Beans, Stewed	Creamed Lima Beans
Salad .....	Pea	Potato
Dessert ...	Apple Pie	Ice Cream

#### PRACTICE

The development of this menu, including the serving of the dinner, will occupy six recitation periods. Review the preparation of soup, vegetables, bread, salad. Give advance work on entrée and dessert.

*Problems.*—1. Given specified materials; require pupils to plan a well-balanced meal.

2. Given specified amount of money; require pupils to plan a **balanced meal** within the money limit.

School luncheon continued.

#### THEORY

1 day — Marketing.

1 day — One of the following stories each successive year of the course:

Story of soap

Story of nuts

Story of linoleum

Story of knives, forks, spoons

#### HOME WORK

Getting breakfast continued.

For the dinner to be served during the sixth week may be substituted a dinner which the fifth and sixth grade girls would serve to the pupils in grades one to four, or which the seventh and eighth grade girls serve to pupils in grades five to eight. There is, however, a real advantage in serving to invited guests, as this may afford an opportunity to meet on friendly terms some of the public school teachers in the community or the county superintendent of public instruction. If this occasion is properly used, it will be the means of letting our light shine on the question of healthful diet as well as other phases of Christian education.

### Sixth Period — April 18 to May 27

(Boys have woodwork first two weeks, gardening last four weeks.)

First Week — Sewing. Finish all uncompleted work.

Second Week — Cooking.

MOTIVE: MAY-DAY PICNIC DINNER

Enlist wives of school board members as helpers in planning for and making the occasion one in keeping with the principles of Christian education.

Sunday afternoon, May 1, from 12 to 4 p. m., is the best time for the picnic, as this will not break into the regular work of the school. If this cannot be arranged,



choose Thursday from 4 P. M. to 6 or 7 P. M. Appoint a committee consisting of three mothers and three pupils to act with the teacher in arranging a program of entertainment.

Another committee may be appointed on location and conveyance, and still another on table decorations. It is better to have the picnic out of the way before the final examinations.

#### Picnic Dinner Menu

Potato Salad	Popcorn Balls
Baked Beans	Sponge Cake
Stuffed Prunes	Apples
Egg Sandwiches	Bananas
Fig-and-nut Sandwiches	Lemonade

#### Third to Sixth Weeks — Gardening.

For detailed outline, see "Curriculum," pages 80 to 84, 128 to 130. This is the time to organize your "Home Gardening Club" and your "Canning Club." Boys and girls who follow carefully planned work of this kind during the summer vacation, with the prospect of giving an exhibit at the opening of school in the fall, or at Harvest Ingathering time, will be so happily and profitably occupied that many of Satan's efforts to ensnare them will be defeated.

Let us not send our boys and girls out of school this summer without giving earnest thought to their welfare during the days when teachers and pupils are separated.

S. E. P.

### Are They Ready?

(Concluded from page 235)

and the plowing must not be surface work, but a deep, thorough stirring of the soil. What was grown in this spot last year? Study the reasons for rotation of crops.

The children must be impressed with the fact that raising a good garden means real work. If they know this at the beginning, they are prepared for it and are not likely to become discouraged when the weather gets warm and the work seems hard. Let's teach them that weeds are like sins in the life, and help them to hate both. The garden be-

longing to the boy or girl may be made the nicest plot on the farm or on the city lot. It should be his determination to make it so. The United States Department of Agriculture furnishes garden bulletins for the asking. A postal card addressed to the Department of Agriculture (Division of Publications), Washington, D. C., will bring you something valuable. It is also worth while to get ideas from the farmers and gardeners in your own vicinity.

If we as teachers make the gardens a side issue and give them little attention, we can hardly hope that they will be a success. Others are making a success of school-directed home gardens; so can you. We have just learned of a boy whose plot was the width of two small rooms, and two or three times as long. He cleared over fifty dollars besides what he netted in muscle, health, strength, and information. He gained something more. For several years many people in this wide, wide world have been hungry. The boy who raises a garden has the joy of knowing that he has helped to feed the world, and besides this, he may long to help feed their souls by using some of his money in the interest of missions.

The first year the child's garden should not be large. For the small child a few feet square is large enough. A child needs to be encouraged often in an undertaking of this kind. If he does not have proper and frequent encouragement, he is liable to tire of his work. It is very important that we have the full co-operation of the parents. We shall need their help, and if they do not see the importance of the undertaking, they will not take time to bother with the enterprise. Please study pages 111, 112, 219, and 220 of "Education." And remember, "Study in agricultural lines should be the A, B, and C of the education given in our schools." F. H. W.

"No human creature can be more complacent than a freshman, unless it is a sophomore."



## For Arbor-Day Program

### Arbor-Day Greeting

(Concert Recitation)

WE have come with joyful greeting,  
Songs of gladness, voices gay,  
Teachers, friends, and happy children,  
All to welcome Arbor Day.  
Here we plant the tree whose branches,  
Warmed by breath of summer days,  
Nourished by soft dew and showers,  
Soon shall wave in leafy sprays.

Gentle winds will murmur softly,  
Zephyrs float on noiseless wing;  
Mid its boughs shall thrush and robin  
Build their nests and sweetly sing.  
Neath its sheltering arms shall childhood,  
Weary of the noontide heat,  
In its cool, inviting shadow  
Find a pleasant, safe retreat.

Plant we, then, throughout our borders,  
O'er our lands so fair and wide,  
Treasures from the leafy forest,  
Vale and hill and mountain side.  
Rooted deep, oh, let them flourish,  
Sturdy giants may they be!  
Emblems of the cause we cherish,  
Education broad and free!

— Sarah J. Pettinos, in  
*Normal Instructor and Primary Plans.*

### Planting a Cherry Tree

DEAR little, bright little robins,  
With your cozy home in view,  
When my tree has grown  
As big as your own  
I'll have this bargain with you:  
If you'll eat the slugs,  
And the worms and the bugs,  
You may taste of the cherries, too.

Dear old, fussy old Topknot,  
You mustn't scratch there—Shoo! Shoo!  
Now just be good  
And act as you should,  
And I'll tell you what I'll do:  
When the tree grows tall,  
The cherries that fall  
Shall all be reckoned for you.

Sweet little baby brother,  
Dimple and smile and coo,  
For this trim little tree  
I've brought you to see  
I planted on purpose for you;  
When you're of a size  
To eat cherry pies,  
Why, here will be cherries for you.

— *Youth's Companion.*

### The Planting of the Apple Tree

COME, let us plant the apple tree.  
Cleave the tough greensward with the spade;  
Wide let its hollow bed be made;  
There gently lay the roots, and there  
Sift the dark mold with kindly care,  
And press it o'er them tenderly,  
As, round the sleeping infant's feet,  
We softly fold the cradle sheet;  
So plant we the apple tree.

What plant we in this apple tree?  
Buds, which the breath of summer days  
Shall lengthen into leafy sprays;  
Boughs where the thrush, with crimson breast,  
Shall haunt and sing and hide her nest;  
We plant, upon the sunny lea,  
A shadow for the noontide hour,  
A shelter from the summer shower,  
When we plant the apple tree.

What plant we in this apple tree?  
Sweets for a hundred flowery springs  
To load the May wind's restless wings,  
When, from the orchard row, he pours  
Its fragrance through our open doors;  
A world of blossoms for the bee,  
Flowers for the sick girl's silent room,  
For the glad infant sprigs of bloom,  
We plant with the apple tree.

What plant we in this apple tree?  
Fruits that shall swell in sunny June,  
And redden in the August noon,  
And drop, when gentle airs come by,  
That fan the blue September sky,  
While children come, with cries of glee,  
And seek them where the fragrant grass  
Betrays their bed to those who pass,  
At the foot of the apple tree.

And when, above this apple tree,  
The winter stars are quivering bright,  
And winds go howling through the night,  
Girls, whose young eyes o'erflow with mirth,  
Shall peel its fruit by cottage hearth,  
And guests in prouder homes shall see,  
Heaped with the grape of Cintra's vine  
And golden orange of the line,  
The fruit of the apple tree.

The fruitage of this apple tree  
Winds and our flag of stripe and star  
Shall bear to coasts that lie afar,  
Where men shall wonder at the view,  
And ask in what fair groves they grew;  
And sojourners beyond the sea  
Shall think of childhood's careless day,  
And long, long hours of summer play,  
In the shade of the apple tree.

Each year shall give this apple tree  
A broader flush of roseate bloom,  
A deeper maze of verdurous gloom,  
And loosen, when the frost clouds lower,



The crisp brown leaves in thicker shower.

The years shall come and pass, but we  
Shall hear no longer, where we lie,  
The summer's songs, the autumn's sigh,  
In the boughs of the apple tree.

And time shall waste this apple tree.  
Oh, when its aged branches throw  
Thin shadows on the ground below,  
Shall fraud and force and iron will  
Oppress the weak and helpless still?

What shall the tasks of mercy be,  
Amid the toils, the strifes, the tears  
Of those who live when length of years  
Is wasting this little apple tree?

"Who planted this old apple tree?"  
The children of that distant day  
Thus to some aged man shall say;  
And, gazing on its mossy stem,  
The gray-haired man shall answer them:  
"A poet of the land was he,  
Born in the rude but good old times;  
'Tis said he made some quaint old rhymes,  
On planting the apple tree."

— William Cullen Bryant.

#### Plant a Tree

He who plants a tree  
Plants hope.  
Rootlets up through fibers blindly grope;  
Leaves unfold into horizons free.  
So man's life must climb  
From the clods of time  
Unto heavens sublime.  
Canst thou prophesy, thou little tree,  
What the glory of thy boughs shall be?

He who plants a tree  
Plants peace.  
Under its green curtains jargons cease,  
Leaf and zephyr murmur soothingly,  
Shadows soft with sleep  
Down tired eyelids creep,  
Balm of slumber deep.  
Never hast thou dreamed, thou blessed tree,  
Of the benediction thou shalt be.

He who plants a tree  
Plants love;  
Tents of coolness spreading out above  
Wayfarers, he may not live to see.  
Gifts that grow are best;  
Hands that bless are best;  
Plant; life does the rest.  
Heaven and earth help him who plants a tree,  
And his work its own reward shall be.

— Lucy Larcom.

#### Our Tree

ONCE a little tree stood growing,  
Growing in a shady glen;  
Through the tangled bushes round it  
Came three stalwart little men:

Saw its straight and perfect beauty,  
Knew it would of all be best;  
Straightway took the pick and shovel,  
Dug it from its early rest.

Down into the school yard bore it;  
Wond'ring, frightened little tree,  
Did not know its glorious purpose,  
What a famous one 'twould be;  
How its tender upright branches,  
Gleaming in the sunset's gold,  
Full of promise for the future,  
Brightness, joy, and hope foretold.

See, its boughs are pointing heavenward,  
And its roots are firmly set,  
And the lesson that it teaches  
We, as pupils, won't forget;  
We must look for help from Heaven,  
Pray for help from God on high,  
Lay more firmly our foundation  
As each school year shall pass by.

— Ethel Amidon.

#### Planting Trees

FREDDY:

If we are all to choose and say  
What trees we'd like to plant today,  
Seems to me none can be  
Half so good as a Christmas tree!  
For surely even a baby knows  
That's where the nicest candy grows.  
Candy on a Christmas tree!  
That's what pleases me!

CHARLEY:

Planted out 'twould never bear —  
But after all why should we care?  
The richest thing is what we bring  
From sugar maples in the spring.  
So now I'll set a maple here,  
For feast and frolic every year.  
Sugar from a maple tree!  
That's what pleases me!

WILLIE:

Sweets are good most any day,  
But as for trees, I'm bound to say,  
A shagbark tall is best of all  
When once the nuts begin to fall.  
And so a hickory tree I'll set,  
And piles of fun and nuts I'll get.  
Nuts from a hickory tree!  
That's what pleases me!

JOHNNY:

I shall plant an apple tree,  
That's the best of all for me;  
And each kind to suit my mind  
On this one with grafts I'll bind;  
Ripe or green, the whole year through,  
Pie or dumpling, bake or stew,  
Every way I like 'em best,  
And I'll treat the rest.

— Youth's Companion.



## Art in Dress

ALFARETTA SHERMAN

IN the physiology class we teach healthful dress, and at some other times give instruction as to modest dress. In the drawing classes we teach the value of light and shade, artistic lines, form, primary and secondary colors, complementary colors, and color combinations; but I wonder if the relation between dress and the things learned in the drawing class is seen. One writer has said something to the effect that art really is the doing of common, ordinary things in the best way there is of doing them. Surely dressing is one of the commonest, most ordinary things we do; then art should apply here. I do not think there is a principle in drawing or color that may not be used to good advantage in the art of dressing.

One serious mistake that is sometimes made is in making color combinations that are little short of tragedies. Colors are put together that clash and scream at each other. If when more than one color is used, one remembers to combine a color and some shade of its complement, the chances of making a mistake are greatly lessened. Notice how nature combines colors. Nature uses great care. See how the green is massed around its complementary color in the cluster of apple blossoms or the honeysuckle. Notice how sparingly the same color is used with the bluebell, which is not the complement of green. The green leaves seem to shrink back from the face of a yellow rose, while the red rose

nestles into them. Very rarely should three colors be combined — certainly never the primary colors. It is a noticeable fact that in no kind of flower are the three primary colors found. We have the red and yellow roses, but never blue; pink and blue morning glories, but not yellow.

Another thing to be considered is the color combined with one's face. If your face is red and you want to look still redder, wear green. If inclined toward yellow and you do not want it to look yellower, do not wear shades of purple, violet, or lavender, for purple is the complement of yellow and brings out that color.

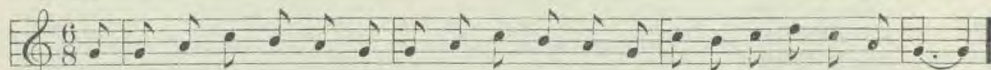
The hair also figures largely in the color scheme. Recently I saw a girl with bright red hair insist on wearing a rose-colored cap. The fact that we do not have hair in all the primary and secondary colors lessens the difficulty somewhat.

In drawing, we teach the effect of lines — curved, perpendicular, and horizontal. This knowledge may also be applied to dress. Doubtless all have seen pictures of objects drawn with horizontal lines strongly emphasized; another of the same object and same dimensions drawn with stronger perpendicular lines, which made the object appear much taller and narrower than the first. Sometimes in dress it is well to resort to some such optical illusion, remembering that all perpendicular lines or stripes of whatever sort give an appearance of height, while horizontal lines have the opposite effect.

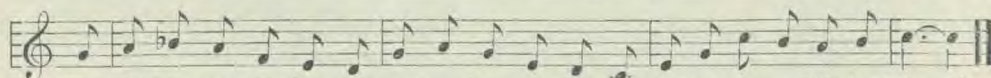
## SPRING IS HERE

J. M. C.

JULIETTE M. COLBURN



1. The oak leaves are fall - ing, The crows are all call - ing, The sun shines a - gain warm and clear;
2. Heav'n sends down its blessing, The trees are all dress - ing, The sweet lit - tle vi - 'lets ap - pear;



The bird - ies are nest - ing, and na - ture, long rest - ing, A - wak - ens to say, "Spring is here."  
And dear, hap - py child - hood roves mead - ow and wild - wood For tokens that say, "Spring is here."



## Our Question Box

32. I SHOULD be glad for suggestions concerning morning exercises.

Morning exercises have much to do with the interest of the school, and very much to do with whether or not pupils are tardy; therefore they are an important part of the day's work and should not be left to chance, but should be very carefully arranged, and should also be made as varied as possible. Make them so good that the tardy boy will be sure that he has missed something.

Of course prayer should be one feature of every morning's exercise. We can never afford to begin the day without seeking the blessing of the all-powerful One. Some sentence, *at least*, of God's word should be put into the mind in one way or another. Sometimes it should be a Bible story told—some story that is not very familiar, perhaps. Sometimes it might be the teaching of a memory verse which especially fits in to fill a real need. Sometimes a morning could be spent reviewing memory verses before learned. There are special portions of the Bible that should be taught verbatim to the whole school, such as Psalms 1, 19, 23, and 91; Ex. 20:3-17; Matt. 5:1-20; Rev. 14:6-12; and others.

A good story which teaches an important lesson is excellent. Just here let me throw in parenthetically that every teacher should have her eyes wide open always to find useful stories and good pictures. At times a story teaching a needed lesson in politeness, honesty, truthfulness, or some other virtue, has greater weight with some child than any amount of Bible read or quoted to him, or anything the teacher herself might say. Then let him see for himself the moral in the story. Don't spoil it by trying to *make* him see it. Study your story till you can tell it well. Storytelling is a fine art. Occasionally a story may be read, but is usually better told, unless it is one intended to teach a lesson which the teacher has reason to believe will be unpleasant to some pupil in the room.

Wednesday is, of course, Junior Volunteer Day. Let the program be carefully prepared and let it be spiritual.

A few current events make an interesting program. Something must be chosen which is within the grasp of the children. Often lessons concerning the fulfilment of prophecy may thus be given. For the last few months much has been said in the newspapers about blue laws. Do your children know what blue laws are? Now is your opportunity to teach in an effectual way some lessons on religious liberty.

Rightly instructed, the child loves to sing. A morning can occasionally be well spent in singing. We do too little singing in our schools.

At another time a beautiful poem may be read or recited and explained, and this is especially good if the poem correlates with some Bible lesson or with the talk you wish to give or have given.

Sometimes a beautiful Bible picture (a large one) may be shown and its story told, or drawn from the pupils if it is one familiar to them.

A talk based on some Bible verse, if it is well thought out and made interesting, is very effective. Also talks on objects in nature attract attention.

These few suggestions may be helpful to some one and may help to bring other things to your mind. *Suggestions from others will be welcomed at this office.*

For illustrating different virtues, as courage, honesty, gratitude, thoughtfulness, etc., see "Select Stories for Opening Exercises in School," by George F. Bass, and "Stories and Exercises for Opening School," by Walter Raleigh Houghton, published by A. Flanagan Co., Chicago. For suggestions for talks and programs, see "Morning Exercises in Public Schools," by Edwin C. Thompson, published by A. Flanagan Co., and "Daily Opening Exercises," by Samuel Claborn Parish, published by Educational Publishing Co., Boston, New York, Chicago, or San Francisco.

"Don't get rusty and you won't squeak."



# School Administration

Because of limited space, beginning with the New Year the "Secretaries' and Superintendents' Council" and "Our Church School Board" sections, are combined under the more general head "School Administration."

This section is devoted to problems of church school administration, and, to the end of making it a positive factor in building up this work, we earnestly invite contributions or questions from members of our church school boards, our secretaries and superintendents.

## Plans for School Buildings

### — No. 5

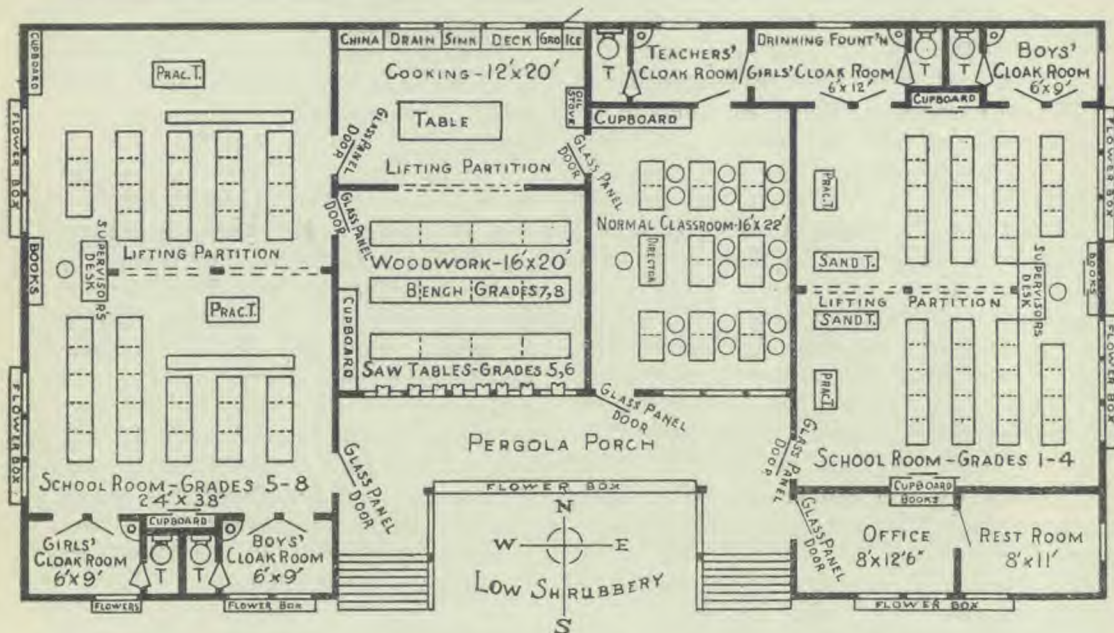
#### Two-Room Normal Building

THE accompanying drawing is planned to accommodate between seventy-five and eighty children in the first eight grades, and to give training to from sixteen to twenty-four normal students. The primary room gets the east sun. It seats from thirty-eight to forty pupils in grades one to four. These pupils all face the south. The grammar room gets the afternoon sun. It seats from thirty-eight to forty pupils in grades five to eight. The pupils in this room face the north. Forty pupils should be the maximum for any room.

The normal classroom is advantageously located between the two school-rooms, the normal students having direct

access to any room in the building without passing through and disturbing the work of another room. The cooking and woodwork rooms are properly located in immediate connection with the grammar room, thus making it possible for the pupils to use these rooms at any time and still be under the supervision of the teacher. If these rooms were in a basement or a detached building, their usefulness would be halved, as they could then be used only during the regular manual training period when the teacher could be present. These rooms are both well lighted.

The office, located in the front of the right wing and with windows accessible in three directions, gives the normal director command of both the building and the grounds. The restroom next to the office is for use in case of sickness



TWO-ROOM NORMAL BUILDING—FLOOR PLAN 46' x 86'



or accident of pupils or teachers. No institution is considered up-to-date without some such provision. This room should contain a first-aid outfit.

Each schoolroom has its own entrance. This is a decided advantage from the viewpoint of discipline. "An ounce of prevention is worth a pound of cure," and once an evil arises it may take more than sixteen times as much effort to effect a cure. For the same reason, as well as to safeguard the morals of the children, each schoolroom has its own cloakrooms and toilets. Cloakrooms and toilets away from the immediate supervision of the teacher are often the source of evils that stain a child's character for life. Even if a different arrangement were to cost less in dollars and cents, the bill that would be charged up against a child's purity would be too expensive to the church that values character first.

To arrange for the work of student teachers, lifting partitions divide the two schoolrooms into two sections each. In both rooms the supervisor's, or critic teacher's, desk is placed so that the work of both sections of the room can be supervised at the same time. With this arrangement, as the student teachers gradually gain self-confidence, the care of the study classes in addition to the reciting class can be undertaken. By this gradual process the children scarcely know when their regular teacher ceases the work of supervision and the student teacher begins it. In this way the student teacher more easily and efficiently enlarges her field of responsibility, and real school management is made a very practical feature of the teacher training. Whenever no practice teaching is going on, the lifting partitions are raised and the two sections of the room thrown together under the regular teacher.

As it is impossible for small recitation-rooms shut away from the rest of the school to accomplish much in the way of developing schoolroom management, or to give the student teacher the critic supervision that is needed, this plan cannot be recommended.

The lifting partition between the cooking and woodwork rooms makes it possible.  
(Concluded on page 254)

## Medical Inspection and Examination

ELON G. SALISBURY

MEDICAL inspection in school presents the following phases: (a) Sanitary inspection of the buildings and grounds, giving special attention to lighting, heating, ventilation, water supply, and disposal of refuse. (b) A superficial medical examination of all pupils and school employees for the purpose of detecting any outstanding defects. In this, attention is given to sight, hearing, the teeth, and the throat. Attention is also given to evidences of malnutrition and circulatory defects. All children who are healthy or who present minor and local defects are passed on as either perfect or with recommendations for specific treatment. (c) Those who in the general examination presented unusual physical disorders, are either carefully examined by the physician serving for the school or are recommended to parents or guardians for careful examination and treatment by their home physician. (d) Some school systems provide themselves with clinic facilities for the treatment of those who are left to their care. (e) All systems should be provided with a school nurse to follow up the work in the homes, either to give the necessary treatments, or to note if such treatments are being given.

Fifteen hundred cities of the United States report that they have medical examination in their schools. Such service ranges in thoroughness through all the phases outlined in the first paragraph, and is most efficient in the larger city systems.

Of the 3,459 counties or equivalent rural school organizations only 708, or 20.46 per cent, report any attempt to examine their pupils for physical defects, and a far less per cent attempt to see defects corrected. In many of the coun-



ties reporting supervision of this nature, the work is done in a very unsatisfactory way by a county physician or nurse having many other duties besides those pertaining to the schools and who is really poorly prepared to do such work, or by the teachers themselves, who know little of such mat-

ters. Therefore nearly one half the children as represented in the rural schools of the nation have scarcely any attention given to their health by the schools, while in the cities only 1,500 out of 2,500 report health supervision.

A tabular summary of State legislation on medical inspection is here given:

MEDICAL INSPECTION State	Nature of Legislation		Extent of Examination		Administered by What Department			Executed by Whom		
	Man.	Per	Full	Part	Ed.	Heal.	Joi.	Ph.	Nur.	Tea.
Alabama	M		F							
Arizona		P			E					
Arkansas		P	F		E					
California		P	F		E			P	N	
Colorado	M			P	E					T
Connecticut (over 10,000)	M	P (other)	F				J	P	N	
Delaware		P			E			P	N	
Florida	M		F			H			N	
Georgia		P	F			H		P	N	
Idaho	M				E					
Illinois		P	F		E			P	N	
Indiana (over 100,000)	M	P (other)	F			H		P	N	
Iowa		P	F		E				N	
Kentucky		P							N	
Maryland		P	F			H		P	N	
Maine (local option)		P	F		E			P		T
Massachusetts	M		F		E	H		P	N	
Minnesota		P	F			H	J	P	N	
Missouri		P			E					
Montana	M		F		E		J	P	N (perm)	
Nebraska	M			P	E			P		T
Nevada	M			P	E					T
New Hampshire		P	F		E			P		
New Jersey	M		F		E			P		
New York	M		F		E			P	N	
North Carolina	M		F			H	J	P		T
(In N. C. teachers exam. in prelim. way and ref. to phys. affected)										
North Dakota		P	F			H		P	N	
Ohio		P	F		E	H		P	N	
Oklahoma (no authority but done in cases)								P	N	
Pennsylvania (local op.)		P	F		E	H		P	N	
(1st, 2d, 3d)										
Rhode Island		P	F		E			P		T
South Dakota		P					J		N	T
Utah	M		F		E			P	N	T
Vermont (local op)		P	F		E			P		
Virginia		P	F		E			P	N	
W. Va. (ind. dist's)	M	P (other)	F		E			P	N	
Washington (1st class)		P	F		E			P		
Wisconsin (nurse)	M (ph) P		F				J	P	N	
Wyoming	M			P	E					T

M Indicates Mandatory.

P Indicates Permissive, also Physician.

E Indicates Department of Education.

H Indicates Department of Health.

J Indicates Joint administration.

F Indicates Full examination.

N Indicates Employment of nurse.

T Indicates The teacher gives the examination in case of the eye, ear, mouth, and throat.



# The Home School

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

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

## The Parent-Teacher Association at Glendale, California

(Extracts from a personal letter from Mrs. E. W. Alsberge.)

WE have one public meeting a month, but we meet about every week in executive committee; and once, the first of the year, I called all of the committees together for exchange of thoughts. This was a very profitable meeting. In our three meetings we had the subjects, "Cooperation" in its different phases, "Recreation," and "Reading." In all the meetings we encouraged free discussion. I do believe the general discussion is the thing that is going to make our meetings worth while.

Our first financial ambitions are to buy clocks for the classrooms, and decorate the school grounds. To raise the money we have asked a membership fee of \$1 a year. We are planning on a sale of aprons made by the girls of the higher grades, and some pieces of woodwork made by the boys in their department. The school is to give a program in the church the second Saturday night in February, at which time we expect big money in the way of collections.

We are going a bit slowly on the money side at first, as there is so much we hope to do in the way of education. One of the things we have undertaken is to furnish a good lecture or high-grade entertainment in the church as many Saturday nights as we possibly can. Already we have had an excellent lecture by Dr. Wise on "America's Problem," in which she dealt in a masterful manner with some of our acute problems with our boys and girls. Dr. Wise is the national lecturer for the W. C. T. U. on morals and ethics.

We have some other very fine things in sight, and we believe that this course will do great things for our people, especially the young people. The one thing above all others, according to my view, that is going to bring a close relationship between parents and teachers and pupils, is our system of visiting. Once a month I appoint four parents to visit the school and report their impressions to the rest of us in the monthly meeting. I am placing great faith in this plan to break down prejudice and bring in unity and a general sympathetic feeling among parents, teachers, and pupils.

Mrs. J. F. Moser was one of the visitors last month, and the following groups of verses are her report. The "Greenhouse" is a building barely slung together and daubed with a prime coat of paint. It has two rooms, and all the grades up to the seventh. In one room are forty-six children. The "pots" referred to are the altogether too small seats, and insufficient supply.

### Our Church School

I went to school, the other day,—the school  
on Isabel,—

But all I heard and all I saw, I can't begin  
to tell.

One thing I wish to emphasize,—I'd shout it,  
if I durst,—

In every room, on every day, they try to make  
*God first.*

Before they taste of other things upon the  
table spread,

They bow their heads and give God thanks,  
and take some *living* Bread.

This habit formed, in youthful years, is better  
far than gold.

To make God first in *everything*—its worth  
cannot be told.

They learn to speak and read and write, keep  
books, without a flaw;



They learn to be good citizens, and keep the civil law;  
A pupil learns to use his hands as well as use his head;  
Some learn to use all kinds of tools; some, needles and a thread.

When they are sent, on mission boat, to some far distant shore,  
And have to build and cook and sew, they'll wish they had still more.  
Both boys and girls should learn to cook, make plaster and cement,  
Learn how to launder, pull their teeth, and nurse, or make a tent.

But when this cannot all be done, for lack of means and tools,  
It is a help to *start* our hands to work by given rules;  
They form the habit to obey, and answer to our will,  
And soon acquire a readiness, with more or less of skill.

But take it altogether, friends, good work is being done,  
Which cannot fail to bring returns, at setting of the sun.  
Stand by the school! Stand by the school! and work, and watch, and pray  
That holy angels may be there to help them every day!

### The Greenhouse

Israel is "His pleasant plant."  
Our "greenhouse" is all spotted, and streaked with dirty brown,  
And yet it is the finest that I have seen in town.  
It stands within a compound of barrenness and sand,  
And yet we wouldn't trade it for any in the land.

Two of its plants are "*Offill*," and yet there are some "*Moore*,"  
That are so "*Gay*" and "*Noble*" that you would just adore.  
There is a little "*Glen*," where sweetest "*Cresses*" grow,  
And "*Violets*" and "*Daisies*" are planted, row on row.

Midst beds of "*Fern*" and "*Ivy*," a "*Temple*" can be seen,  
And "*Jewell*" fair and "*Ruby*" are sparkling in the green.  
Sweet songsters (*not* in cages) pour forth a happy song,  
And all the plants and blossoms their praises loud prolong.

The *baby* plants are started within the warm south room;  
The north room is the corner for stronger plants to bloom.  
The plants within the north room have quite outgrown their pots;  
They need a new assignment, in well-assorted lots.

New shades to all the windows are sadly needed too,  
Or soon the summer sunshine will cook the plants clear through.  
More wells should be provided to hold the colored spray,  
And clocks, so that the florists can tell the time of day.

Don't think the cash expended to start these rootlets right  
Is going to be wasted; it's precious in God's sight!  
For soon the King is coming to gather His bouquet,  
And, oh, how happy, happy, if *we* can add *one spray*!

### The Teacher's Plea

We give out their lessons, and some study hard;  
But others attempt not their task.  
Dear father and mother, make sure that *your child*  
Has *mastered* the lesson we ask.

Our hands become heavy; the battle is long,  
And Amalek threatens to slay.  
Oh, come, Brother Aaron, and come, Brother Hur,  
And *hold up our hands*, we pray!

### Fair Builders

BUILD thy nest walls higher, robin;  
Straws are plenty, mud is cheap.  
And, although thy toil be weary,  
Toil for sake of love is sweet;  
Then, when soon thy little nestlings  
Brood beneath thy wings,  
They will find their home a shelter  
From all harmful things.

Build thy home walls higher, mother;  
Fashion all with care,  
Adding here a touch of sunshine,  
And a starlight there;  
Then, when storms of wild temptation  
Break thy child's repose,  
He will find his home a shelter  
Mid a world of woes.

—John Philo Trowbridge.



## The Story of Life — No. 2

(To be told prayerfully)

"MOTHER, you promised, when father died, to tell me, on my twelfth birthday, more of the Story of Life, and I am twelve years old today."

"So I did, my son, and so I will, for we always keep our promises to each other; but first come and stand by my side, and with my arm about your shoulders, we will look up into God's face and say together, very reverently, 'Thou, God, seest me.'"

"As I keep my promise to you, today, I ask you to promise me that you will never think or talk of these subjects without an upward look and this whispered sentence in your heart, 'Thou, God, seest me.'"

"Before we come to the story, let me ask if you remember our last Sunday's lesson in the *Bible School*. It was about Jesus going up into the temple."

"Why, mother! I hadn't thought of it before. He was just twelve years old too. One day He was exactly as old as I am. Do you suppose He had secrets with His mother, such as you and I have always had?"

"Yes, indeed, I do, my son, and it was because of a very beautiful secret known at that time only to Joseph and Mary and Jesus and God, that He said to His mother, when she asked why He had stayed behind in the temple, 'I must be about My Father's business.'"

"Do you remember how the seeds looked when we planted our pansy bed last spring?"

"Yes, mother, they were brown, and shiny, and very small."

"Do you think that you, or any one else, could make something which would exactly resemble a pansy seed?"

"I think so. You could take some putty, or something soft, and roll it into a tiny ball, and stain it brown and varnish it."

"And if you planted it, what would happen?"

"Why, nothing; I suppose it would just rot in the ground."

"Yes, because it could not have within it, as has the real pansy seed, the germ of life which God alone can give. I told you, in the first story of life, that all life comes from a seed or an egg, and that in animals, this egg grows within the mother's body. What I did not think necessary to tell you then is that God's plan is for every living thing to be a part of its father also, and this egg cannot become a living creature without the father part."

"I know my boy likes to find references, so we will take our Bibles and turn to Luke 1: 26-39, and read together this part of the beautiful Christmas story, which was Jesus and Mary's secret, and as we read, I will explain. This was the most wonderful event that ever happened, so God sent His mighty angel Gabriel to tell Mary about it."

"Now, we know God is the author of all life. He can place life where He pleases, and He chose, in this one instance, to depart from His usual plan and, through the Holy Spirit, to place within Mary's body the germ of life, which united with a tiny egg already there, became the living being who was Christ our Saviour."

"So you see, Jesus was God's only Son, and had no earthly father as we have; but although He came down from heaven, He was not ashamed to be born just as we are, and He has forever made fatherhood and motherhood more holy than before. With what pity and sorrow should we regard those ignorant and misguided people who jest about these sacred subjects."

"God made all parts of our bodies, and all are alike sacred. When we are born into this world, God does not immediately give us all the powers which we shall need later on, just as a baby does not at first need teeth; they are lying dormant in his gums and are added from year to year. [This paragraph by permission of Vir Publishing Company.]

"In the same way the reproductive powers do not begin to develop until the boy is fourteen years old. He begins



to grow very rapidly, his voice breaks, changes take place in his body and mind, and we say, 'He is becoming a man.' These changes are God's preparation for partnership with the heavenly Father, in furnishing power to bring new life into the world and to reproduce his kind.

"Perhaps God may want you to become a father some day. We cannot tell as yet, for besides the plan which God has for all the people, He has also a separate plan for each individual life, which He shows to those who give back to Him all the powers He has given them. The apostle Paul called Timothy his 'son in the faith,' and so John writes about his spiritual children. Perhaps God may have you to be one of those great ones who beget only spiritual children. Each has his proper gift of God.

"Christian physicians say it is best not to think much about these new powers, but just to keep the entire body clean with pure water, the mind clean by pure thoughts, and the soul clean by prayer and reading God's Book. This is not an easy thing to do, for there is going on, in the human heart, a constant warfare between good and evil; but we have the warning and the assurance found in 1 Corinthians 10:12, 13, and the challenge in 1 Corinthians 16:13, which will enable us to say with the brave warrior Paul, 'I keep my body under,' meaning that he made his body obey him. This made him strong, and at the end of his life he was able to say, 'I have fought a good fight, I have finished my course, I have kept the faith.'

"Do you remember what effect thoughts, often repeated, have on the brain?"

"Yes, mother, they make little paths there."

"True, my son, and these thought paths may even be reproduced in our children. How important it is, then, that our thoughts and deeds be pure and right. I once knew a boy who was much impressed when his mother told him this fact, and afterward, when he started to do anything wrong, she had only to

say, 'Donald, would you like your own boy to do that?' when he would say, 'No, mother,' and become very sober.

"When God placed Adam in the garden of Eden, He gave him physical work to do; he was 'to dress the garden and to keep it.' He also gave him work for his mind, such as naming the animals, and every day he talked with God."

"Why, that is like the rhyme you say to me mornings, mother, 'Some work for body and mind, some play, some talking with God each day.'"

"Yes, it is; and now let us go back to the day when Jesus was twelve years old. After He left the temple, He went home with His parents and was 'subject unto them,' that is, He obeyed them; and until God called Him for His life-work, He did what all boys do, He just grew. The Bible says, 'in wisdom and stature, and in favor with God and man.' He studied and used His mind to make it grow. He worked and exercised to make His body strong. He talked often with God to receive help from God and be like Him, and He was kind and helpful to others.

"When a soldier marches away to battle, we say he is brave because he may lose his life. When Jesus became a man, He willingly died for us all, on the cross, — the bravest act the world has ever seen, — that those who believe on Him might become the children of God.

"Do you remember before father went away, we used to say, 'Wait until father comes home and we will ask him?'"

"Yes, mother, and he always seemed to know. If he did not, he said so, and then tried to find out for us."

"Yes, dear, he did. For fathers ought to be the wisest, strongest, and kindest people in all the world, like God, our Father who art in heaven." — *Hallie R. Thresher, in The Light.*

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CHILDHOOD is the bough where slumbered  
Birds and blossoms many numbered,—  
Age that bough with snow encumbered.

— *Longfellow.*



## The Parents' Reading Course

### Lessons 13 to 16

From "Education," by Mrs. E. G. White.

WHILE studying each chapter, underline and memorize, if possible, at least one sentence or thought that has especially impressed you.

Also write in your notebook one or two chief points made by the author.

#### The Teacher Sent from God

1. What was His name as found in Isaiah 9:6? Compare heaven's gift here mentioned with other gifts. How does divine light come to earth? Describe the perfect ideal. Why did Christ come to earth? What were the results of false teaching? How was the want of true excellence supplied? To what are the reformers compared? What was the result of substituting pretense for reality? What caused universal distrust? Do causes of the present time have the same results as like causes of that age? 77.

2. Tell of their ideas of the Supreme Being. What was the one hope of the world? What purpose was God's law intended to serve? What did Christ's life demonstrate? What was to be the effect of the demonstration of the divine principles? Pages 75-77.

3. How did Jesus receive His education? What was the threefold growth of the child? Of all who have lived who had the fiercest temptations? What was the most encouraging thing about Christ's teachings? To what did this give real power? What gave Him His power to win hearts? Pages 77-79.

4. Where did Jesus see infinite possibilities? Where did He sacrifice Himself? Page 80.

5. "Never man spake like this man." In what respects is this true? How were the minds of His hearers brought into contact with the mind of the Infinite? How far reaching was His teaching? To whom did He speak? What relation do the things of this life hold to eternal things? How did He regard the sports of a child and the toils of a man? What

mistake is being made regarding education? Where is the living water? Pages 81-83.

#### An Illustration of His Methods

6. What is the illustration chosen? Why did Jesus choose the twelve? What advantage did they have? Why was this work like the work of the parent? Where was the schoolroom used? What does this teach us? Describe the pupils of this school. What was absolutely necessary in order to carry on the work for which these students were being trained? Name the four who were given special instruction. Why was this done? Who desired to be in close contact, and why? Describe John's attitude toward Jesus. What was the result of this? Pages 84-87.

7. Describe Christ's method of training Peter for future usefulness. What were some of the things Peter had to learn? Compare his nature with that of John. How did Jesus seek to teach him without discouraging him? Is there a lesson here for us? Pages 88, 89.

8. Why were especial pains taken to "tell Peter" after the resurrection of Christ? What was to be Peter's work? Do you think he was especially fitted to feed the lambs? Give reason for your answer. Page 90.

9. Describe the different effects of reproof as illustrated by the disciples. What was the matter with Judas? Name some of the things which originated with Judas. What lesson do we learn from Christ's dealings with Judas? Where did Judas fail? What special favor had been shown to Judas? Did Jesus do in this connection what you would not be willing to do? Pages 91, 92.

10. Was Judas benefited by the self-sacrifice of the Master? Was His treatment of Judas a benefit to any one else? Describe Judas. How was the self-sufficiency of the disciples taken away? Pages 93, 94.

11. Tell of the change that took place in the disciples. Then what could come? What is the promise made to the worker for Jesus? Pages 95, 96.



**Gather Up the Little Lambs**

A DARKEY sang and clapped his palms,—  
 I hear his music slow,—  
 "Oh, gadder up the li'l lambs,  
 But let de ole sheep go!"

Sometimes across the pasture fields  
 The sudden storm winds rage;  
 Go then and help the weak ones,  
 Their misery assuage.  
 Go then and help the weak ones  
 Amid the sleet and snow—  
 Oh, gadder up the li'l lambs,  
 An' let de ole sheep go!

Sometimes a cloud far in the west  
 Will darken half the sky;  
 Before the storm king's awful crest  
 The weak ones kneel and die.  
 They've lost their comfort and their dams,  
 Their souls are full of woe,  
 Oh, gadder up the li'l lambs,  
 An' let de ole sheep go!

Don't mind me — I'm old and gray,  
 O Shepherd of the sheep!  
 Don't mind me this stormy day  
 When little lost ones weep.  
 There's wolves among the pines, the palms;  
 The darksome shadows grow;  
 Oh, gadder up Thy li'l lambs,  
 An' let de ole sheep go!

—Kahn, in *Toronto Star*.

**Plans for School Buildings**

(Concluded from page 247)

sible to throw these two rooms together whenever it is desired. The glass-panel doors located in various places are to enable the normal director to give proper supervision without interrupting the work of the school.

Generous cupboards which are provided in each room are essential to order, neatness, and efficiency. The flower boxes under many of the windows do much, if the plants are well cared for, to cultivate the esthetic nature of the child. The pergola porch, rather than a roofed-over porch, is necessary in order not to deprive of the needed light the rooms under it.

If heated from a general heating plant this building has no need of a basement, unless in a cold climate, for daily physical culture exercises. If a basement is needed for a furnace, it could easily be

reached by an outside covered stairway on the north side of the building. By changing a window to a door in the teachers' or the girls' cloakroom, access could be had to this stairway.

A building constructed after this design would be thoroughly efficient, though neither elaborate nor extravagant. It would present a very pleasing appearance, and would be a credit to any college. The front entrance, with its long flower box the entire length of the front edge of the porch, filled with bright and fragrant blossoms, the drooping vines hanging from the box and meeting the low shrubbery and border plants in the bed below, would certainly make a very attractive approach. With such surroundings, the first and last impression on the mind of any child coming to, or going from, the school day after day, should be one of love to God, who gives us all beautiful things to enjoy.

S. E. P.

**Book Reviews****Practical Nursing**

by Louise Henderson, R. N. The Macmillan Company, New York. 224 pages. Price, \$1.75.

An elementary textbook designed for use in connection with short courses in practical nursing. Only those phases of anatomy and physiology are presented that are necessary to make clear the practical work involved. Special attention is given to the various steps in the necessary technique of simple treatments and the care and comfort of the patient. Treatment in the care of common emergencies, also methods of caring for sick children, are concisely outlined. Teachers conducting classes in practical nursing will find this volume useful either as a textbook or reference book.

**Physics**

by Tower, Smith, Turton, and Cope. P. Blakiston's Son & Co., Philadelphia. 492 pages. Price, \$1.35.

A revised and thoroughly up-to-date edition of a well-known physics text. Profusely illustrated with practical drawings. Many direct applications of common, everyday experiences are given. Simplicity of presentation is emphasized. The book is divided into seventy-seven sections, each containing material enough for one recitation. A list of exercises is placed at the end of each section.



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