

CHRISTIAN EDUCATOR

A MAGAZINE FOR HOME AND SCHOOL

Vol. VII

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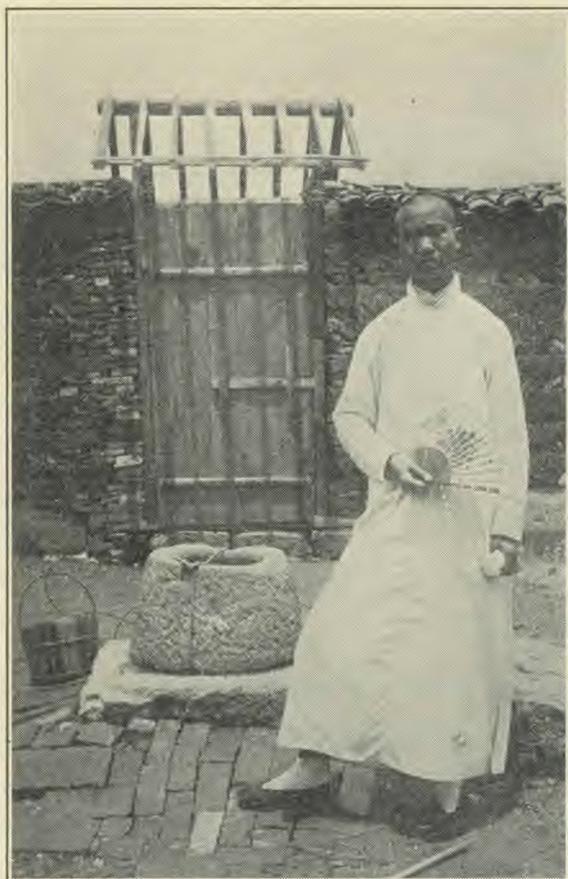
The responsibility of church fellowship demands the fullest sympathy and cooperation in the education of all the children of all the churches for a part in the final struggle of the ages.

FREDERICK GRIGGS.

To Every Home and Every School

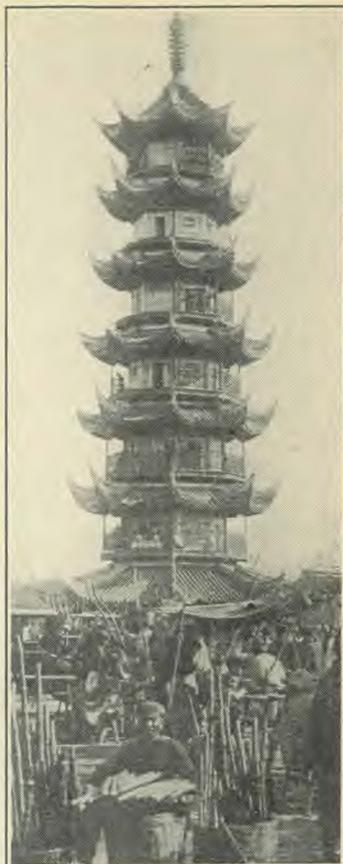
To every household and every school, to every parent, teacher, and child upon whom has shone the light of the gospel, comes at this crisis the question put to Esther the queen at that momentous crisis in Israel's history, "Who knoweth whether thou art come to the kingdom for such a time as this?"

MRS. E. G. WHITE.



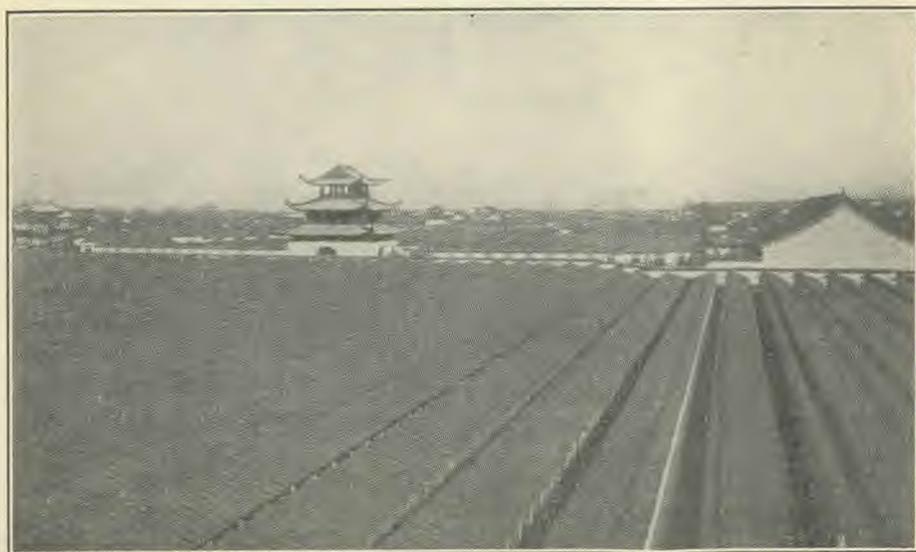
A SEVENTH-DAY ADVENTIST CHINESE COLPORTEUR

Standing beside a well at our mission station in Kashing. The well stone is very old, being a relic of the Taiping Rebellion of 1864.



PAGODA

Ten miles from Shanghai. A feast day scene, with a seller of sugar cane in the foreground.



EXAMINATION HALLS IN NANKING

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Education in China

BY A. G. DANIELLS

IN writing of the marvelous changes that have taken place in China during the last quarter of a century, Arthur H. Smith says, "The greatest change of all is the complete abolition of a system of examinations having a sanction of nearly two millenniums, and the substitution of modern learning. . . . Whether we consider the millions concerned or the consequences of the step, it may be justly regarded as the most comprehensive intellectual revolution in the history of mankind."

This great intellectual revolution was effected by the empress dowager, who, "in 1904, issued an edict doing away with the hoary system of examinations in the classics. In its place she decreed a full system of modern education from the kindergarten to the university. That edict is one of the great documents in the history of mankind; it is the Magna Charta of the intellectual liberties of China."

In order fully to appreciate the educational awakening that is taking place in China, it is necessary to understand the system of education that had been in vogue in that nation for two thousand years.

First of all, learning was held in great esteem by the whole peo-

ple. The student class formed the only aristocracy in China. Only men of education could secure official positions of distinction in the government. These were open to any boy in the empire who could master the studies and pass the examinations.

The studies consisted almost wholly of the ancient classics as prepared by Confucius and Mencius more than two thousand years ago. These works are devoted principally to sociology, moral philosophy, ancient Chinese romance, legendary, historical, and political affairs, poetry, and manners. No clear, definite teaching of theism is given in the books left by these Chinese sages.

To commit a large part of these writings to memory was the task of the Chinese student. The evidence of scholarship was the ability of the student to reproduce from memory any part of these writings, and to give an acceptable exegesis of the part reproduced.

This system of education fixed the mind of the student upon the remote past, called by the Chinese the "golden age." Not only were the youth of the nation set back into the "dead past," but they were compelled to saturate their minds with that which was to a large extent impractical and un-

true, and with a manner of life quite at variance with the conditions of modern times.

But years of patient, persevering toil in memorizing these volumes of the ancient classics would be of little value to the student without passing the prescribed examinations. All students were required to pass certain preliminary tests before they were allowed to take examinations for degrees. At the time this old system was set aside by the empress dowager, there were 1,705 matriculation centers at which a million students appeared each year to take their preliminary tests.

Three degrees were conferred by the government, the first being the bachelor's degree. It is said that about 760,000 students entered the halls for this examination every time they were thrown open. But as the law limited the number of bachelor's degrees that could be conferred biennially to about 30,000, the vast majority who entered were doomed to disappointment, no matter how well they may have stood the test of examination. The examination hall in the city of Nanking is large enough to receive 30,000 students at the same time.

The examination was truly a "fiery trial." The student, having thoroughly committed to memory the "entire tomes of sacred literature," on hearing the text announced, proceeds to quote "literally and voluminously from

memory, and write his thesis, which must not vary in exegesis from the standard commentator, Chu Hsi. His quotations in support of his argument must not contain a flaw in penmanship, nor an error in recollecting a passage; and if he deviates from the orthodoxy of the great commentator, he is doomed to failure."

The examination was divided into three periods lasting three days. The first covered eighteen hours. A rest of six hours was then given, after which the students were subjected to a second strain of eighteen hours. After another rest of six hours they entered upon a third and last period of eighteen hours. Thus during a period of sixty-six hours they were under the strain of test fifty-four hours.

As a result of the years of indefatigable labor required to prepare the students to take these examinations, and the "strain of the continued, agonizing effort during the three days," many of the candidates were found dead in their stalls, while thousands came out looking like corpses.

This is the kind of education that prevailed in China for thousands of years, and which had to be uprooted and supplanted by the more useful, practical, up-to-date system that has been developed by the Western nations. An account of the amazing changes that have taken place will be given in our next article.

The Self-Governing Element in Discipline

BY G. E. JOHNSON

"It is the duty of principal and teachers to demand perfect order and perfect discipline," writes Mrs. E. G. White in reference to our school work. Now, it is self-evident that this cannot be obtained by any teacher or group of teachers unless the hearty cooperation of a very large majority of the pupils in any given school can be enlisted, and in a way that will appeal to the self-respect of the pupils.

That this is exactly what is expected is evident from the following additional statement in the chapter on "Discipline" in the book "Education:"—

The object of discipline is the training of the child for self-government. He should be taught self-reliance and self-control. Therefore, as soon as he is capable of understanding, his reason should be enlisted on the side of obedience.

That this is not done when the teacher acts the part of a policeman and a detective combined, is certainly evident to all. We read further:—

Instead of watching continually, as if suspecting evil, teachers who are in touch with their pupils will discern the workings of the restless mind, and will set to work influences that will counteract evil.

And again:—

The rules governing the school-room should, so far as possible, represent the voice of the school. Every principle involved in them should be so placed before the student that he may be convinced of

its justice. Thus he will feel a responsibility to see that the rules which he himself has helped to frame are obeyed.

If hearty cooperation is to be obtained, there must be some system of going about it. It cannot be attained through fear of punishment, or through hope of reward, or by allowing each pupil to have his own way; for these are not the motives recommended to us, and they are not the motives which our Great Teacher used in his work. By this it is not intended to imply that fear of punishment may not need to be resorted to in extreme cases of insubordination.

Neither in the home nor in the school should disobedience be tolerated. . . . It is not love but sentimentalism that palters with wrong-doing, seeks by coaxing or bribes to secure compliance, and finally accepts some substitute in place of the thing required.

Fear of punishment, however, will not bring "perfect order" and "perfect discipline." This must be secured, if at all, by the use of altogether different motives.

A desire to do right for the love of right-doing, just because it is right, and incidentally because it is pleasanter, or at least to the pupil apparently so, should be one of the leading motives. Show him that it is a credit to do right where he could do wrong if he chose. It is not a credit to a pupil to be honest when he absolutely could not be otherwise. It is no credit to a thief

that he does not steal when there is nothing that it is in any way possible for him to steal. To lock all doors against our own pupils may be an easy way of managing them, but it is also a good way to make thieves so far as a *desire* to steal is concerned. Acting on the idea, "I put it where you *can't* get it," is not the way to develop self-control.

The wise educator, in dealing with his pupils, will seek to encourage confidence and to strengthen the sense of honor. Children and youth are benefited by being trusted. Many, even of the little children, have a high sense of honor; all desire to be treated with confidence and respect, and this is their right. They should not be led to feel that they cannot go out or come in without being watched. Suspicion demoralizes, producing the very evils it seeks to prevent.

Every child should understand the true force of the will. He should be led to see how great is the responsibility involved in this gift. The will is the governing power in the nature of man, the power of decision, or choice. Every human being possessed of reason has power to choose the right. In every experience of life, God's word to us is, 'Choose you this day whom ye will serve.' Every one may place his will on the side of the will of God, may choose to obey him, and by thus linking himself with divine agencies, he may stand where nothing can force him to do evil. In every youth, every child, lies the power, by the help of God, to form a character of integrity and to live a life of usefulness.

This same principle holds good in the schoolroom as well. Inasmuch as the individual who disturbs his neighbor during the time of his study period uses up time for which

his neighbor must pay and which never can be restored to him, he is as truly stealing from his neighbor as the helpers of a certain institution would be if they stole the ice cream or other dainties left where they could get them, because of some one's forgetting to lock a door. The only difference would be that the time could never be restored, while the dainties could.

The principle of placing a person where he *cannot* do wrong is the State or federal prison idea, and that is the reason why some institutions, and, I am glad to say, a rapidly lessening number, are spoken of as prisons by the pupils. The pupil or helper should be so trained and disciplined that locks and other well-nigh impossible barriers, such as the policeman teacher, which only excite the ingenuity of the individual to try to get past them, will be dispensed with. Then as one has put it, the "lock will be put on the individual," and not on the valuables.

In one institution where at first this plan was not carried out, the pupils, in spite of threats (and it is remarkable how easily pupils can get the start of even the shrewdest managers), took food and other things to the value of a number of dollars. Some members of the faculty lost their temper, and called the students "a lot of thieves." Against the vigorous protest of the business manager, the principal insisted that so far as our own students were concerned, all keys be thrown away. After one appeal to the students, the petty thieving ceased permanently. Here, as in the schoolroom, there should be a

motive placed before the individual that will be strong enough to keep him at a point where he will control himself.

One may say that whispering and other uncontrolled communication in a schoolroom do not amount to much; but if we stop to figure a little, we shall soon see that hours, yes, even days of time, can be wasted out of each school month. Suppose only two or three minutes be consumed in each case of communication, and each pupil should "break over" only five times during the school day. In a school of twenty pupils there would be wasted or worse than wasted a period amounting to twice four or five hours a day, for there are two at least connected with each case of communication. This aggregates twenty or thirty days a month. Is that "perfect order"?

One says this must be eliminated by the teachers' watching for and punishing the offender, but, at once, this leads the pupil to conclude that only "caught" offenses amount to anything. As one pupil puts it, "He teaches me to sneak around about it, that is all." Certainly that will not produce "perfect discipline." It may produce a well-drilled exterior, but that is not the thing for which we are striving.

Those who make efforts to have the individuality of their pupils merged in themselves, to be mind, will, and conscience for them, assume fearful responsibilities. These scholars may, upon certain occasions, appear like well-drilled soldiers; but when the restraint is removed, there will be seen in them a want of independent action from firm principle.

Those who make it their object so to educate their pupils that they may see and feel that the power lies in themselves to make men and women of firm principle, qualified for any position in life, are the most useful and permanently successful teachers. Their work may not show to the very best advantage to careless observers, and their labors may not be valued as highly as are those of the teacher who holds the minds and wills of his scholars by absolute authority; but the future lives of the pupils will show the fruits of the better plan of education.—*"Counsels to Teachers," p. 76.*

How, then, shall we get this perfect discipline? God tells us that for every idle word we must "*give an account.*" This being true, it will do no harm for us to take account each evening of how well we have succeeded during the day in controlling ourselves with regard to taking our neighbor's time. "But," says one, "that encourages tattling and prevarication." That depends upon how the "checking up" is done. If the communication is looked upon as a punishable offense, to be dealt with summarily each evening by remaining in so long after school, by marking off on department, or by whipping, then it might be classed as tattling; but if it is put on the same basis as attendance, to be placed before each pupil as an ideal to try hard to reach, it can be done; for it has been done.

In one room of about fifty primary pupils, this was accomplished many days in succession without a single case of communication. In the advanced department, numbering about thirty-five, over a month passed in the writer's school

without a single case of communication. There *was not a single instance* of whispering, nor of any other form of communication, such as motions or signs. One boy who had been suspended six times the previous year, during two years under this system did not need to be spoken to but once, and that for a very slight offense. It does not affect all that way, however, for there are some boys, yes, and some girls, too, who seemingly have no sense of honor. Of course, if they will not *try*, they must be placed on a different basis; but if the teacher has the cooperation of nearly all, those who will not even *try* form a separate class, which must be dealt with by themselves.

If, however, the matter is taken up enthusiastically by the teacher, he having first carefully shown the pupils the importance of truth-telling, that it is the actual record that is wanted, and that misrepresentation does not change *that*, as will be the case in the final reckoning, and checks up each grade by itself, the pupils in the grade will not tolerate a careless one, and will themselves take him in hand.

It has sometimes been necessary for the teacher to stand between the class and a careless pupil and intercede for him for one more trial. When this is done, it shows the careless one how he spoils the record of his mates, and also shows him what is the "public opinion;" and that is a great deal in the mind of the young as well as the older ones.

In the final reckoning, God expects us to "check up" for every word as well as every deed; then

why should we not be willing to stop a moment at the close of each day, and think back through it as to what we have done during that time, and face our record? I am persuaded that it is a good thing, if properly introduced.

Nearly all the twenty-four teachers in our conference have used this plan. While there was quite a number of young, inexperienced teachers, there was not a single failure in schoolroom discipline in our conference during the past year, and some of the teachers have made some very enviable records. To say that they liked the "checking up" system is putting it very mildly; for they were enthusiastic, some of the older teachers maintaining that it did away with more than half the disciplinary difficulties.

It is necessary, however, to start right, and more than that, to continue enthusiastic in this work, in order to make it successful; for "water rises no higher than its fountainhead." Likewise no student will be enthusiastic about doing right just because it is right, unless his teacher shows a decided interest in the same line. This can be easily done by a pleasant word or smile, a word of encouragement when he has succeeded, and an expression of sorrow when he fails.

It should always be seen by each pupil that the teacher is strictly just in deciding what is communication and what is not; for if on one occasion a certain set of circumstances is checked as being communication (intentional passing of knowledge from one pupil to another), and again later the same

circumstances are not checked when other pupils are concerned, the first pupil soon sees that the teacher is partial, and there is no further cooperation between them, at least hearty cooperation.

It may be said that discipline is not the main object of our school work. While that in a measure is true, yet it is like a bridge over a very deep river; unless we have it, or some substitute for it, we can-

not make progress without great danger. A school without discipline is no longer a school, but a mob, and according to the instruction given by the Spirit of prophecy should be discontinued or reformed: "If the principal and teachers of the school have not authority and government sufficient to set things in order, some one should take the management who will require obedience."

Homer or Job?

A PROMINENT clergyman recently declared that Job was a nobler poet than Homer. "And yet Job," he added, "is not read in our colleges and universities. We give our students Euripides, and ignore the greatest preachers of them all, the preachers of the Bible. Why?"

The book of Job certainly offers a nobler theme than the Iliad. Job was a patriarch, a philosopher, and a poet, who dealt with questions of higher metaphysics and higher morality, in a vein so elevated as to be fairly above the ordinary comprehension. Achilles, on the other hand, was a bully of little higher type than the average modern prize fighter.

The theme of the Iliad is Achilles's wrath. It was the direful spring of woes unnumbered to Greece, because Achilles subordinated patriotism to personal pique. This narrative is mainly a tale of warfare for a worthless woman, flavored with primitive strategy and heathen superstition.

The interest of the poem lies in Homer's wonderful invention and

word painting. It must always charm, but it does not furnish such food for thought as the great poem of Holy Writ. Perhaps one reason why the book of Job has not been made more of a study in the universities is because of its very abstruseness. Its absolute meaning is not entirely clear to the most erudite Bible scholars. But for that very reason its study would constitute a salutary mental discipline to advanced students, to say nothing of its elevating moral influence.

The study of the ancient pagan literature has been favored in the colleges, not only by reason of its literary excellence, but because of the vogue of the Greek and Latin languages in such institutions. There is a growing tendency to drop these languages, and also to prize the Bible more highly as literature.

As languages are now so largely optional in university courses, there is likely to be in the future a decided trend toward the Hebrew classics.—*Minneapolis Tribune*.

EDITORIALS

Know Your Students

I THINK that a teacher, a real teacher, ought not simply to be an instructor of the children who are sent to him; he should be more than that. He ought to enter deeply into the life of the communities represented in his work. I have long believed that our colleges do not exert the extended influence they ought to exert on our people. I think they fall far short of the ideal, and I would that I could whip up our minds to the idea of extending our work in a more definite manner for the uplifting of the masses of our people. I do not know why our school work should be confined simply to the youth of our denomination. I do not know why we should think that we have to spend many thousands of dollars for only the boys and girls. I believe we ought to do that, but I think it is possible for our school activities to be greatly extended and their usefulness greatly multiplied by our teachers' reaching into the home life of our people in the territory where the school is located. I believe that we miss a great deal in our school work by our teachers' lack of knowledge of the home life of the children and youth who come to them for instruction.

I think that a teacher is at a very great disadvantage when he teaches a group of boys and girls, if he is ignorant of their home life. He has no way of knowing

what the father or mother is like. He does not know what the boy or girl is used to at home. It always makes a great difference to me in my work as a preacher when I become acquainted with the environment and conditions that people live in when they are at home. I think that must be true of every teacher. When traveling I have seen boys and girls, and formed my opinion of them; but as soon as I went into their homes and saw the conditions under which they were brought up, I have modified my views a great deal. I have changed my ideas of what those boys and girls are or can be, and of what we can make out of them.

The gathering of boys and girls in our schools is an unnatural situation, to say the least. God ordained the home, but we are taking these boys and girls out of their homes to educate them because we say we can do it better than the fathers and mothers can do it. There is no reason on earth why you as teachers should call a boy out of my home unless you can train him better than I can. That being the case, I think that before you can teach my boys or girls and deal with them as they deserve to be dealt with, you ought to know me and my wife, and learn what kind of children you have to deal with. That means a great deal of responsibility, to be sure, but I think it very essential that the teacher

shall get into the home life of every boy or girl that comes to him for instruction. He will then be able to deal far more intelligently and successfully with the student body, and realize more fully the purposes for which the student life in our schools is maintained.

I. H. EVANS.

Self-Government

THE only government worth while is self-government, and the aim of all discipline of children and youth should be to the end of teaching the individual to control himself. Many experiments in self-government have been tried in schools of different grades. These have usually been in the nature of allowing students to make their own rules of conduct, administer discipline for infractions, and thus quite fully or altogether handle the control of the school. Generally speaking, these experiments have failed for lack of leadership, and of support of the means of correction by the majority of the pupils.

In these last two points lies the germ of success of all government. No government can thrive and endure that is not based upon the consent of at least the majority of the governed, and to secure this consent a fair and impartial leadership is necessary, both in the making of the regulations and in the punishment for their violation.

The application of this general principle is of great help in the discipline of the school. The teacher should be able so to justify every requirement as to ob-

tain the sympathetic and reasonable support of the majority of the pupils, if not all of them, in its enforcement. It is often a good plan to take the pupils into consultation in making the regulations of the school; and happy is that teacher who can lead his pupils with him in obtaining a few general rules for the conduct of the school. Such conferences are often as enlightening to the teacher as to the pupils; but in this matter much tact needs to be exercised that the pupils do not feel themselves the masters, and array themselves against the authority of the teacher. Likewise in matters of punishment, the pupils must recognize its justice. The wise, tactful teacher can in the majority of instances lead the pupils to recognize the justice of the punishment. Sometimes they will not acknowledge it, but generally with care they can be led to do so. This is a very important matter, for a punishment that the pupil regards as unjust is of small value, if indeed of any value at all.

Again: let it be said that the end of all discipline of the child is self-government. This does not imply that the child's will is not to be crossed, and that he is not to be required to do many things which he does not want to do, nor that he shall not receive punishment for wrong-doing. Indeed, there can be no self-control unless the child has learned the lessons of obedience; and herein lies the importance of maintaining well-governed schools. But to secure self-government, the teacher must be so in sympathy with the pupil's

view of the requirement, its violation, and the punishment, that justice, kindness, and firmness are interwoven in such a way as to teach the pupil this all-important lesson of obedience.

FREDERICK GRIGGS.

Language Teaching

A Suggestion

MEN talk more than they write, but in teaching language we usually have a student write more than he talks.

Some time ago I spent several days in visiting the schools of a large city. The superintendent was very enthusiastic in language teaching. He emphasized oral language work. In the home where I was staying were some little children whom I noted as using exceptionally good language in their play. I soon discovered the influence of the language teaching in their school upon their ordinary conversation. A very important part of their class work was the oral reproduction of stories which had been told to them, though they did some writing.

The purpose of language teaching is language use. Language teaching involves a study of the meaning of words and of their correct use in speaking and writing. In writing, different shades of meaning are obtained by the denotative and connotative force of the word, shades which in speaking might be obtained by the inflection of the voice or by gesture. Now, the strong use of spoken language implies the force, fitness, or elegance of the word, combined with the tone, inflec-

tion, and gesture of the speaker.

In writing, the pupil has time in which to deliberate upon the thought and its expression, and to use those words and forms of speech which will most accurately and fittingly represent his thoughts. In this he develops ability not only to set down his thoughts so that those who read may obtain his exact meaning, but he also acquires ability to speak well, which in the ordinary run of life is the larger part.

A part of the recitation time of the language class may well consist of oral reproductions of classical stories,—Bible stories and stories of nature, history, and biography, which have worth and beauty and will bear endless repetition. The pupils take delight in these exercises, and under the skilful guidance of the teacher come to use pure, strong, elegant English. They learn to speak on their feet, and to express themselves easily and with readiness; thus their ordinary conversation is directly affected and distinctly improved. We might well gather in book form a graded collection of stories for our oral language work, for this phase of our language teaching should receive much more attention than has been given it. We must do good work in written and technical language study, but we must not leave undone the other—the oral work. The balance of perfect language teaching is well expressed in the aphorism of Bacon, "Reading maketh a full man, conference [or speaking] a ready man, and writing an exact man."

FREDERICK GRIGGS.

Striking a New Note

OVER at Mount Vernon (Ohio) Academy a new note is being struck in the business management. It has been our privilege for several years to follow the academy board proceedings more or less closely. In every annual meeting, as often in those specially called, the question of ways and means for reducing the debt has been one of the chief items among the agenda. Since this matter was finally disposed of, about a year ago, and the event celebrated in a jubilee program, we have been listening for a new note to be sounded in harmony with the new and delightful condition of operating without debt. We have heard one new note—probably the keynote to a tune the academy managers will endeavor to play henceforth.

At the annual board meeting recently held, it is said that "the matter of providing for some industries for the school was considered," with the result that it was voted,—

1. To have and equip a carpenter shop to train the boys in the use of tools.
2. To put in a hennery of about two hundred hens.
3. To install a small cannery.

This sounds hopeful and businesslike. Considering the fact that Mount Vernon Academy has been much handicapped in the past by its inability to provide labor for its students that would be both educative and profitable, we hope that this definite step may mean educational relief, following as it does on the heels of

financial relief. The belief is expressed that this step "will be a great advantage to the school." The lifting of the reproach of debt from our institutions is not meant to be merely negative in its results, but to open the way for positive, constructive effort that every school feels the need of making. We shall listen eagerly for this new note in the working policy of each school as the jubilee echoes die away, but always with the reserve that all plans for the future be laid and executed on a budget or cash basis.

Student Labor and the Method of Crediting It

FOR well-nigh thirty years, our dormitory system has been operated upon the plan of allowing students to pay part of their expenses by labor. From the time when this plan was initiated by Battle Creek College till recently, the prevailing method has been to require a certain cash payment, with the understanding that the student will work out the remainder. To avoid the appearance of class distinction on a money basis, as well as to insure to all participation in the educational value of hand training along with head training, all were required to work a specified minimum amount of time each day.

For years no account of this time was kept other than to see that it was put in to the proper amount. Later, the student's account was charged, in a separate item, with the value of the time required, then credited as he worked it out. Both these meth-

ods are still in vogue in some of our schools. The latest improvement, as it seems to us, is charging the student's account the full amount of his school expenses, then crediting it with the value of whatever amount of labor he does. In a few instances this plan has been carried to the extent of leaving it to the option of the student whether he work at all or not, allowing him to pay his entire account in cash.

This we do not regard an advisable step to take. If we are correctly informed, it has been taken more because of the inability of the school to provide profitable work for all, than because of its value as an educational measure. We hope this is the true status of the matter in cases where it has been done, and that the cause may be removed as quickly as possible. It would truly be a great misfortune for us to abandon the educational labor ideal set before us repeatedly ever since we have had a school of our own. Every schoolman knows that the only sure way of working out a principle in the education of our boys and girls is to embody it as a fixed element in the curriculum, then talk it, teach it, work it.

The merits of the manual labor plan are thus summarized in one of our academy calendars: —

1. To exalt labor.
2. To give instruction in domestic duties.
3. To relieve the mental strain of study.
4. To lessen the student's expenses.

We do not find in this calendar, however, any statement of a minimum amount of time in labor required of all students, but only that credit is given for all work done. In one of our college calendars, also, similar language occurs, with the additional statement that the work is distributed as equally as possible among all. Three colleges plainly state the number of hours required from all students (from 7 to 15 a week), while one college specifies its requirements in labor value instead of labor time, the only instance we know where this is done.

Putting together the good points in this sketch, we may outline what appeals to us as the best working policy on student labor, and the method of crediting it: —

1. Require a minimum amount regularly of all students, preferably in units of labor value rather than in units of time.
2. Charge the student's account the full amount of his expenses.
3. Credit the student's account the full value of his labor.

This plan insures the maintenance of an important educational ideal held before us for thirty years, and generally indorsed by the nation's most progressive educators; assures the student a fixed amount of self-help; simplifies the keeping of accounts for both the school and the student; and helps to keep the school management keenly alive to their duty to develop the labor idea as fundamental to realizing the full benefits of a well-balanced Christian education.

THE MINISTRY

A Strong Ministry

PREACHERS are needed who are qualified to teach the ideas of Jesus. His idea of man, personal and social, his idea of God in his relation to men and races of men, his vision of eternal life in this temporal world, and his conception of the kingdom of infinite love, are of supreme concern to our modern world. Is it not worth while to perpetuate this high teaching? And do we not need men of power for this service?

The work of the preacher is not exhausted in the office of teacher. His great aim in the presentation of ideas is to affect the heart. His chief purpose is to make character after the type of Jesus Christ. The success of this endeavor is essential to the life of civilized man. And only men great in character can render this supremely desirable and supremely difficult service; only they can create character of their own type; only they can fashion the hearts of men after the pattern of Jesus Christ.

The preacher sets himself to continue in the earth the Master's work of mercy. There is the army of the unsuccessful, the host caught and overwhelmed in the tragedy of the world, the multitude left behind and abandoned to their fate by those who ride in the triumphant chariots of progress; and, besides, there is the multitude of those that mourn, whose love is lost and whose hope is

dead. Here is a region of life known to few as it is to the Christian minister. Here the sympathies and the wise services of a great nature act like the strong sunshine upon the earth in the grip of winter. Here the wilderness and the solitary place rejoice, and the desert blossoms as the rose. Here the tradition of Christ's compassion repeats itself, and in so doing renews the immemorial miracle of the upright and loving soul.—*Gordon.*

Five Essentials

THE preparation of the modern minister will include special training in each of five divisions: First, experimental theology, which has to do with man's own experience of the religion which he preaches; second, exegetical theology, which has to do with the record of those revelations which constitute the Christian rule of faith and practice; third, historical theology, which has to do with the past history and growth of Christianity; fourth, systematic theology, which has to do with its present status; and fifth, practical theology, which has to do with its future prospects. These five things still constitute the backbone of theological training. They are indispensable to a full ministerial equipment. Each of them has a distinctly practical end. They are studied not merely for knowledge, but for use; not for the gratification of intellectual curiosity, but for the

promotion of practical efficiency. The supreme aim is not to make accomplished scholars and specialists in the various departments of theological science, but to make good ministers of the Lord Jesus Christ, who will serve him and his church with increasing efficiency year after year.—*Moore.*

Need of the Holy Spirit

IF we do not have the Spirit of God, it were better to close the churches, to nail up the doors, to put a black cross upon them, and say, "God have mercy on us." If you, ministers, have not the Spirit of God, you had better not preach, and your people had better stay at home. I think I speak not too strongly when I say that a church in the land without the Spirit of God is rather a curse than a blessing. If you have not the Spirit of God, Christian worker, remember that you stand in some one else's way; you are as a tree bearing no fruit, standing where a fruitful tree might grow. This is solemn work; the Holy Spirit or nothing, or worse than nothing. Death and condemnation to a church that is not yearning after the Spirit, and crying and groaning until the Spirit has wrought mightily in her midst. He is here; he has never gone back since he descended at Pentecost. He is often grieved and vexed, for he is peculiarly jealous and sensitive, and the one sin never forgiven has to do with his blessed person; therefore let us be very tender toward him, walk humbly before him, wait on him very earnestly, and resolve that about us there should be nothing knowingly continued which should prevent his dwelling in us, and being with us henceforth and forever. Brethren, peace unto you and your spirit!—*Spurgeon.*

Reading Course Notes

(CONTRIBUTED BY PROF. M. E. KERN)

Assignment: "History of Western Europe," by Robinson, chapters 23-32.

THE following is an example of satires against the monks and theologians referred to on pages 380, 381:—

"*Henricus Schaffsmullus to Master Ortuin Gratius, many salutations.*

"When I first went to the Curia, you told me that I should write to you frequently and address any theological questions to you, for you wished to answer them more satisfactorily than those could about the papal court at Rome. I, therefore, wish now to ask your opinion in the case of one who should on Friday, which is the sixth day, or upon any other fast day, eat an egg in which there is a chick. For we were recently dining at an inn in the Campo Fiore, and were eating eggs. And I, opening my egg, discovered that there was a chick therein; but upon showing it to my companion, he urged me to swallow it straightway before the host caught sight of it, for otherwise I should have to pay a Carolinus or a Julius for a fowl, since it is the custom here to pay for everything the host places upon the table, because he will take nothing back. Now if he saw that there was a chick in the egg, he would say, 'You must pay me for a fowl, too;' for he would charge for a little one just as much as he would for a big one.

"And I immediately swallowed the egg and the chick at the same time; and afterwards it occurred to me that it was Friday, and I said to my companion, 'You have caused me to commit a mortal sin in eating meat on the sixth day.'

"But he said that it was not a mortal sin, nor even a venial sin, since a chick may not be considered other than an egg until it is born. And he remarked that it is just so in the case of cheese in which there are worms, and of those in cherries, and in peas, and young beans, but they are eaten on the sixth day, and even on the vigils of the apostles. But inn proprietors are such rascals they say that these are meat in order to make gain thereby.

"Then I went out and thought about it, and by Heaven, Master Ortuin, I am much disturbed, and I do not know what I ought to do about it. It is true that I might take counsel with a member of the papal court, but I know that they have bad consciences. As for myself, it seems

to me that chicks in the egg are meat, because the matter is already formed and shaped into the members and body of an animal, and it has animal life. It is otherwise in the case of worms in cheese and in other comestibles, for worms are accounted to be fish, as I have heard from a physician, who is also a very able scientist.

"I beseech of you earnestly to reply to my question. For if you hold that it is a mortal sin, then I wish to seek absolution before I go to Germany; for you probably know that our lord, Jacob Hochstraten, borrowed a thousand florins from the bank, and I believe he would want to make something out of the case; and may the devil take that John Reuchlin and those other poets and men of law, who are trying to fight the church of God,—that is to say, the theologians, who are the real backbone of the church, as Christ said: 'Thou art Peter, and upon this rock I will build my church.'

"May the Lord God preserve you. Farewell.

"Written in the city of Rome."

—*"Translations and Reprints from the Original Sources of European History," Vol. II, No. 6, pp. 2, 3.*

Extract from Sermon on Indulgences

The archbishop of Mainz arranged with the Pope in 1515 to conduct the sale of indulgences in his own vast archiepiscopal provinces, Mainz and Magdeburg, for one half the proceeds. The plan was not carried out until 1517. The archbishop employed subcommissioners, one of whom was John Tetzel. There has been preserved a portion of a set of instructions which Tetzel sent out to the priests of his territory, exhorting them to prepare the minds of their parishioners for indulgences. With these he sent pattern sermons, an extract from one of which is given below:—

"Venerable Sir:—

"I pray you that in your utterances you may be pleased to make use of such words as shall serve to open the eyes of the mind and cause your hearers to consider how great a grace and gift they have had and now have at their very doors. Blessed eyes indeed, which see what they see, because already they possess letters of safe conduct by which they are able to lead their souls through that valley of tears, through that sea of the mad world, where storms and tempests and dangers lie in wait, to the blessed land of Paradise. Know that the life of man upon earth is a

constant struggle. We have to fight against the flesh, the world, and the devil, who are always seeking to destroy the soul. In sin we are conceived,—alas! what bonds of sin encompass us, and how difficult and almost impossible it is to attain to the gate of salvation without divine aid; since He causes us to be saved, not by virtue of the good works which we accomplish, but through his divine mercy; it is necessary then to put on the armor of God.

"You may obtain letters of safe conduct from the vicar of our Lord Jesus Christ, by means of which you are able to liberate your soul from the hands of the enemy, and convey it by means of contrition and confession, safe and secure from all pains of purgatory, into the happy kingdom. For know that in these letters are stamped and engraven all the merits of Christ's passion there laid bare. Consider that for each and every mortal sin it is necessary to undergo seven years of penitence after confession and contrition either in this life or in purgatory.

"How many mortal sins are committed in a day, how many in a week, how many in a month, how many in a year, how many in the whole course of life! They are well-nigh numberless, and those that commit them must needs suffer endless punishment in the burning pains of purgatory.

"But with these confessional letters you will be able at any time in life to obtain full indulgence for all penalties imposed upon you, in all cases except the four reserved to the apostolic see. Therefore throughout your whole life, whenever you wish to make confession, you may receive the same remission, except in cases reserved to the Pope, and afterwards, at the hour of death, a full indulgence as to all penalties and sins, and your share of all spiritual blessings that exist in the church militant and all its members.

"Do you not know that when it is necessary for any one to go to Rome, or undertake any other dangerous journey, he takes his money to a broker and gives a certain per cent—five or six or ten—in order that at Rome or elsewhere he may receive again his funds intact, by means of the letters of this same broker? Are you not willing, then, for the fourth part of a florin, to obtain these letters, by virtue of which you may bring, not your money, but your divine and immortal soul safe and sound into the land of Paradise?"—*Id.*, pp. 9, 10.

THE NORMAL

Observations on Teaching

DURING the past year the schools in forty cities between 25,000 and 30,000 in population were visited by a representative of the United States Bureau of Education. Here are a few of his observations:—

FEW NORMAL GRADUATES.—No definite data were collected regarding scholastic and professional training, but on a conservative estimate not more than one third of the teachers in the elementary schools have graduated from a normal school. In a few cities all the elementary teachers are normal graduates, while in a few others none are. The tendency is, however, toward higher standards. Many superintendents would make the standards higher, but say that it is impossible to do so with the salaries the city is willing to pay. Of the schools requiring professional training, some require two years in addition to a high school course; most of them only one.

PROFESSIONAL TRAINING.—Professional training is not demanded of high-school teachers—only a college degree—and in a few instances not even that. Many high schools, because of low salaries, are compelled to employ young men and women just fresh from college, many of whom have had no experience in teaching. On the whole, those teachers who have had professional training for grade or high school work are doing better teaching. They are more resourceful and have a better understanding of the work they are doing.

MEMORY WORK.—Some teachers still require rules, definitions, and poems to be committed before

any attempt is made to understand them. Many of those who attempt to use the development method are failing because they are training their pupils to guess, and because they do not clinch a principle or rule after it has been developed. Many pupils are weak because certain fundamental facts that are necessary for further advancement have not been drilled into the system to such an extent as to be used automatically.

UNSUITED MATERIAL.—Material wholly unsuited to a pupil's stage of development is often forced upon him. Much of the retardation is, no doubt, caused by having pupils swallow material that they cannot digest and assimilate. Children in the primary grades often struggle over the solution of problems in arithmetic that belong to higher grades.

TALK TOO MUCH.—It is still true of most teachers that they talk too much. In many recitations not requiring much talking by the teacher, three fourths of the time is consumed in asking questions. Answers are pumped in driblets, the teacher using a dozen words in a question and the pupil one or two in his reply, thus destroying connected thought.

NO MOTIVE FOR STUDY.—In too many classrooms no motive for study is provided. Manual training teachers often keep boys working at joints for weeks before giving them anything to join that will be of value. Much of the work in composition is based upon matter apart from the child's life and experience. In arithmetic few problems outside the textbook are given. In history and literature there is too little interpretation and too little appeal to the dramatic instinct and the power of visualizing.

READING STILL POOR.—Great as has been the improvement in methods of teaching reading, there is abundant opportunity for further improvement. Some schools are still making the teaching of reading a purely mechanical process, the pupils being required to learn a long list of words before they are permitted to look at a story. Singsong concert work when teaching a list of words is destroying natural expression in not a few classrooms. The introduction of supplementary readers is having a most salutary effect on the reading in the primary grades. In several instances, however, the pupils skim over the supplementary readers without getting the thought. The poorest teaching of reading is in the intermediate and grammar grades. Reading should receive more attention than it does in these grades.

ILLUSTRATIVE MATERIAL.—Many teachers are failing because they are not using illustrative and supplemental material, such as reference books, newspapers, magazines, pictures, etc. Some say that they would illustrate and supplement more if they had the time, forgetting that this is the way they should use part of their time; others say that they would be happy if their pupils could only learn what is in the textbook.

PROGRESSIVE TEACHERS.—“Practically all our teachers are taking one of the Teachers' Reading Courses,” says Secretary Russell, of the Lake Union Conference. “In fact, I know of none who are not. In one of our recent institutes at roll call the teachers responded by placing in the hands of the secretary their Reading Course notes for the first semester's work. This gave opportunity to see who had completed the work, how far behind others might be, and whether there were any who had not begun. There was just one of the latter; nearly all had completed the course for the first half year.”

School Sanitation

THE following practical instruction on school sanitation is issued to the teachers by a county board of health in North Dakota:—

In many of the one-room schools the teacher is the janitor also. Where that is understood, it is the duty of that teacher to keep the room as clean as it can be kept. If the board engages a janitor, it does not mean that the teacher is entirely relieved of the responsibility of keeping the room in good condition. The teacher is the head officer in that schoolroom, and she must see that the janitor does his duty. The following suggestions should be put into practice in every school in this county. They are given that the teachers may intelligently work with the school officers in reaching and maintaining a higher standard in school sanitation.

1. *Sweeping.*—The floor should be thoroughly swept at least once a day. Use every precaution to keep the dust down. If sweeping compound is furnished, use it. If it is not, urge the necessity of it, and in the meantime scatter wet paper on the floor, or dip your brush or broom in oil. The children are usually glad to help.

2. *Dusting.*—All dusting should be done with a damp or oiled cloth. Do not permit dust to collect on window ledges and woodwork.

3. *Blackboards.*—Keep blackboards free from dust by frequent washing. If the erasers are kept absolutely clean, there will be little trouble in keeping the board clean.

4. *Ventilating and Heating.*—In rooms where there are patent heaters and ventilators, see to it that the ventilators are open during school hours. Open your windows at recess time. Have a thermometer, and keep the temperature of your room between 66° and 68° F. Keep water in the pan provided on your heater.

5. *Water and Washing Facilities.*—Be sure that the water in the water jar is fresh and clean. Water for washing, a washbowl, paper towels, and liquid soap are necessities, and the teacher should see that the children use them.

6. *Toilets.*—If you find the toilets filthy and in poor condition, it is your duty to report to the board of health. If they are in good condition, see that they are kept so. Sweep them, and when the school-house is scrubbed have them scrubbed too.

See that the doors are closed, especially in winter. Permit no marks of any kind to be made on the walls or any place in the building. *Do not permit children to congregate in any outbuilding.*

7. *Seating.*—See that the children are seated in seats that are the right size. Do not have a large seat placed in front of a small desk or vice versa. If you have a modern lighting system, see that the seats are arranged right, so that the light enters from the left or left and rear. If a child appears to have difficulty in seeing or hearing, place him near the front.

8. *Lunch Hour.*—This board heartily indorses and strongly recommends the practice of preparing at least one hot dish for the noon lunch. It is not impossible to carry out the plan any place, and adds immensely to the health and interest of the child. Many schools are doing it successfully. If you are not, you are missing a big opportunity to serve your school. The lunch hour offers big opportunity to the wide-awake teacher. See to it that the lunch baskets are kept well covered, and do not permit the children to scatter fragments of their lunch around the school-house or yard.

9. *Playground.*—It is also your duty to know what the children are doing on the playground.

10. *General.*—Do not expect your children to sit still all the time. Throw open the windows several times during the day, and have the whole school stand and sing or march or take some good exercises.

Carefully observe all abnormal cases, those who appear to have adenoids, weak eyes, or skin disease.

Make your teaching of physiology and hygiene real.

The teacher must be a model of cleanliness and neatness if she is going to obtain results. Useless for one with frowzy hair, dirty finger nails, and soiled dress to stand before a class and preach cleanliness.

How Is It with Yours?

"THERE are 20,000,000 public school children in the United States, about 5,000,000 of whom suffer from eye diseases or defects which seriously impair their school progress." How is it with the children in your school?

Opening Exercises

EDITH COLBURN

(Concluded from February)

A SET of Bible drill cards is a great help. The questions are best that can be answered by a single word, in order to make the drill rapid, and may be taken from the review questions in the Bible textbooks.

Pass to each a slip containing the name of some prominent Bible character. The pupil may give an account of the life of the character named on the slip he has drawn, or some incident in that person's life. Or, instead of that, begin a story, and pause suddenly to call on another to finish it.

Occasionally take the few minutes after prayer to drill on a new song. When the children seem particularly in a mood to sing, have a song service in which one or two stanzas from each pupil's selection may be sung, and everybody enjoys it as much as some other exercise.

Have a verse-by-verse study of some chapter or book, like the book of Esther, the teacher asking questions on it to draw out the story, and the pupils in turn giving the answer in their own words from the verse. The teacher should be well stocked with additional information so that she can answer the supplementary questions that will arise, or that she should seek to arouse, to add to the interest and reality of the story.

An exercise that seemed to interest the children greatly was to read a list of familiar quotations from the Bible. Ten is the best

number, on account of marking the children, who should be ready with pencil and paper to write the name of the person who spoke the words, and also the one to whom they were spoken. Then exchange papers for correction and marking.

If there are five or ten minutes left after prayer, let each write some Bible story in a certain number of minutes, say five; then gather up the papers, and the next morning distribute them to be read. The special point of interest is to see who has come the nearest to finishing a story in the given length of time.

Pass around slips of paper, and have each one write a word beginning with "a." It must be the answer to some question in Bible. Gather up the slips, read a word, give the pupils a minute in which to write a question that can be answered by that word, and so on through the list. Gather up the second set of slips, and fit answers to the questions.

A Bible game given in the second reader is another good exercise. Let one think of a person, announcing the initial letter of his name, the others in turn to ask a question that is designed to draw out that person's identity, the one guessing it to think of another.

As a help in increasing interest in missions, or to supplement the reading of a missionary book, have the children bring reports from missionaries in a certain field, appointing one to locate the places on the map, another to give a little history of the work in that place, etc. On Friday, there is

the Sabbath school lesson to go over, and the method of conducting the study can usually be varied somewhat.

Afternoon opening exercises are not quite so important, perhaps, as the exercises in the morning, since the children have had only one hour instead of sixteen or seventeen in which to distract their minds from all thought of study; but they are needful, obviously for the same reason that was given in the beginning.

Breathing exercises or marching always interests the children. Especially do they like to march to the accompaniment of a song they can sing at the same time with the vigor that the exercise inspires. Of course, a song should be sung to open the exercises, but something else in which the pupils have a part should follow.

Two little books published by A. Flannagan Company are a help in these exercises. One, "Curious Cobwebs," is a book of questions, and the questions are of almost endless variety and interest. A few of them are: "To what depth does a man's farm extend?" "What becomes of the stars when the day begins?" "Why do sea shells give a murmuring noise?" etc.

The other book is entitled, "Nameless Stories." Familiar objects are described through interesting stories. The name of the story is not given, but is to be supplied by the pupil after reading the story. The stories are better told, as in fact any story is, and it is good practice for the teacher.

Another interesting exercise is practice in first aid to the injured. First tell a short story in which the aid is given in detail, then question on it to be sure the pupils understand the order of procedure in rendering aid; later, review and then conduct a drill on it. Have the pupils take turns in giving the aid or administering the treatment, and explain at each step the reason for it. If it is the case of a drowning person, care should be taken to have the floor well padded with blankets or coats, or it will be necessary to draft the next victim or patient, instead of calling for volunteers.

Sometimes call on each for a recitation — some poem memorized in class, or appoint a committee of one or two to prepare something for opening exercises. Let the pupils take turns in preparing a little program; they enjoy vying with one another in seeing who can prepare the most interesting one. The committee can make out a slip for each pupil, provided there are not many, giving one a song, another a recitation, another a talk or reading, and so on.

Then, again, tell each to be prepared to do something on a certain day, no one to know beforehand what the others are going to do.

A few minutes devoted to current events is just as profitable an exercise for a church school as for an academy or college, and affords an opportunity to influence their choice in reading.

Occasionally give a few very general questions, the pupils to

write the answers and correct the papers. Since the questions are on what the children are supposed to know, no preliminary explanations will be necessary. And if the children really do not know the name of the Vice-President, or what Arbor Day is for, they will be more likely to remember if the knowledge is given in the form of corrections to their papers, than if told or read as a list of information.

Sometimes let them draw subjects for oral composition to be given a few days later, or assign the oral composition outlines in the readers for the opening exercise period.

A spelling match always arouses considerable interest, but is best for a closing exercise unless it can be especially brief and spirited.

Sometime have a short story full of action and with plenty of nouns, leaving a blank before each noun; then call for adjectives from each in turn to fill out the blanks. The story when read will doubtless provoke a great deal of laughter, and is more for amusement than anything else, so might be better for the noon hour when the weather keeps the children indoors.

For an old geography game that always interests the children, provide each with paper and pencil, name a letter of the alphabet, then give two minutes in which to write names of cities, rivers, countries, etc., beginning with that letter. At the end of the two minutes, have one read his list, the others to mark the same names off their lists, and so on around

till no two persons have two names alike. The game, of course, is to see who has the longest list after marking off all names thought of by any one else.

Stories that are full of life and incident always interest the children if the teacher has enough interest in them to prepare herself to tell them; but reading is liable to hold the attention of only the older ones, unless the story is very juvenile, very interesting, and very well read.

Then talks on physiology, hygiene, nature, manners, and other subjects not considered in class and that are of general interest, are always of the very best for opening exercises.

Read from a book on etiquette one day, and some time later ask questions on it; or, as was suggested in the methods' class once, tell a story bringing in rules for conduct at various times and places, and let the children supply the rule of etiquette at every time and place.

Some of the experiments given in connection with the nature, physiology, or agriculture lessons can more conveniently be given during opening exercises than in a class period, and they interest the children greatly.

These suggestions are simply to give an idea of the ways of varying opening exercises that will occur to any one who takes a little time and thought to prepare for them. Time spent in securing the real interest of the pupils in school is time well spent, as before quoted, on the "score of school management."

Elementary Course by Periods

First Grade — Fifth Period

BIBLE NATURE.—Stories 1-15 of the group formerly arranged for the first term, but now beginning with the twenty-fifth week, for the second period of the second semester.

READING.—Reader, pages 127-164.

SPELLING.—Oral spelling introduced; written spelling continued.

Second Grade — Fifth Period

BIBLE NATURE.—Stories 1-15. (See explanation under Bible Nature in First Grade.)

READING.—Reader, pages 164-217.

SPELLING.—See February EDUCATOR.

NUMBERS.—(Fifth and sixth periods.) Work of previous period continued. Thought problems worked out objectively. Reading numbers to 190 from pages in Reader. Writing numbers to 100.

Third Grade — Fifth Period

BIBLE NATURE.—Stories 1-15. (See under First Grade.)

READING.—Reader, pages 200-252.

SPELLING.—Miss Hale's Speller for grade three. Written lists of ten words daily. Study new words as met in all subjects. Continue sentence dictation.

ARITHMETIC.—Stone-Millis' Primary, pages 117-135.

Fourth Grade — Fifth Period

BIBLE.—Bible Lessons, Book One, chapter 9 completed. Finish map of wilderness wanderings. Diagram of tabernacle and court, breastplate of high priest, sanctuary services, camp of Israel, showing line of march. Finish and memorize chapter outline of Exodus.

NATURE.—Bible Nature Series, Book One, chapter 6, pages 125-154; chapter 11.

READING.—Reader, pages 250-300.

MANUMENTAL.—(Fifth and sixth periods.) *Gardening:* Judge temperature; winds; kinds of clouds; study thermometer. Review essentials for plant growth; soil; moisture; light. Pupils make and record their own experiments showing that plants eat, drink, and require soil, moisture, heat, and light. Quality of food and moisture used. Collect and classify seeds used. Seed testing. How to plant seeds. Study of tubers and bulbs. Preparation of beds. Making a wild garden. Study of plants. Transplanting. Disease and insects common to plants grown by pupil. Flower garden. Gathering and

disposing of crops. Tithing and missionary money. Pupil records work done and observations made. *Care of Schoolroom*: Continue. Study schoolroom decoration.

ARITHMETIC.—Stone-Millis' Primary, pages 228-243.

Fifth Grade — Fifth Period

BIBLE.—Bible Lessons, Book Two, lessons 83-102. Development of "Captivities." Finish diagram of "The Divided Monarchy." Finish chapter outlines of 2 Kings, and of Daniel, chapters 1-6. Draw plan of city of Babylon.

NATURE.—Bible Nature Series, Book Two, pages 142-199.

READING.—Reader, pages 237-293.

MANUMENTAL.—(Fifth and sixth periods.) *Gardening*: Continue work as planned for fourth grade. *Care of Schoolroom*: Throughout the year.

ARITHMETIC.—Stone-Millis' Complete, pages 101-120; Intermediate, pages 101-120.

Sixth Grade — Fifth Period

BIBLE.—Bible Lessons, Book Three, lessons 97-121. Continue diagram showing events of Jesus' last journey to Jerusalem, and the events of the Passover (Thursday) evening.

NATURE.—Bible Nature Series, Book Three, pages 334-400.

READING.—Reader, pages 229-285.

MANUMENTAL.—(Fifth and sixth periods.) *Gardening*: Continue work as planned for grades four and five. *Care of Schoolroom*: Throughout the year.

ARITHMETIC.—Stone-Millis' Complete, pages 241-260; Intermediate, pages 241-260.

Seventh Grade — Fifth Period

BIBLE.—Bible Lessons, Book Four, lessons 81-100, and review. Arrange and memorize texts for short Bible readings on the Law of God, the Sabbath, Gift of Prophecy, Nature of Man, and Tithes. Other subjects to be learned with such memory texts as pupil may choose or teacher may select.

READING.—Reader, Book Six, pages 372-407. (See February EDUCATOR for directions for the work in reading during this semester.)

GRAMMAR.—Bell's "Natural Method in English," revised, lessons 97-116, pages 145-174.

SPELLING.—(See February EDUCATOR.)

MANUMENTAL.—(Fifth and sixth periods.) *Gardening* (On days not needed for gardening, pupils may devote manual

training time to unfinished work in sewing or woodwork, or they may work with various textiles indicated by teacher); Continue work as planned for previous grades. *Weather*: Judge and record winds and temperature; kinds and meanings of clouds; study of barometer. *Soils*: Chemical properties; growing plants with different food elements; physical relation of soil to the plant. *Seeds*: Collection, classification, testing. Plant reproduction from stem, leaf, and root cuttings; division, layering. Study of biennials and perennials, transplanting, improvement of plants. Keep records of all work done, and watch for spiritual lessons from observation of work. *Care of Schoolroom*: Throughout the year.

ARITHMETIC.—Stone-Millis' Complete, pages 387-405; Advanced, pages 111-129.

Eighth Grade — Fifth Period

BIBLE.—Bulletin No. 6, Part II, lessons 33-52.

U. S. HISTORY.—Dickson's, pages 448-531.

AGRICULTURE.—Stebbins's "Principles of Agriculture through the School and Home Garden," chapters 16-30, pages 118-238. (Note the appendix.)

GRAMMAR.—Bell's "Natural Method in English," revised, lessons 225-241, pages 342-373.

MANUMENTAL.—(Fifth and sixth periods.) *Gardening*: Continue as planned for the seventh grade, correlating it with agriculture. *Care of Schoolroom*: Throughout the year.

ARITHMETIC.—Stone-Millis' Complete, pages 520-544; Advanced, pages 242-262.

A Good Report

MISS EDITH SHEPARD, superintendent of schools of Northern Illinois Conference, reports that at the opening of their seventeen schools in September "every church, save one, having six or more children of elementary school age, was providing a Christian training for the children. This one church is now waking up, . . . and expects to start school within a few weeks." Can any other superintendent make as good a report?

New Schools

LAKE UNION CONFERENCE reports thirty-four new elementary schools this year, with Wisconsin in the lead.

In the Minnesota Conference the number has increased from six to eighteen in twenty-eight months, with six new schoolhouses built during the same period.

Sand Table Scene

THE following plan was worked out by Miss Mae Reid as an assignment in the normal department of Emmanuel Missionary College:—

Subject: Boston Tea Party.

Material Used: Sand, blue or green tissue paper to represent water, twigs to represent trees, houses (of various sizes), church, a warehouse, two ships, two figures of Indians, cardboard cut to represent a pile of boxes, and two wigwams.

Form the sea by crushing the paper and spreading it out. Push back the sand, place paper in the box, and form the shore line with the sand. Make some hills and arrange the trees in the background. Make a level place on the shore and set up the warehouse. Arrange the houses conveniently. Place the wigwams at a little distance among the trees. Set the ship on the sea in front of the warehouse.



1. WIGWAM.—Draw circle of desired size; cut out as indicated, with jagged edges; cut in halves and fold these into shape of wigwams, and paste. Cardboard may be cut to represent poles, and pasted at the top.

2. HOUSES.—Houses of various sizes may be made from this pattern by changing the scale. Cut on heavy lines and fold as indicated by dotted lines.

3. SHIP.—Cut the ship from cardboard. Cut a hull the same shape but a little longer, and paste it on the front. Then trace and cut out two small figures of Indians, cut the cardboard to look like a pile of boxes, and paste these on the ship. (From Latta's "Book for Teachers.")

4. CHURCH.—Make the same as for a house, but on a little larger scale than the average house is made. Add a steeple by making a diagram on a rectangle of

suitable size, folding as indicated, and pasting on the front of the house. Draw windows and doors as desired.

5. WAREHOUSES.—Cut on heavy lines and fold on dotted lines.

Our Question Box

ANSWERS BY MYRTA M. KELLOGG

QUESTION 1.—*Please give some suggestions on how a teacher may keep the room in order.*

Our plan is to let each child be responsible for his own desk and floor to the middle of the aisle, and to the wall if he sits on an outside row. A child might be appointed each day to look after the reading table, water the plants, pass the waste basket, etc. Others might be asked to keep the blackboards and erasers clean. Let the children feel that it is *their* room, and that they can do much to make it pleasant. A few new pictures, fresh curtains, and the like, will help to keep up the interest in the care of the room.

QUES. 2.—*How can you teach the Palmer method of writing if you cannot use it yourself?*

See page 88 of the November number of CHRISTIAN EDUCATOR. There you will find the free offer to teachers which Mr. Palmer makes. Take advantage of this, and you will then have no trouble in teaching the subject.

QUES. 3.—*What should the teacher do when some parent sends word by the child that it is not necessary to spend time learning the sounds of the letters?*

If you can secure the confidence of the parents, ask them to watch and see if the child does not learn well by that method. If he is ordinarily bright, he will surprise his parents by how fast he learns.

QUES. 4.—*Why can we not have in our summer school an hour each day devoted to practical instruction on how to teach writing, how to teach drawing, and how to teach music, in a room with all grades represented?*

We do this in Emmanuel Missionary College, as our training school is in session during the summer school. We do not, however, have all grades represented, as it is not convenient for the older children to attend.

HOME EDUCATION

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

Only One Mother

HUNDREDS of stars in the pretty sky;
Hundreds of shells on the shore together;
Hundreds of birds that go singing by;
Hundreds of bees in the sunny weather.

Hundreds of dewdrops to greet the dawn;
Hundreds of lambs in the purple clover;
Hundreds of butterflies out on the lawn;
But only one mother the wide world over.

—*South African Missionary.*

Influence of Environment on Children

BY SARAH STICKLE

ISN'T it strange that although King Edward had as much German blood in him as has Kaiser Wilhelm, he was a typical Englishman, while Kaiser Wilhelm, who has as much English blood in him as had King Edward, is a typical German? It is their environment that makes them so different.

It is through the things by which a child is surrounded that good or evil comes to him, and develops in him. It does not require a large evil to ruin an almost perfect environment. Eden was perfect in all, save the serpent which found its way into the sacred inclosure. With Satan forever shut out, it would have been the same old Eden still, and out of it would have gone a race of innocent but untried beings to people the world.

This, however, would not have been an unmixed good; for the possibilities to temptation and a fall would have remained. Sin and ruin might still have been in the future; for as long as sin is

possible anywhere, it must be possible to any who have never learned how to use that power of resistance by which it is prevented.

It is the work of the home, armed with the powers of the gospel, to create an environment that shall develop the ability not only to resist the devil, where Adam yielded, but also to overcome evil heredity which resulted from that yielding. This environment is to be constructed of material things; things in themselves perhaps as insignificant as the dust of the earth.

Things that Influence

The house in which the child lives; the people he lives with; the faces; the voices which, like the chisel and hammer, are always hacking away at him; the clothing he wears; the furniture he uses; the food, the books, the pictures; those who come and go; the work and the leisure; the conversations or silences, together with the atmosphere which he breathes,—

all go to make up this wonderful medium through which his life is to be made better or worse than that which went before him.

The influence upon the child of even the walls by which he is surrounded, when the doors must be shut and all made snug, cannot be computed. Are they in harmony with our Father's beautiful house, — "all outdoors," — which has been the little one's delight during the open season? or are they in cold contrast?

Costly material is not requisite to an environment through which God can do his best work for his children. God's poor, rich in faith and love, can make of the most humble home with meager furnishing, that charmed inclosure which shall shut in a beauty of life that time can never dim.

Of course we must not forget that the whole wide world contributes to this wonderful combination which we call environment. The outer world — the neighborhood, the school, the church — helps to compose this environment, but the home is intended to be the inner apartment.

Carl and Rachel

It was an ideal family group — the father and mother, smiling Rachel, who was "just ten years old yesterday," and Carl, who was eight. Then there were the six-year-old twins — yes, they were beautiful to look upon, as they sat around the supper table, discussing the events of the Sabbath day that had just passed. Let us listen for a few moments to what they are saying. "Yes,

it was a good sermon, but he is always talking about how much we should give to missions. I wish he could keep still about it, and let the people give what they want to. By the way, I noticed Mr. Brown put only a nickel in the envelope today. I am sure he could give five times as much; he has no children to take care of." This criticism was an outburst from the head of the house, and as no one looked at all surprised about it, it must have been a daily occurrence.

Twenty years have passed since we saw our friends around the family table. Let us take a peep into the home again. What do we see? — The father, with his stern features, sterner than ever, is sitting, looking far into the distance, with a very perplexed face; the mother, whose pretty brown ringlets have all turned white, is sitting by the fireplace with her face in her hands. On the table lie two open letters. These must be the cause of the grief of these two parents, so let us look at them. This one is signed "Your son, Carl." He has written to tell his parents that he is not going to have anything more to do with Adventists, because he cannot agree with any of them. The other one is from Rachel. She has been teaching in an academy, but says, "I have decided not to stay here any longer. There is not one of the faculty I can get along with. I do not know what I shall do."

Do you wonder at the grief of these parents? I wonder if they realize that it is all a result of

the daily environment of criticism, which they themselves prepared for their children.

How often we hear a parent say, "I do not believe in all this talk about the walls of a room making a child what he is!" Let us see if they do.

Joe

Joe was very fond of wading in the water and of sailing his boats on it. In fact, it was almost impossible to get him to play anything else, if he could get at his pond, and sail his little boats that he was always making, on it. His mother often wondered why it was that he was so fond of boating, for she was very much afraid of water, and her husband had never cared much for the pastime of boating. They both tried hard to get Joe interested in something else, but it seemed impossible. He was always talking about going to sea.

At last he was standing by his weeping mother, bidding her farewell. He was bound for his beloved sea. Not the entreaties of his father nor the tears of his mother could stop him.

The next day, while she was straightening his room and thinking about her boy, as she looked around at the walls a thought seemed to take hold of her, and she sat on his bed and sobbed and sobbed, saying the words over and over again, "O, why didn't I think of it before?" On the wallpaper border were little boys sailing boats. She remembered how pretty she thought it was when she first saw it, and because Joe

liked it so well she always got the same border. On the wall was also a large picture of a boat out at sea. Yes, she knew now. But why had she not known before? She might have saved her boy from the fate that she felt was before him. The pictures with which a child is daily surrounded do have a very great influence over him. How often it is through pictures that a child's career is determined, as in this case.

(Concluded next month)

Nature Month by Month

MADGE MOORE

"No mortal is alert enough to be present at the first dawn of spring." — *Thoreau*.

IN most of our Northern States March still is, seemingly, at least half winter, even when he comes in like a lion.

One may notice in March a different color in the woods—a gradual brightening. The ice in streams and ponds begins to melt and overflow the land. This arouses from the deep waters and mud the life so long dormant.

Work is going on under the ground that we cannot see: roots are at work gathering food for the plant so soon to put forth leaves and stem, and the sap beginning to flow arouses and stimulates the buds so that at the proper time they seem almost suddenly to burst and bloom.

If we scrape away the dead leaves and snow early in March, we may find little plants putting

forth their first leaves. An up-turned stone might quite early in March reveal an ant hill. Look at bunny—and see how lean he is. The red squirrel and the chipmunk may be seen tapping sap from the maple trees.

The shedding of winter's coat by the horses, cows, and dogs is one of the farmer's first signs



Student Movement

ZACCHEUS

Student feeding a pet squirrel that lived in the maples near the dormitories of Emmanuel Missionary College.

of spring. The wild animals, also, put off their winter apparel; those of white are changed to brown. The ermine is a good one to notice.

The music of the frogs and toads, too, is a glad spring note. This is the month of frogs—so many different kinds to watch. When the ponds are open, they go to water to raise their young. Some eggs hatch in a few days, others require a longer time. The little tadpoles furnish fine meals for the hungry fish and turtles.

Third Week

How glad we are to see the dear little pussy willows, and the fuzzy tassels of the willow and the birch.

Let us study the first pussy willows. They do not grow into large trees. The buds are arranged alternately on the twigs. These silvery gray balls of fur are the blossoms of the willow. Put the twigs in water, and before long these balls will have become longer and will look like long tassels. Notice whether these tassels are covered with yellow dust or are green in color. The yellow dust from



the yellow-covered tassels on one tree is carried by bees to the green blossoms on another tree. Thus seeds are being formed.

Other willows that grow to be larger have pussies also. Compare theirs with those of the pussy willow.

PUSSY WILLOW.—Let the children draw and color pussy willows. Sew pussy willow designs on cardboard, and use them in counting and in forming number combinations in addition and subtraction, by pasting them on paper.

Before the pussies appear, the buds are interesting. The round

fat ones are the "pussies" to be, and the small, pointed ones develop into leaves. Memory work does much for the children, and there are many beautiful passages about nature in the springtime. Below is the first stanza of one word picture:—

"Pussy willow had a secret
That the snowdrops whispered her,
And she purred it to the south wind,
While it stroked her velvet fur."

This poem is found in "True Education Reader," No. 3.

Fourth Week

Let us keep a spring chart, and on it have five columns respectively headed: Date, Bird, Nesting Time, Flower, Animal. This could be ruled in a common notebook, and would furnish enjoyment and a fund of knowledge for present and future use. It would help the children to love nature, to be observing.

Help the birds to come by fitting up little homes for them. The winter birds remain through almost half the month in most climates. Birds fill an important place in creation. At present more laws are being made for their protection in almost every State in the Union. One has only to study birds to become their firm friend and protector. Farmers are being helped to study bird food, and put bushes, etc., about their farms so as to save their crops and at the same time provide for the birds.

Let the children recognize birds by their size, shape, color, song, nest, time of nesting, food, eggs, and migration. The first of March to the middle of May is

the time of the spring migration. The robin, bluebird, red-winged blackbird, wren, goldfinch, the tree and vesper sparrows, the slate-colored snowbirds, and the meadow lark are among the common birds to be seen at this time of year.

The spring flying birds put out by Milton Bradley Company, Springfield, Mass. (branch office), are nice for coloring, cutting out, and putting together. They may then be suspended by a thread from the ceiling. The shape, size, and color may be remembered well by using them.

Home Makers' Creed

THE bulletin of a Chicago school of home economics contains a creed which is worthy of study by every home maker in the land.

We Believe

That right living should be the fourth "R" in education.

That home making should be regarded as a profession.

That health is the duty and business of the individual; illness, of the physician.

That most illness results from carelessness, ignorance, or intemperance of some kind.

That as many lives are cut short by unhealthful food and diet as by strong drink.

That on the home foundation is built all that is good in state or individual.

That the upbringing of children demands more study than the raising of chickens.

That the spending of money is as important as the earning of the money.

That economy does not mean spending a small amount, but getting the largest returns from the money expended.

That the home maker should be as alert to make progress in her life work as the business or professional man.

That the most profitable, the most interesting study for women, is the home, for in it center all the issues of life.

That the study of home problems may be made of no less cultural value than the study of art or literature, and of much more immediate value.

BOOKS AND MAGAZINES

"HANDICRAFT FOR GIRLS," a tentative course in needlework, basketry, designing, paper and cardboard construction, textile fibers and fabrics, and home decoration and care. Prepared by Idabelle McGlauffin, supervisor of the girls' handiwork in the Denver public schools. 122 pages; price, \$1. Published by the Manual Arts Press, Peoria, Ill.

The five-year course outlined in this book covers the work from the third to the seventh grade. The first chapter offers helpful suggestions to the teacher in a brief and clear manner. Chapters 2 to 6 give detailed descriptions of the exercises, including equipment, order of exercises, illustrations, detailed description of exercises, and elective work. Chapters 7 to 12 take up in order: Stitches, Textile Fibers, and Fabrics; Dress and its Relation to Art; Paper, Cloth, and Cardboard Construction; Home Furnishing, Decoration, and Care; Basketry.

The manual is designed for use in school and home. It is printed on fine calendered paper, and its half tones and drawings are very clear.

W. C. JOHN.

"TEACHING IN THE HOME," by Adolf A. Berle, A. M., D. D., former Professor of Applied Christianity in Tufts College. 354 pages. Price, \$1.25. Moffat, Yard & Co., New York.

The secondary title of this book is "A Handbook for Intensive Fertilization of the Child Mind, for Parents and Instructors of Young Children." The author's viewpoint is, that "from their earliest years little children may be led into familiar association with the elements of real knowledge, and thus begin their formal education at a point much earlier than is usual in children," and that this can be done without entailing "in the slightest degree the loss to the child of one iota of its freedom and natural development." The book is largely the outgrowth of the author's teaching his own children in the way set forth in this treatise, and is a companion to an earlier book entitled, "The School in the Home."

The book opens with "A Letter to Teaching Parents," written by the au-

thor in an intimate, sympathetic style. "You are rearing a child," he says, "who is not only yours, but also a child of God. Make it worthy of the God whose child it is and who gave it. That will often mean for you much thinking in the still, silent hours of the night, when your heart is thumping with anxiety or expectation, and then you will know whether or not you have done your work in the love of God, and whether in dealing with this little soul intrusted to you, you have been faithful in that which is least, that you might be intrusted with the greater glory of seeing the matured, glorified results of your work."

Chapter 1 deals with fundamental principles; the next twelve deal in an illustrative way with grammar, geography, history, physiology, botany, geometry, etc., from the viewpoint of the little child. The last chapter is a bibliography.

"WHAT SHALL WE READ TO THE CHILDREN?" by Clara Whitehill Hunt, head of the Children's Department in the Brooklyn Public Library. 156 pages, \$1. Houghton Mifflin Company.

Many parents, as well as teachers, will be pleased to become acquainted with the broad field of first-class books which are suitable for children from three to eight years of age, as brought out by the author. It is stated that parents often fail to understand the real taste and appreciation children naturally have for good poetry and other literature.

Some of the most important chapters are: The Poetry Habit; Picture Books; Bible Stories; Stories that Might be True; Some Don'ts; Travel and History Stories; Nature Books; Books of Occupations and Games; Buying the Library.

The author shows discrimination in dealing with the mooted question of fairy tales, and points out carefully such dangers as may arise in the use of this type of literature. We quote from the chapter on Bible Stories: "For every reason make the Bible lovingly familiar to the children. Choose those stories best suited to their liking. Make the reading a special treat, never a compulsory duty."

The book closes with a good list of books, including publishers and the prices.

W. C. JOHN.

Christian Educator

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1909, at the post-office at Washington, D. C., under
the act of Congress of March 3, 1879.

Munsey's for February (10 cents) contains an extended article on "The Balkan States" — a historical sketch of their past, their racial prejudices and aspirations, their geographical and commercial situation, religion, and political turbulence, all, in their bearing upon the present European struggle, centering in the Balkans and western Asia. It is copiously illustrated, and contains five or six full-page maps in color. Two other articles of interest are "New York's Memorials of Washington" and "The New Secret Service of the United States."

Home Workers

At the close of the first period of six weeks, the members of the Loyal Home Workers' Band in the model school at Walla Walla College numbered seventy-two. A two hours' "pleasant social time" was given the band, in the college chapel, led by Director and Mrs. Davis.

A Missionary College

STANBOROUGH PARK MISSIONARY COLLEGE reports a record year in attendance (101), average scholarship, and spiritual tone. This school accepts only students who are planning definitely to connect with our work. More than half of them earn their way by canvassing. During the past three years, twenty-eight students have entered the field directly from the college. The General and Division Conferences are planning to send a number of young men from America to this school to prepare for foreign service.

ALBERTA ACADEMY has passed its goal of 200 in enrolment, and "others are planning on coming soon."

PRESIDENT KELLOGG writes of Walla Walla College, "Our school is the largest in its history, and is progressing in a satisfactory way. We have sixty this year in the college work."

THE enrolment at Adelphian Academy has already reached 109, with 104 in regular attendance. This is over 30 per cent higher than the attendance at this time last year, and is the goal that they have set for this year, it having been their hope to have an average attendance of 100.

A BILL introduced into the Wisconsin Legislature contains the following provisions: "No educational institution of any kind which is supported in whole or in part by public money shall employ a teacher who smokes cigarettes, nor shall any institution grant a diploma or certificate of education to any one who smokes cigarettes."

Missionary Gardens

Two missionary gardens at Gravel Ford, Oregon, netted over \$50 each for the Harvest Ingathering. Why cannot more such gardens be planned for the coming season?

Building Up the Library

THE English classes in Sheyenne River Academy have organized for the purpose of building up the academy library by soliciting donations in money and books. One of their number says, "A school without books is like a cobbler without tacks. Our library has only 500 volumes, in contrast to the 1,500 which is the standard set by the General Department of Education for academies."

Music Note

THE prices and addresses for the music by Pastor J. S. Washburn, mentioned in the January EDUCATOR, are as follows: —

"The Shepherd Psalm," including the sacred song, "The Tender Shepherd," price, 25 cents. "The Refuge Psalm; a Song for the Time of War and of Trouble," introductory prices, 25 cents and 50 cents, according to binding. Address the Penn Music Company, Box 6329, West Market Street Station, Philadelphia, Pa., or the Pennsylvania Tract Society, 4910 Arch St., Philadelphia, Pa.

Washington Missionary College



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Spelling Booklets for Grades 2, 3, 4, 5,—each grade10
Words selected from pupil's various books.	
Pioneer Pictures, Set 1 (3 Pictures), 10 cents a set; 3 sets25
James White, Joseph Bates, J. N. Andrews, Uriah Smith.	

EDUCATIONAL BULLETINS

No. 1. Teachers' Reading Course, First Year, 24 pages	\$.05
Based on "Education" and "Waymarks for Teachers."	
No. 2. Blackboard Suggestions for Oral Bible, 12 pages .....	.03
With illustrations and directions for drawing.	
No. 3. Elementary Woodwork, 12 pages .....	.43
With drawn models and directions for work.	
No. 4. Construction Work in the Elementary School, 16 pages .....	.44
With drawings, directions, and weekly assignments.	
No. 5. Language in the Primary Grades, 10 pages .....	.02
With suggestions, drills, and pupil drawings.	
No. 6. Outline Lessons in Prophetic History, 48 pages .....	.15
Covers Daniel and Revelation for the eighth grade.	
No. 7. Teachers' Reading Course, Second Year, 20 pages .....	.60
Based on "Special Method in Reading" and "Mistakes in Teaching."	
No. 8. Lessons in Drawing, 28 pages .....	.07
Directions for work by months, and occupation period by weeks, illustrated.	
No. 9. Outline in Geography, 16 pages .....	.04
Based on Morton's Geography and General Conference organization.	
No. 10. Educational Council (1913), 16 pages .....	.05
Report of Council at the General Conference.	
No. 11. Teachers' Reading Course, Third Year, 20 pages .....	.05
Based on "Counsel to Teachers" and "School Management and Methods."	
No. 12. Primary Bible Nature, 42 pages .....	.15
Outlines and Methods for Primary Grades.	
No. 13. Educational Counsel (1915) .....	.05
Courses, standards, and certificates.	
No. 14. Elementary Course of Study .....	.05
Specifications in detail by semesters.	
No. 15. Teachers' Reading Course, Fourth Year .....	.05
Based on "Special Method in Arithmetic," and "All the Children of All the People."	
No. 16. Outline Notebook, Teachers' Reading Course, 1915-1615

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