

# CHRISTIAN EDUCATOR

A MAGAZINE FOR HOME AND SCHOOL

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# CHRISTIAN EDUCATOR

W. E. HOWELL, Editor

O. M. JOHN, Assoc. Editor

VOL. XI

TAKOMA PARK, WASHINGTON, D. C., APRIL, 1920

No. 8

## EDITORIALS

### Our Foreign Schools

TEACHERS and students engaged in the daily routine of the classroom, shop, and dormitory, will find it refreshing to frequently lift up their eyes, and catch a glimpse of the school work in foreign lands. A knowledge of the golden opportunities offered and the many perplexing problems to be confronted, is both inspiring and stimulating.

Thousands of youth in lands where the gospel is now taking root are enjoying the blessings of a Christian education. They are inspired with the same purpose that grips the lives of our youth in North America, and it is their purpose to seek that equipment which will qualify them to become able soldiers of the cross of Christ.

#### Korea

A few extracts culled from recent correspondence, will be read with interest.

The principal of the Chosen Union Training School, Prof. H. M. Lee, writes:

"At the close of 1919 we had three common schools and one higher common school, which are registered under the government regulations. We teach Bible in all these schools, as they were in existence before the new rules regarding the teaching of religion in schools, were promulgated. Unless the ruling is changed before March 31, 1925, we must then drop Bible and religious exercises from the school program, and give them as a side line.

"The higher common school is our Chosen Union Training School. Above this grade we have been conducting a two-year ministerial course. This has no government permit, as it is made up entirely of Bible subjects. Dr.

Riley Russell, Elder W. R. Smith, and I are the teachers in it. With the beginning of the new school year we plan to strengthen this course in many ways.

"Aside from the above-mentioned three common schools we have nine primary schools, which do about the same work but on a different plan. I will endeavor to explain. The public schools are too few in number to reach all the children of the country. So the government does not interfere with the conducting of the old Korean school in which the principal studies are the Chinese character and history. In fact, it encourages these schools to study Japanese, arithmetic, Bible, etc. We have taken advantage of this to carry on school work according to our ideas. Of course, we have to make the study of the Chinese character the main thing. However, we may teach Bible and the other subjects to a moderate amount. Students who study in such a school, can receive no particular recognition in the way of a diploma. We can reach many of our people's children with these schools, and prepare them for the high school course. For these schools, we have named the textbooks in Chinese, Bible, Japanese, arithmetic, which they are to cover. No length of time has been set in which to complete them, as it is pretty much an individual study system. We are planning to start more of these schools soon. If we were to start the regular common school now, we should have to omit Bible and religious exercises from the program, and the teacher would be required to hold a government license.

"There were 286 pupils and 15 teachers in these 12 schools. We have had an enrolment of 63 in the high school and the ministerial class. Our school year will close March 25, at which time we shall have graduation. The new school year begins April 1. This, too, is a Japanese regulation.

"The textbooks used are of Japanese compilation. For our Bible classes we have translated McKibbin's four books and find them quite satisfactory. We use a translation of Bell's 'Bible Lessons' for the primary schools."

### Jamaica

Elder G. A. Roberts, president of the Jamaica Conference, writes of the progress of the school at Mandeville. They are of good cheer, and are already training workers to spread the message in their island. Some of their students support themselves by earning scholarships, thus gaining a doubly valuable preparation for future service.

His letter tells of the sacrifices these young men and women are making in order that they may become fitted for service in behalf of their needy fellow men. One young woman from a refined family gave up prospects of a life of ease and comfort, and is now looking forward to entering the Bible work. Another has stood out against great opposition from her own relatives. One young man has suffered severe persecution for the truth's sake. Others are struggling with financial obstacles.

In a more recent letter Elder Roberts writes:

"The need is great in this field for financial assistance for our young people, and I assure you that anything you can do in the way of assisting us will be greatly appreciated. The school is going along well, and new students are coming in. We recently were able to secure one student by taking a cow as payment for tuition. I am just this minute informed that the cow has arrived at the school. We are endeavoring to do everything we can from this end of the line, and I believe the Lord is going to give us success."

### Singapore

Elder F. A. Detamore, president of the Malaysian Union Conference, sends these words:

"We are glad to note that more emphasis is being placed on the training of our young people for foreign work, and believe that this is a step in the right direction. There is still a great work to be done outside of America, and it cheers our hearts to know that the leaders in our denomination are awakening to the needs of this great work, not alone for funds, but also for the sons and daughters of our people at home. These forces must be trained, and a wonderful responsibility rests upon the teachers in our schools to give this training in an effective way, so that the young people en-

tering the foreign field will be as fully prepared as possible for practical work.

"We are still watching on tiptoe for the last word concerning the sending out of the two teachers for our training school, and with bated breath I open every letter from any one connected with the General work. This is an extreme need with us. We are now having to stop a portion of our school, which we have dragged along for months, trying to keep the breath of life from dying out entirely until we could get the needed help. But we cannot keep it up, so some of our very brightest young people are doomed to disappointment. We shall hold out the very strongest hopes possible for them, and trust that when they enter other schools they will not become tied to them so fast that we cannot recall them when the help comes; for we must look to our young people to become workers, or our whole effort for Malaysia is but a spasmodic one, and must fail to build strongly for the establishment of the work. It is necessary to develop workers within our own borders, but we cannot accomplish this task unless we have help from the outside. This school has been in operation but a short time, yet the larger portion of our work is now being carried by young people who have been trained here."

The Mission Board is constantly pressed with appeals from near-by and distant lands for young men and women to take charge of schools where the native youth may be trained. These posts must be manned by men and women of staunch faith and thorough training. As we approach the end of another school year, most earnest effort should be made in all our advanced schools to enlist the services of every graduate who is suited to such a position of trust. Last year our colleges, seminaries, and academies graduated more than 400 students from the twelfth to the sixteenth grade. With the increased attendance our schools are enjoying this year, we can look for a corresponding increase in the number of graduates. May we not also believe that the earnest appeal for workers will result in an unprecedented number of candidates for foreign service?

"LET the children and youth . . . read of Jesus the carpenter, and Paul the tent-maker, who with the toil of the craftsman linked the highest ministry, human and divine."

# GENERAL ARTICLES

## "Wherewithal Shall We Be Clothed?"

[In passing on this extract from a recent number of the *School Review*, it has not been forgotten that as a people we hold rather conservative views on the matter of dress. Some of the details mentioned and recommended do not have our unqualified indorsement, and may not meet with the entire approval of our readers. But we believe there is a bit of sound doctrine in this article, and we reprint it here in part, for the benefit of those to whom it may appeal.—ED.]

No matter how clean and well brushed we are as we appear before our classes, if we persist in donning the same clothes day after day, we are criticized. You may say that it ought not to be necessary to dress up for your students, but I maintain that it is at least important. I know that many a teacher works upon the theory that by continuously wearing the same suit or dress she makes herself inconspicuous in her room, and therefore feels that the interest of the students is not distracted by her appearance. I overheard this remark the other day outside the door of such a teacher, and wished heartily that I could pass it on to her without losing her friendship. Two girls paused before going in and one said feelingly, "If Miss B. has that same skirt and waist on again today, I think I'll scream."

I knew just how she felt, for I had too many teachers of that kind when I was in school. There was one who wore a dark-blue voile dress all fall, a blue serge all winter, and went back to the voile in the spring. Her classes were dull and uninteresting to me, though she was a good teacher and taught my favorite study. I was often lost for long minutes as I visualized her in something soft and silky and pink or any color but blue. I didn't expect her to have the changes of a moving picture star, but I did want the dreadful monotony of her appearance relieved. I was heartily sick of the

same tucks in the same place and the button that eternally threatened to come off and never did. So I could imagine the sensation that the girl felt when she entered Miss B.'s room to find her in the usual brown suit skirt and the usual tan waist. I could appreciate the depression that settled upon that girl as the class began.

On the other hand, we have a teacher in our building, Miss C., who realizes that the spirit in her room and the work of her students is affected by her personal appearance. She is not extravagant, and her clothes are neither flashy nor cheap, but she somehow manages to vary her costume continually. As she supports a mother and sends a brother to college, it is obvious that she has no large amount of money left from her salary to spend on clothes.

Each fall Miss C. has a new "school skirt." It is not so unusual in style that she cannot use it longer than one season; she generally has three good-looking separate skirts. Her waists are plain but numerous, made, I should suppose, by her own hands or her mother's. She does not limit herself to severely tailored waists, but has several soft silks, not Georgette, but the heavier sort of silk materials. She varies the waists further by wearing different-colored bows or pins. Her shoes, of which she has two pairs each season, are always neat and well polished. Last winter she had three dresses, a blue serge, a khaki jersey, and a black silk poplin, the latter two left from the winter before. She never wore the same dress twice in one week. In the spring and early fall she has simple pink and blue gingham dresses and white skirts which are always scrupulously clean. I believe she has vowed that she will never wear exactly the same thing

two consecutive days. To make her costume still more attractive, she wears flowers in season. Added to this she uses a very delicate sachet, distinctive but in no way offensive.

Miss C. is not a better teacher than Miss B. She is not more brilliant, and her subject is generally conceded by high school students to be "dry." Nevertheless, there is a noticeable change as Miss B.'s classes pass to Miss C.'s room. It is a sort of game to guess what she will be wearing. The students immediately focus their eyes on her, and she has their attention all ready and waiting when she takes up the lesson. The fact that she is nicely and differently dressed each day does not distract from the business of the classroom. One can look and listen at the same time; in fact, the easier the teacher is to look at, the easier it is to listen to her, but alas! few of us can depend upon our beauty or the absorbing interest of our subject matter to hold the attention of our classes.

I do not advocate elaborate clothing for the schoolroom. Teachers know how to dress, but they reserve their nice clothes for outsiders, who, oftentimes, are not nearly so appreciative of them as their students. At a recent convention I was impressed anew with the fact that it is hard to find a better-dressed lot of women anywhere than those who assemble at a teachers' meeting.

In school, however, we are too fond of wearing old clothes—the cast-offs of seasons before. "It's still good enough for school," is altogether too common an expression. Isn't it rather unfair to the young people who see us so seldom in our "Sunday clothes"? Our first duty is to them, and I contend that they deserve to see us at our best. They dress carefully for school, and we enjoy seeing them in their pretty clothes. A fresh waist oftener than Mondays and Wednesdays, and almost daily, if not daily, change of apparel or the change of some detail of yesterday's costume will go far toward making our students more

interested and receptive.—*Anonymous, in the School Review.*

### Elementary School Fund

By the arrangement of our weekly fund, the comeback is now ten cents. Of this, two cents goes to Loma Linda, four cents to our colleges and seminaries, and four cents to the conferences. Of the conference part of the comeback, the Boulder Council recommended that the unions turn back to the local conferences all that conditions may warrant, since the fund was raised in the local conferences, and that the local conference set aside a definite portion of its comeback for the assistance of needy elementary schools.

### Supervised Study

*High School, Alton, Ill.*

ONE teacher last semester conducted four classes in second-semester algebra, one with supervised study, the other three without supervision. The supervised class was larger than any of the other divisions and contained a much larger percentage of weak pupils; nearly one third of its members had been "conditioned" on the first semester's work, while all the members of the other divisions had carried the first semester's work, without "conditions." Supervised class showed work superior to that of the other divisions in recitations, in time tests, and in quarterly examinations, and at the end of the semester all the members of this class carried the work, while there were failures in all of the other divisions.—*Bertha Ferguson, in the School Review.*

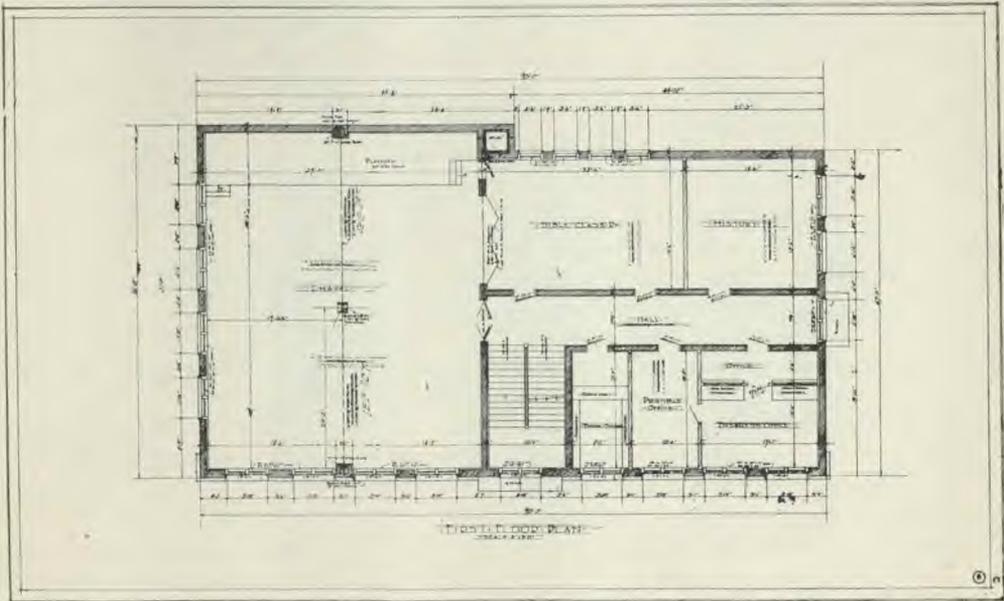
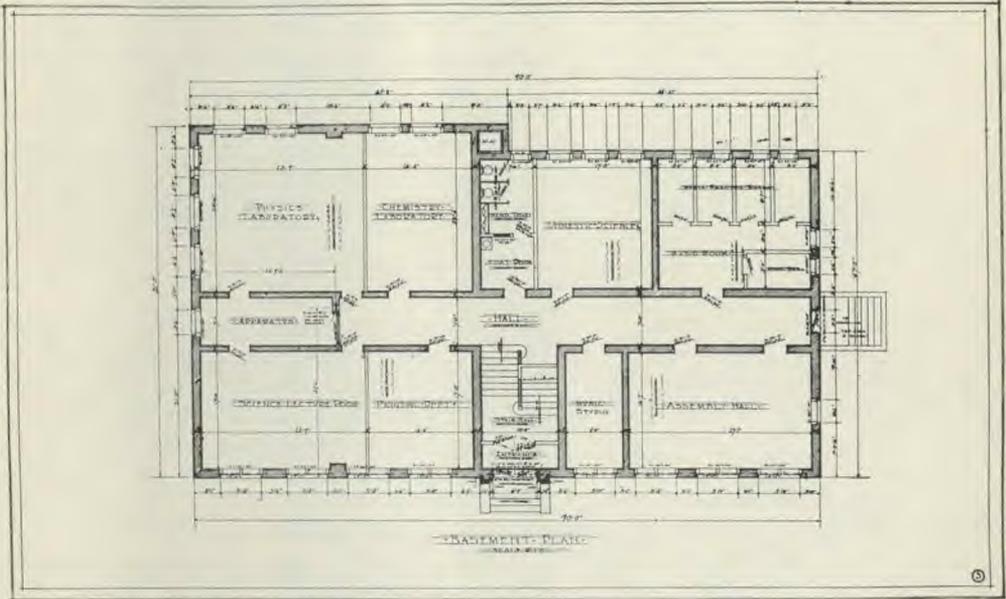
PARENTS and teachers should aim so to cultivate the tendencies of the youth that at each stage of life they may represent the beauty appropriate to that period, unfolding naturally, as do the plants in the garden.—*"Education," p. 107.*

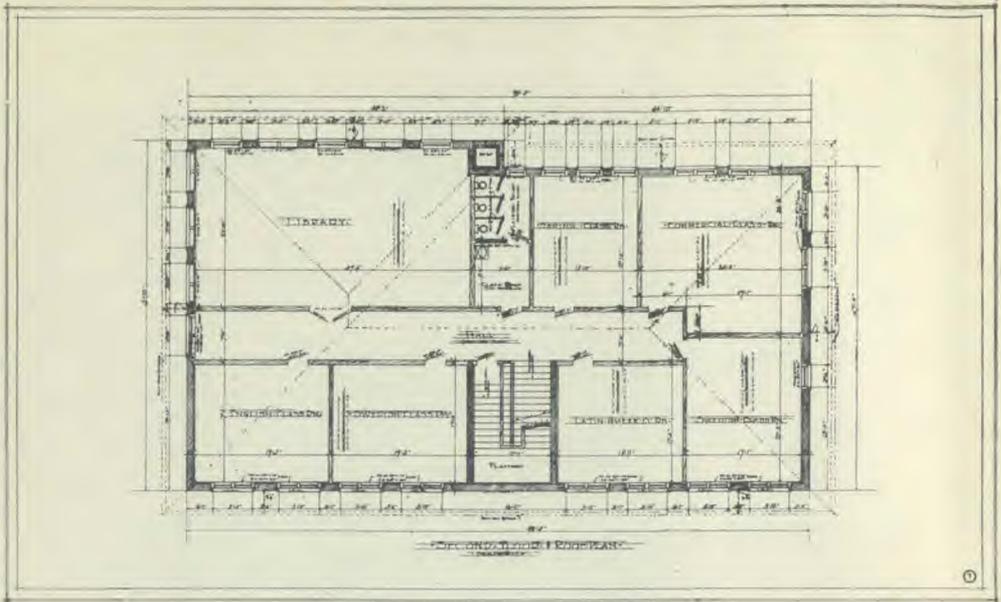
# Broadview Theological Seminary

H. O. OLSON

THE accompanying cuts show the floor plans of the new classroom and chapel building. Enough details are shown to make unnecessary a lengthy description. A few features not so common to our denominational school buildings deserve mention.

The transoms above the windows, supplemented by the wall registers, provide the needed ventilation. The transoms open in from the top, thus eliminating any draft at the level occupied when sitting or standing. In the basement where space does not permit transoms above the





windows, the curtains are fastened to the top of the window so that when the window is lowered the curtain will not flap, nor will it turn the current of air downward.

According to the State rule governing the erection of public school buildings, light is admitted into nearly all the classrooms from but one side. In order to obtain space for standard-height bookshelves along the walls in the library, it is mainly lighted from above the shelves.

Though not shown on the floor plan, a

cabinet separates the chemical and physical laboratories. On either side of the lower part are wooden sliding doors. On the upper part on the chemical laboratory side is a stationary glass wall, while on the physical laboratory side there are sliding glass doors.

The Evanston sound-proof door and sound-proof transom, and the practically sound-proof partition walls have proved to be a practical solution of the sound nuisance from the music studio and practice-rooms.

## Right Names

A PERSON who teaches a little country school, perhaps in a brush arbor, is called "Professor." Every person who leads a string band is called "Professor." I was in a small town not long ago, and I heard the people speaking of some one as "the professor." I was anxious to know who the professor was. So I waited a few minutes, and finally the professor came up, and I recognized him as a member of one our preparatory classes. Now, don't suffer the world to put you in this silly, ridiculous position. If the

people attempt to call you "Professor," or by any other title that is not yours, tell them that you are not a professor, that you are a simple mister. That is a good enough title for any one. We have the same right to become professors as any other people, when we occupy positions which entitle us to that name, but we drag that title, which ought to be a badge of scholarship, down into the mud and mire when we allow it to be misapplied. — *Booker T. Washington, in "Character Building."*

# Remarks on Premedical Education

ALFRED SHRYOCK, M. D.

*Secretary College of Medical Evangelists*

THERE was a time in the history of medical education when the student of medicine was not required to have much preliminary education. Of many it can safely be said that they never finished a common school education. A young man desiring to study medicine would arrange with a physician in whom he had more or less confidence, possibly his family physician, to serve as chore boy, driver when the physician was making professional calls, and as physician's assistant when needed. During his spare moments, he was supposed to make good use of the not too abundant supply of medical books and journals in the doctor's library. After a varying length of time spent in this manner, from six months to two years, he applied the finishing touches to his education by attending a course of medical lectures—a sort of postgraduate course. The average physician of that time never used a microscope in his work and knew nothing of chemistry, pathology, and the other fundamental sciences of medicine as we know them today.

It is evident that such methods of education did not serve to develop physicians of the best quality, and while it is true that some men who were naturally good students developed into physicians of world-wide reputation, still the great majority of doctors were very poorly prepared to do the work required of them. With the marked development of the fundamental sciences of medicine, as chemistry, pathology, and bacteriology, has come a better knowledge of the cause of disease, and its diagnosis and treatment.

Educated people generally are coming to recognize that disease is not an entity to be scared away by sorcery or incantation, or to be driven out by nauseous doses. The successful physician today uses his microscope in diagnosis. No well-educated physician presumes to

diagnose a case without thorough laboratory analysis. He has a deep insight into the facts of physiology, histology, embryology, chemistry, anatomy, pathology, bacteriology, and clinical microscopy. This all requires time, and in order to be thoroughly grasped and remembered, involves an adequate pre-medical education. There must be years of mental discipline to prepare the would-be physician for his strenuous duties and tasks as a medical student. It is safe to say that there is no other course of study—law, dentistry, the ministry, or engineering—which requires so much mental work of the student as does the study of medicine. It is universally recognized by teachers in medical schools that the students who have had a thorough premedical education are much better prepared to grasp the difficult scientific subjects in medicine, and almost without exception the students who fail in medicine are those who were weak in their preliminary work. Those of us who have been teaching medical students for as long as ten years, note with great satisfaction the marked improvement in the grade of students we are getting in our medical schools now, and the ease with which they grasp ideas as compared with those received when the entrance requirements were twelve grades or less. It seems to us that the premedical requirements as they exist today represent a fair average educational basis for beginning the study of medicine. It has been well said that we need "fewer doctors, but more doctor."

Prior to 1904, entrance standards were largely disregarded by medical schools, the medical courses generally were crude, and the student who could pay the fee,—no matter how ignorant,—was seldom rejected. In 1904, the Council on Medical Education of the American Medical Association took a voluntary

supervision of medical education in this country, and with the co-operation of a large majority of the medical schools, but without claiming any legal authority or having any power aside from that of publicity, established a supervision which has led to rapid improvements since 1904. Beginning Jan. 1, 1908, all good medical schools required a full four-year high school course for entrance. On Jan. 1, 1914, the requirements were raised to include one year of college work, and it was stated that "the preliminary college work shall include courses in physics, chemistry, and biology," eight semester hours each. Later, during 1916, the council advocated two years of college work as a preliminary to the study of medicine, and the requirement was generally adopted by Jan. 1, 1918. This college work was made to include the sciences above mentioned as well as a reading knowledge of a foreign modern language, as French or German. On Jan. 1, 1919, the requirement was changed to twelve semester hours of chemistry, eight semester hours each of physics and biology, and at least six semester hours of advanced English, where it now stands. We are assured by the council that the present standard may be looked upon as permanent, and they recommend that it be not only the minimum requirement, but the maximum as well.

In order that the readers of the EDUCATOR may know the exact requirements of all recognized medical schools of the country, we are herewith giving a copy of these requirements as published by the Council on Medical Education:

#### Essentials of an Acceptable Medical College

The following outline of the essentials of an acceptable medical college was issued by the Council on Medical Education of the American Medical Association for its suggestive value in the rapid development in progress in the medical colleges of the United States.

It also represents the standard by

which medical colleges are measured in the council's classifications.

#### Requirements for Admission

1. The minimum requirement for admission to an acceptable medical college is a four-year high school education, or its full equivalent, and two years of work in a college of arts and sciences approved by the council, as follows:

##### High School Requirements

a. For admission to the two-year premedical college course, students shall have completed a four-year course of at least fourteen units (fifteen after Jan. 1, 1920) in a standard accredited high school or other institution of standard secondary school grade, or have the equivalent as demonstrated by examinations conducted by the College Entrance Examination Board, or by the authorized examiner of a standard college or university which has been approved by the Council on medical education. Unless all the entrance units are obtained by examination, a detailed statement of attendance at the secondary school, and a transcript of the student's work, should be kept on file by the college authorities. This evidence of actual attendance at the secondary schools should be obtained, no matter whether the student is admitted to the freshman or to higher classes.

b. Credits for admission to the premedical college course may be granted for the subjects shown in the following list and for any other subject counted by a standard accredited high school as a part of the requirements for its diploma, provided that at least eleven units be offered in Groups I-V:

#### Schedule of Subjects Required or Accepted for Entrance to the Premedical College Course

##### GROUP I, ENGLISH

	Unit <sup>1</sup> required	
Literature and composition....	3-4	3

##### GROUP II, FOREIGN LANGUAGES

Latin .....	1-4	
Greek .....	1-3	2 <sup>2</sup>
French or German .....	1-4	
Other foreign languages .....	1-4	

<sup>1</sup> A unit is the credit value of at least thirty-six weeks' work of four or five recitation periods per week, each recitation period to be not less than forty minutes. In other words, a unit represents a year's study in any subject in a secondary school constituting approximately a quarter of a year's work. A satisfactory year's work in any subject cannot be accomplished under ordinary circumstances in less than 120 sixty-minute hours, or their equivalent.

<sup>2</sup> Both of the required units of foreign language must be of the same language, but the two units may be presented in any one of the languages specified.

Of the fifteen units of high school work, eight units are required, as indicated in the foregoing schedule; the balance may be made up from any of the other subjects in the schedule.

GROUP III, MATHEMATICS		
Elementary algebra .....	1	1
Advanced algebra .....	$\frac{1}{2}$ -1	---
Plane geometry .....	-1	1
Solid geometry .....	$\frac{1}{2}$	---
Trigonometry .....	$\frac{1}{2}$	---
GROUP IV, HISTORY		
Ancient history .....	$\frac{1}{2}$ -1	---
Medieval and modern history .....	$\frac{1}{2}$ -1	---
English history .....	$\frac{1}{2}$ -1	1
American history .....	$\frac{1}{2}$ -1	---
Civil government .....	$\frac{1}{2}$ -1	---
GROUP V, SCIENCE		
Botany .....	$\frac{1}{2}$ -1	---
Zoology .....	$\frac{1}{2}$ -1	---
Chemistry .....	1	---
Physics .....	-1	---
Physiography .....	$\frac{1}{2}$ -1	---
Physiology .....	$\frac{1}{2}$ -1	---
Astronomy .....	$\frac{1}{2}$	---
Geology .....	$\frac{1}{2}$ -1	---
GROUP VI, MISCELLANEOUS		
Agriculture .....	1-2	---
Bookkeeping .....	$\frac{1}{2}$ -1	---
Business law .....	$\frac{1}{2}$	---
Commercial geography .....	$\frac{1}{2}$ -1	---
Domestic science .....	1-2	---
Drawing, free-hand and mechanical .....	$\frac{1}{2}$ -2	---
Economics and economic history .....	$\frac{1}{2}$ -1	---
Manual training .....	1-2	---
Music: Appreciation or harmony .....	1-2	---

#### Premedical College Course

c. Beginning Jan. 1, 1918, the minimum requirement for admission to acceptable medical schools, in addition to the high school work specified above, will be sixty semester hours of collegiate work in a college approved by the Council on Medical Education. The subjects included in the two years of college work should be in accordance with the following schedule:

#### Schedule of Subjects of the Two-Year Premedical College Course

##### Sixty Semester Hours<sup>3</sup> Required

	Semester Hours
REQUIRED SUBJECTS	
Chemistry (a) .....	12
Physics (b) .....	8
Biology (c) .....	8
English composition and literature (d) .....	6
Other nonscience subjects (e) .....	12
SUBJECTS STRONGLY URGED	
A modern foreign language (f) .....	6-12
Advanced botany or advanced zoology .....	3-6

<sup>3</sup> A semester hour is the credit value of sixteen weeks' work consisting of one lecture or recitation period per week, each period to be not less than fifty minutes net, at least two hours of laboratory work to be considered as the equivalent of one lecture or recitation period.

Psychology .....	3-6
Advanced mathematics, including algebra and trigonometry .....	3-6
Additional courses in chemistry .....	3-6

#### OTHER SUGGESTED ELECTIVES

English (additional), economics, history, sociology, political science, logic, mathematics, Latin, Greek, drawing.

#### Suggestions Regarding Individual Subjects

**CHEMISTRY.**—Twelve semester hours required (eight until Jan. 1, 1920), of which at least eight semester hours must be in general inorganic chemistry, including four semester hours of laboratory work. In the interpretation of this rule, work in qualitative analysis may be counted as general inorganic chemistry. The remaining four semester hours (required after Jan. 1, 1920) may consist of additional work in general chemistry or of work in analytic or organic chemistry. After Jan. 1, 1922, organic chemistry will be required.

**PHYSICS.**—Eight semester hours required, of which at least two must be laboratory work. It is urged that this course be preceded by a course in trigonometry. This requirement may be satisfied by six semester hours of college physics, of which two must be laboratory work, if preceded by a year (one unit) of high school physics with laboratory work.

**BIOLOGY.**—Eight semester hours required, of which four must consist of laboratory work. The requirement may be satisfied by a course of eight semester hours in either general biology or zoology, or by courses of four semester hours each in zoology or botany, but not by botany alone. This requirement may also be satisfied by six semester hours of college biology, including three semester hours of laboratory work, if preceded by a year (one unit) of high school biology or zoology with laboratory work.

**ENGLISH COMPOSITION AND LITERATURE.**—The usual introductory college course of six semester hours, or its equivalent, is required.

**NONSCIENCE SUBJECTS.**—Of the sixty semester hours required as the measurement of two years of college work, at least eighteen, including the six semester hours of English, should be in subjects other than the physical, chemical, or biologic sciences.

**FOREIGN LANGUAGE.**—A reading knowledge of a modern foreign language is strongly urged. French and German have the closest bearing on modern medical literature. If the reading knowledge in one of these languages is obtained on the basis of high school work, the student is urged to take the other language in his college course. It is not considered advisable, however, to spend more than twelve of the required sixty semester hours on foreign languages.

# Speech Betterment Week at Pacific Union College<sup>1</sup>

"I AM surprised to find that about 50 per cent of my language is slang." "I had no idea that I did make so many mistakes in my English." These and similar expressions were heard on the college campus as a result of the Speech Betterment Week. On Monday morning the students saw in the dormitories and college halls posters and pictures boasting good English, such as,

"Be careful how you speak.

This is Good English Week."

"Beware! Bad English is about,

And he will get you if you don't watch out."

The chapel talk on Monday was given by Professor Weniger, head of the English department. He passed out a printed grammar test, which occupied eight minutes' time. This proved a source of embarrassment to many. Grammar never seemed more useful, nor farther away from memory.

For a month the English classes were preparing for Good English Week. They wrote dialogues and stories, they wrote orations and speeches, they wrote poetry, jingles, and slogans. During the campaign many of these were given in the English and other classes. Then, too, there were oral and written spelling matches. The list of twenty-five words printed in the *EDUCATOR* for May, 1916, was given to each English class. The averages were as follows: Ninth grade, 45; tenth grade, 60; twelfth grade, 61; college rhetoric, 62; college literature, 62; journalism, 75. There were spelling drills in other departments, of words peculiar to the subjects taught. Besides spelling tests, there were contests in pronunciation and synonyms. Exercises in parliamentary practice were based on resolutions concerning English training.

On the blackboard of the study-room was kept a score of the mistakes made in

classes. In order to obtain this tally, a person was appointed critic for each class. He reported the mistakes every day. The total for each day was then written on the board. The following twenty-six errors were the only ones counted:

Lack of agreement (subject and verb).

Slang.

Indefinite: it, they.

He don't, it don't, she don't.

Can for may.

Kind of a, sort of a.

Double subject (Mary, she).

Ain't, hain't 'tain't.

Adjective for adverb (sure for surely).

Haven't no.

This here, that there.

Misuse of cute, mad, awful, great, fix, nice.

Quite for very.

I seen, he seen, etc.

Them for those.

He done, I done, etc.

Lay for laid, laid for lay.

Like for as.

Their for one's or his.

Has went.

He come, I come yesterday, etc.

Different than.

Who for whom.

Leave go.

Set for sit, sit for set.

Faulty reference (each . . . their).

As a result, it was found that "slang" outran his fellow sinners. "Lack of agreement" came next, followed by "double subject" and "faulty reference."

The chapel hour on Friday was given to a program of dialogues and recitations and an address by President Irwin.

The closing feature was a debate in the college rhetoric class on the proposition:

"RESOLVED, That all teachers should correct errors of English speech in both the written and oral work of the students, and that grades should be lowered accordingly."

The decision as given by the audience was in favor of the affirmative.

Posters and cartoons were made by the art class. New ones were put up every day. One represented slang as a tramp being sent out the door by an immense

<sup>1</sup> Reported by Gladys Robinson, of the class in journalism.

foot. Another was a human head composed of many compartments each containing an error; a little boy was walking on top with a vacuum cleaner. He was saying, "I am cleaning the English language." Another showed two children standing before a guidepost at a crossroads. One finger of the post pointed toward "Good English," the other toward "Bad English." Below was the single word "Choose."

Every morning a new quotation was placed on the blackboard of every classroom. On Tuesday it was a jingle; on Wednesday, a quotation from literature; on Thursday, a jingle again; on Friday a thought from the spirit of prophecy.

Some of these quotations may be of interest.

"The power of speech is a talent that should be diligently cultivated. Of all the gifts we have received from God, none is capable of being a greater blessing than this."—*Mrs. E. G. White.*

"When Christ is thus revealed in our speech, it will have power in winning souls to him.—*Idem.*

"Our words have wings, but fly not where we would."—*George Eliot.*

"There is nothing that tires one more than words when they chatter like a house shaken in the wind."—*Owen Feltham.*

"Surely nature did not guard the tongue with a double row of teeth and lips without meaning that it should not move too nimbly."—*Anon.*

"Words are wise men's counters,—they do but reckon by them; but they are the money of fools."—*Thomas Hobbes.*

Here are some of the slogans and jingles:

"Good English can never die;  
Don't try to murder it."

"The student who says, 'I didn't do nothing,'  
In the matter of grammar needs to do something."

"A man is known by the language he uses.  
'A word to the wise is sufficient.'"

"'Ain't' is packing his little grip,  
Preparing to take a long, long trip."

"The boy who says, 'One of them are,'  
Has missed the number one too far."

"Caesar said, 'I came,' not 'I come,'  
'I saw,' not 'I seen.'"

Although the school has not attained the ideal set forth in Good English Week, the campaign has proved to be an eye opener. This mental attitude is one that precedes progress. The English department is considering another such week this spring.

### What's the Trouble?

WHAT is behind the spirit of lawlessness, of mob violence breaking out here, there, everywhere over the land? We used to imagine we were a law-respecting people. When the Boston policemen struck, a flood of vandalism rose to the surface as if from the subterranean reservoirs of vice, and overflowed the streets. Here was a revelation of an element in the community that had been held in leash, not because it had the slightest regard for the law and the rights of property, but solely from fear of punishment. From personal observation and from the testimony of others, we are convinced that the majority of the wild mob that roamed through the streets that memorable night, smashing windows, plundering shops, and assaulting honest citizens, were young men.

What has been the theory of education under whose influence so many of these youths have come? Too largely this, that if you can teach a boy to read and write and to do his arithmetic, and give him a few other bits of information, you can safely send him out to take his place in the community as a safe and fairly well-educated citizen.

No more fundamental mistake was ever made. Out of the heart are the issues of life. The more you train the head, leaving unreached the real springs of action whence flow the streams that determine character, the more dangerous a citizen do you make out of your pupil. University training, the utmost discipline in scientific studies, involves necessarily no moral quickening of the soul. The emotions, says Herbert Spencer, are

the masters and the intellect the servant. Unless back of the latter there are high, generous, governing principles which have a home in the inner life, your intellect may become but the more fatal instrument for evil because of its training. The sharper your Damascus blade, the better its temper, the more dangerous it becomes in the hand of the vicious and cruel.

Hiram Powers, the well-known American sculptor, said years ago to Mr. Angell, the founder of the American Humane Education Society, "The great need in our country is the education of the heart!" and here is the answer to the question with which we began. This is humane education—the cultivation in the heart of youth of the spirit of justice, fair play, generosity, compassion, kindness toward all life no matter in what form it meets us, on four legs or two legs or on wings that fly. Humane education has no war to wage with scientific training, or with any of the things taught in our public schools. Its warfare is against that and that only which makes for injustice, lawlessness, crime, race prejudice, whatever separates and divides a man from his fellow, against war and violence, disregard of others' rights, cruelty in any of its multitudinous shapes.

Of course, it includes the teaching of the claims upon us of the animal world for just and kindly treatment. It believes that no man who is indifferent to the welfare of that vast realm of animal life which touches us at every turn can be trusted to deal righteously and kindly with his fellow men. Its students have learned by long years of experience, and from the testimony of many a well-known educator, that nothing so predisposes the heart of youth to recognize the obligations it is under toward mankind as that education which has awakened in him the consciousness of his obligation to deal justly and humanely with the creatures below him. . . .

"It is time we ceased to think of humane education as meaning no more

than calling the attention of children to the need of being kind to animals. It strikes at the very root of human character. Without it your schools and universities may only turn out the cleverer anarchists and criminals."

At the heart of it what is humane education? It is the teaching of the principles of all that is fundamental in religion, no matter what our creed.—*Our Dumb Animals, December, 1919.*

## Geography

AFTER teaching geography for many years in normal schools and universities, going over the ground with every grade of student from the beginner in the grades to the finished graduate student; having spent solid years on library materials, and on original observation on the realities with which the geographer rightly deals, it is my firm conviction that no subject in the curriculum offers a better opportunity than geography does, for widening the horizon of the student in matters of everyday interest in the world about him. No subject is better fitted to train the powers of observation, or to challenge the student to clear logical thinking.—*J. Paul Goode, in School and Society.*

WE want to feel that in every student who goes out from here there is a character which can be depended upon in the night as well as in the day. That is the kind of young men and young women we wish to send out from here. Whenever you are tempted to yield a hair's breadth in the direction which I have indicated [temptation], ask yourself the question over and over again: "Will it pay me in this world? Will it pay me in the world to come?"—*Booker T. Washington.*

A MAN cannot have a moral character unless he has something to wear, and something to eat three hundred and sixty-five days in a year. He cannot have any religion either.—*Booker T. Washington.*

# Notes for the History Teacher

ROBERT TREIBLE

## What History Is

REAL history treats not merely of events, but of the ideas or feelings that produced them. Thus, there are two sides to every event — the form and the content. In a battle, the number of men engaged, the number killed, the date and the place, are form; while the motives of the men engaged, and the feelings and aims of the opposing nations, are the content. The form is merely an index or a means of determining the content. Events occur, but ideas continue; only ideas recur.

History moves under the laws of continuity and differentiation. There are no breaks in the life of a people. All movements proceed out of antecedent conditions, but the thoughts and feelings of a people take on new forms as they move along. "Under continuity the new idea resembles its former self, under differentiation it is becoming unlike its former self."

## The Bible and History

The Bible is the best history textbook ever printed; it is the word of God and is more accurate than any other. History gives the student an understanding of the nature and origin of every phase of human life, helping him to make his decisions in all the affairs of life. In the Bible this highest purpose of history is fulfilled, for there past experience teaches how to live and meet the problems of the present. Children are fortunate who early begin the study of Old Testament history as found in McKibbin's "Bible Lessons."

Just as in geography the earth or the continent as a whole is studied before taking up more detailed work, so in history it is well first to survey the stream of time as a whole.

Many a student leaves school with the idea that Babylon fell before the found-

ing of Rome or that Napoleon preceded Washington. As a connecting bridge between geography and history and as a preparatory chronological survey, the prophetic outlines of Daniel are excellent. One teacher successfully used these by having each student keep a notebook in which were drawn a map of each empire, a chronological chart from creation to date, and other graphical material.

The history teacher has an excellent opportunity to bring out clearly the fulfillment of prophecy. God's message and messenger to each nation may be brought in, while chapters in "Patriarchs and Prophets" or "The Great Controversy" may be required as supplementary reading.

## Teaching History

It is a poor plan to assign a number of pages and the next day test the pupils' memory by asking for dates, names, numbers, and places. A year in the history class should give the student an organized body of knowledge, not a collection of disjointed statistics. Dates, places, numbers, and names are merely the shell which contains the real kernel of history — the idea or feeling out of which the event came.

History may be compared to a stream flowing in five currents from the past to the present. The five currents are the five phases of human life: religious, political, social, cultural, and industrial. From these we get the five institutions: church, state, family, school (and press), and factory. Every event in history has to do with one or more of these institutions.

The event must be interpreted, for it is a result of the thought or feeling which caused it. The event is studied in two ways: First, as a product of a preceding movement in thought or feeling; secondly, as a factor producing changes

in the movement out of which it grew. Too often events are grouped by centuries and decades or by countries. But a movement in history goes right on over centuries and decades without stopping for a holiday on the first day of each year.

Historical material falls into natural divisions. Several events have a central idea or principle, but this central idea may be only a particular phase of some more general principle. There may be many groups of events all embodying the general principle. This process makes all history a unit. The fundamental idea of history is the development of institutional life. This principle divides and subdivides until we get down to the smallest detail. American history may be organized under its main idea, the development of American institutional life. The principle divisions could be grouped by the following central ideas:

Period of Growth of Local Institutions.

Growth of Union.

Development of Nationality.

Nationality and Democracy.

Nationality and Slavery.

How shall the teacher select from the great mass of material in textbooks and libraries that which has the greatest historical significance? What should be emphasized? The teacher can easily see how richly one event and how poorly another reveals the idea or feeling of the people. Select material for study which best reveals the central idea of the period. The event which most clearly reveals the institutional thought or feeling demands the greatest emphasis.

By interpretation the student finds the meaning or content of an event, while integration through comparison results in the proper selection and ranking of facts. These processes give an organized body of knowledge.

Interpretation is a most valuable exercise for the mind, as it develops the historical judgment. From what a people does and the way it is done, the judgment reaches its conclusions as to the

thoughts, feelings, and emotions that gave rise to the event. A study of causes and results, purposes and means, an enumeration of resemblances and differences, a search for the origins of a movement,—these are the best methods of attack. They will take the drudgery out of history, yet the student will do more work, and work more effectively. Interpretation leads to the valuable habit of questioning appearances, of looking through appearances to the reality. Every act of historical interpretation gives the mind this tendency. The student looks through phenomena and sees laws and principles.

More than this, interpretation makes the student intimate with the people he studies. He learns to abhor that which is evil, and cleave to that which is good, but at the same time he learns to make allowances and to sympathize.

The teacher who carefully maps out an organized scheme of history for the student to master, and works out his plan by these methods of attack, will find at the end of the year, that the student has learned history and not merely memorized a disconnected collection of facts soon to be forgotten.

### **Work Is a Blessing, Not a Curse**

"He also that is slothful in his work is brother to him that is a great waster." Prov. 18: 9.

"For the people had a mind to work." Neh. 4: 6.

IN the Book of books — of which it has been well said that it is not only a library in itself, but that it is greater than all other libraries, a book which it took the Almighty 1,600 years, speaking through forty men, to write — is to be found wisdom, human and divine, and the two extracts which we have quoted might furnish a text for many a sermon just now. The first states the great truth that the man who "is slothful in his work is brother to him that is a great waster." Both classes are condemned by the Almighty himself, and they should be condemned by every man

who recognizes that work is the divine instrumentality for the development of the body and mind of the individual and for the saving of the world.

The second quotation relates to a time when the people of Israel "had a mind to work." In the hour of emergency, when their country was at stake, they concentrated their activities night and day upon work. No time was to be lost in the great effort which they were then making to rebuild the walls of Jerusalem. Through their heroic work, when all the people joined together and all "the people had a mind to work," success was achieved.

Men are being taught that work is

something to be shunned, when they should be taught that it is God's appointed way for all mankind's advancement. God himself works, and throughout all the divine teachings of the Bible there is one unceasing strain in favor of work. The "slothful man," and the man who has not "a mind to work," are going directly contrary to the teachings of the Almighty.

This nation needs to be taught the dignity of work — work on the farm and work in the mine and work in the factory, work in the office, work in the schoolroom, work in the pulpit. . . . Work is a blessing, not a curse.—*Manufacturers' Record*.

## Training the Feelings

ROGER ALTMAN

So far as we know the functions of the mind, its three main offices seem to be those of knowing, willing, and feeling. Hence, if education fulfils its mission of developing all the faculties, it will see that these three phases are each dealt with in a way successfully to further the development of the entire being.

Which of these three mental functions is the most vital to education? Judging by the older methods of education, *knowing* is the successful candidate for first place. The schoolboy was given the abstract dates of history, the dusty declensions of the dead languages, the abstruse propositions of Euclid, and told to *learn* them. When in the rebellion of adolescence he demanded what good they would ever do him, he was serenely told that they developed his mind. To know was the aim of education.

The world outgrew such a narrow conception of human development, and first tolerated, then promoted, vocational education. This new departure gained approval in proportion as educators saw that vocational training was not merely of the hand and eye, but was developing the mind to create, to construct, to work out its imaginings, to make its dreams

come true, to will. And so two of the mental functions, knowing and willing, were recognized and fostered in the scheme of education. What of the third?

Educating the feelings may at first sight appear to be rather an uncertain process with a doubtful result. It may be objected that the feelings are a God-given, or race-given, or ancestor-given heritage, which it is beyond the pale of the pedagogue to tamper with. But granting that the feelings can be educated, what might the results be? Of the three phases of the mind we are considering, feeling is the strongest. A man may give way to his feelings, but hardly to his knowledge or his will. Indeed, it is the knowledge and the will that are so often used as mental battering-rams to demolish or overcome the feelings. So if the feelings could be thoroughly and rightly educated to lead the knowledge and the will, it would seem to follow that mankind would be guilty of fewer failures.

The question of the supernatural powers of good and evil enters here, and it is not to be disregarded. But the very fact that these impulses of right and wrong, which we as Christians believe

are the result of influences either from above or from beneath, affect the feelings rather than the knowledge or the will, strengthens the argument, if it needs strengthening, that feeling is the strongest of the three. And the fact that the mind is thus influenced adds another plank to the Christian educator's platform, in confirming the need of depending upon divine aid in education.

Seventh-day Adventist schools owe it to the youth of the denomination to educate the feelings. If our schools rest content with developing the knowing and willing faculties and disregard the feelings,—pedagogically as well as spiritually,—they are not taking advantage of all their opportunities. But if in all our schools the feelings are trained and developed under divine guidance, the mind will absorb more readily the needful knowledge, the will grow in power, and fewer youth fall out by the way.

### School Atmosphere

THE "atmosphere" of a school or a schoolroom is a large factor in the problem of the success or failure of the school. By the atmosphere we mean the same thing that is commonly called "morale" in the navy or army. The dictionary defines it as "moral or mental condition" or "conduct, especially as affected by zeal, spirit, or hope, confidence, etc." We sense its meaning and understand readily its value, in war. We often disregard it, or try to, in times of peace and in institutional life. Yet it is as important in building individual lives as in building or saving the life of a nation. No school or classroom can achieve a large success without attention to morale. Every individual student contributes to, and is affected by, it. Every master and teacher stands or falls according as the morale of the school is high or low. The barometer of morale forecasts for individual or institution fair weather or foul, sunshine or storm, achievement or failure, happiness or woe. What, then, will create a favorable at-

mosphere, a good morale, in a classroom or school?

If there were any short, easy answer to this question it would not be raised at all. In fact, where the morale is highest and best, very little is said or done about it anyway. It is a subtle influence, very personal or spiritual in its nature. It emanates from some persons like heat from a warm body, or like light from the sun. We remember a concrete case of a high school where three successive principals had failed and been driven out by a spirit of hoodlumism among the boys of the school. As a fourth attempt the committee tried a woman principal, a very plain, quiet, apparently unimpressive person. Many prophecies of failure were made by onlookers. It seemed unlikely that those "roughs" who had made life a burden to three man principals, would respect and obey a plain little woman. But the unexpected happened. From the day and hour upon which she entered the schoolhouse the hoodlumism disappeared and quiet orderliness and respectful attention, diligence and studiousness, took its place.

This was a marked case of "morale" resulting from personality. In general, we believe that such personality can be cultivated. Its elements are found in such qualities of character as unselfishness, frankness, love of humanity as such; strict truthfulness of thought, word, and deed; a kindly, sympathetic attitude toward others, and a confidence in them and their ultimate respect for truth and right.

These qualities can be acquired by any one who will patiently try to cultivate them. It is a long, hard job for some. There will be lapses and seasons of discouragement, but the goal is worth while. Morale in the teacher's own life is the only sure road to morale in the school. A school with a good morale is a fitting place for good Americanism, for good citizenship in any land under the sun. Without a good morale, any institution, any land, any cause, is doomed.—*Education*, December, 1919.

# ELEMENTARY EDUCATION

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

SARAH E. PECK, Editor

## The Secretaries and Superintendents' Council

"Where no counsel is, the people fall: but in the multitude of counselors there is safety." Prov. 11:14.

### Progress in the Southern Union

JOHN C. THOMPSON  
*Secretary*

As a part of our denominational endeavor, I believe our educational work in the South was never faced by brighter prospects. A junior college for nine Southern States is filled to overflowing, and ranks as one of our largest schools of the junior college type; our summer school work for both races is now on an annual and permanent basis; good progress has been made in standardizing the church and mission schools and teachers; a colored educational secretary has been added to the list of workers to look after the work among the Negroes.

Yet, with all these evidences of growth and progress before us, we recognize that only a beginning has been made. Like the public educational system in the States in which our work is started, we have much to do and far to go before we can be where we should be. We have to train workers to go back into the highland sections which form such a large area of our territory, and reach the people living there. This work must be done through the agency of the rural school. We have to wait patiently for graduates from our one advanced colored school to supply laborers to the Negro race, which forms more than one half the population in some of our States.

#### A Grateful Parent's Letter

The following letter is from one of our church school patrons:

"I cannot refrain from sending you just a few lines to tell you how pleased we are with the teacher you sent us. The school is well under way now, and we parents are very much pleased with the work it is doing for our children. The children themselves are all very enthusiastic over their school generally. Our own boy, who, from associating with others who held that opinion, thought he didn't want to go to church school, is now more interested in school than he has ever been before. I cannot tell you how thankful I am that we have succeeded in getting a school started. Pray for its success; it is stirring up a good deal of opposition in the community."

The following from the teacher referred to in the foregoing letter reveals—

#### The Secret of Success

"When our school opened this year, there was considerable prejudice on the part of the neighbors who thought we were trying to break up the public school and arouse enmity between the children. However, since then several children have left that school and joined ours. The prejudice seems to be nearly gone at present, and some of those who were very much against our school at first, would like to send their children if we had room for them.

"I gained the hearty co-operation of my pupils on the opening day when I explained to them why we had started a church school, how we differ from other schools, and how each one would have to do his or her part in order to make ours a perfect school.

"Our Junior society was organized the next day, and we have had meetings every Wednesday since. On Sabbath we unite with the Senior Missionary Volunteer Society. We have read stories and learned poems concerning foreign and home needs. Then we plan together how to meet these needs.

"One Sunday we went to a large wood and took our dinner. We spent the afternoon gathering chestnuts and walnuts to sell for our Missionary Volunteer Society. One little boy from a family not of our faith has pledged to

the society half of the money he will get from a half acre of popcorn. Another boy is sawing wood to get money. The sewing class is planning to make and sell burlap library sets to raise money. I furnish the material and work with them.

"We have already bought a globe, pencil sharpener, bell, and other needed equipment within the last month. Of course, it is well understood by the children that they must have perfect lessons before they can take part in any of our outside work; so they are all anxious to get their lessons.

"I had an Honor Roll made with each child's name written artistically on it. This hangs where all the pupils can see it. When a pupil is neither absent nor tardy and has a perfect record in deportment for a week, a star is placed opposite his name.

"God is blessing our school and we are praying that his presence may abide with us, that success may attend our efforts, and that our little school may prove a blessing to the neighborhood."

### Church School Finance

W. PAUL BRADLEY  
*Alabama Conference*

ONE small innovation in the educational work in Alabama which I am glad to note, is a slight departure from the usual method of the past for raising the necessary church school funds. To me it is more significant as a symptom than as a result obtained.

In raising funds for the year to conduct a church school, the usual method in the past has been to compute the amount of the teacher's salary, any amount necessary to remodel or equip the school, a certain amount for contingencies or incidentals, and combine all expenses into a lump sum. Then one or two education rallies were held, and pledges were taken until the whole expense was covered. Lately, however, a number of churches have, with little suggestion, discarded the old method of taking pledges. After laying the matter before the church and gaining its sanction, the board divided the amount among the members equally, making an assessment on all, placing it at a figure that would cover the possibility of any member's being unable to pay. When our constituency becomes sufficiently ac-

customed to this plan, we believe the funds will be paid as willingly as the tithe is at present.

This, to my mind, bespeaks a growing interest in our church school work, bringing it from a side line to the rank of a first-order project, where it properly belongs. When all are sufficiently aroused to bear their share of the burden cheerfully and regularly, the outlook will be considerably brighter. More than this, it places the burden where it rightfully should be, on the church as a whole, and not on any certain class.

### Woodwork in Our Church Schools

FRANK E. THOMPSON  
*Kentucky Conference*

OFTTIMES it is easier to teach a child to read than it is to teach him to understand what he reads. In proof of this we need but listen to any ordinary arithmetic class. Take James, for instance; he is a fair sample. He frequently thinks that the answer in the book is wrong; says the problem won't come out right. If you ask him to read the problem to you, he can tell you the meaning of every word in it, but he fails to notice some little thing, and hence works it wrong. To teach a child to understand what he reads and to keep his mind on his work is one of the many problems confronting the teacher. Right here is where manual training greatly strengthens any school; for as a child follows line after line of his printed instructions, he is taught to think carefully about what he reads. If his mind wanders, so does his saw.

It is a common error among many people that education leads away from work — real work, the kind that requires effort and makes one tired. If manual training does nothing else than teach a child that education is not a means of escaping manual labor but of enabling him to perform it better, such training is well worth the money and time it takes to conduct it. The great aim of manual training is to train one to use his education in his work.

## Medical Inspection

JOHN C. THOMPSON

In the early fall the Southern Union Conference committee voted to secure the services of a doctor to superintend medical inspection work in the union. Dr. M. M. Martinson, of Chattanooga, was secured, and has this work now completed. We have noted with much satisfaction what health inspection of students means to the students themselves, to the parents, and to the teachers.

The work of Dr. Martinson with the church schools has been especially successful. Besides giving personal examinations, he gives general instruction to the boys and girls and in the evening meets with the parents. Concerning this work, he says:

"The medical inspection in our schools reveals some startling physical conditions of our children and young people. Many parents have no conception of the seriousness of some apparently trifling affection of their children, and let it go until a more convenient season. When the child grows up and realizes his condition it is too late.

"In these medical examinations it will be impossible for the medical inspector to meet all the parents. However, he should examine each child, leave a copy of the examination with the teacher, and see that one is sent to the conference educational superintendent.

"These records should show the eye defects, the condition of the teeth, throat, nostrils, heart, and lungs. That which is abnormal should be marked in red, so that it can be seen easily. This will also help the teacher to impress on the parents' minds that the condition ought to be looked after. As the defects are corrected, the record should be changed. These records should be kept for information when a new teacher takes charge of the school.

"It is deplorable how some children's teeth are neglected. It is not infrequent to find children, yes even young people in our advanced schools, with their teeth filthy, decayed, and diseased, and yet they eat and drink at the same table with those who keep their teeth and mouths clean.

"These examinations reveal the fact that children and young people are trying to learn to read and sing with tonsils so enlarged that they almost touch. I have seen cases in which one tonsil was so bad that it occupied more than half the throat. Such children cannot breathe and articulate properly, and it is impossible for them to learn to read and sing under such conditions. The next thing, they

leave school. Besides this they become ill from the poisons absorbed from these diseased tonsils.

"Children often have their throats and noses so filled with adenoids that their faces become deformed; others have nasal obstructions so that they cannot breathe properly, and when they talk they have a nasal twang."

[May we not hear from other unions and conferences on this subject of medical inspection? — Ed.]

## The Kind of Superintendent the Secretary Likes to Work With

J. J. REISWIG

*Secretary Western Canadian Union*

THE work of the superintendent and that of the secretary are very closely related, and it is therefore important that a friendly and co-operative spirit exist between them. Neither the superintendent nor the secretary can expect the greatest degree of success without this sympathetic co-operation.

Men and women are not called to a position in God's work because of personal likes or dislikes, therefore our personal feelings should not be the basis for judging the merits or demerits of our co-workers. It must rather be the interest they take in their work and the power they possess to accomplish the task.

The secretary enjoys working with a superintendent who takes an interest in his work; one who has broad plans and keeps the secretary informed regarding these plans; one who is systematic in his work, who has a policy and works to that outline; one who keeps his office files up to date, and as he visits among his constituency gathers more complete information for his files; one who forwards to the secretary such portions of this information as are valuable to him; one who is original, and when he has found a good workable scheme for the promotion of some phase of his work, passes it on to the union office.

When visiting a church where there is no church school, the superintendent that I like to work with remains and visits the homes, and in a tactful way,

presents the needs of a Christian education for every child. He also lays definite plans to meet the financial burden of the school. No doubt many a school has failed because the superintendent failed to outline a definite financial policy when he organized the school. He will visit his schools as soon as possible after they have opened, spending from three to five days with each one, assisting in the arrangement of the daily program, and organizing a Junior Missionary Volunteer Society in each school before he leaves.

Long before the current school year closes he will acquaint himself with the plans of his teachers for the following year, and before the next school year opens each teacher will be provided with a contract properly signed. He will investigate the boarding places where his teachers will live during the school year. He will keep in touch with the teacher and the school board, and help them with their Parent-Teacher Association meetings. His period reports are always sent on time, and with each report comes a letter to the union office bringing some information of the progress of the work in his conference. His teachers are all subscribers to the *EDUCATOR* and enrolled in the Teachers' Reading Course. He will give his criticisms of the school work to his teachers and not to others, and he will always be ready with good counsel and encouraging suggestions.

A secretary enjoys working with a superintendent who is deeply interested in his work, and is a strong spiritual leader, setting a good example for the young people.

[May we not hear from our superintendents on the subject, "The Kind of Secretary the Superintendent Likes to Work With"? Several articles would not be out of place.—*ED.*]

WE find our Victrola indispensable in the school for directing the marching and calisthenics. It was purchased with the proceeds of a children's cantata rendered by the primary department of the school.

## How to Lift the Educational Standard in Our Schools

D. E. REINER

*Superintendent Saskatchewan Conference*

OUR schools have been organized for a specific purpose. To claim Heaven's fullest blessings they must do a specific work. Our success in education depends on our fidelity in carrying out the Creator's plan.

We are ever too formal in our instruction, yet the practical is most beneficial. Let me suggest a few things that I have observed which if corrected will materially lift the standard in our schools.

Cramming the mind of the pupil with dates, figures, and formulas will help him very little in solving the great problems of life, but a clear understanding of history from the right viewpoint, the ability to read intelligently and to solve practical problems, will help.

Mere facts obtained from books, without the proper connection with current knowledge or their usefulness in everyday life, are like telegraph posts without the wire to transmit messages to and from an active world. Tools in the hands of the unskilled throw discredit upon the manufacturers.

To hold to the denominational distinction means to assign to the pupils work that calls out their dormant talents; to prepare their hearts and minds to save souls and to teach others the art of soul-saving; to teach them how to choose the very best in this wicked world as to friends, books, and occupation. This is teaching with an aim in view.

Much more interest in class recitations would be manifested if the teaching were more concrete, connecting facts with experiences, and if there were frequent changes in the style of questioning. Let me give the plan of one of my teachers:

Monday: Teacher questioning.

Tuesday: One pupil giving the plot of the lesson, the others filling in.

Wednesday: Teacher and students bringing interesting facts outside of the text.

*(Concluded on page 224)*

# The Teachers' Help-One-Another Band

"They helped every one his neighbor; and every one said to his brother, Be of good courage." Isa. 41: 6.

## Camp-Meeting Exhibits

ANNA A. ANDERSON

WE often hear that children are impressed more by what they see than by what they hear. Every one knows this is true, and it is true not only of children, but of grown folks as well. Knowing this, I believe we could stimulate the interest in Christian education among our people in general, by giving more attention to camp-meeting exhibits. Heretofore some of us have not improved our opportunities along these lines as we should have done, but past failures are no excuse for present negligence. We must forget the things which are behind and press forward to that which lies ahead.

Growth is a sign of life, therefore it would appear that an exhibit of school work should indicate a pupil's progress. This perhaps cannot be done in all subjects, but it can be done in some. For instance, one can display specimens of penmanship, written the first day of school, the first day of the second semester, and the last day of school, or one for each month if preferred. In like manner the work in drawing may be exhibited.

Many classes require notebook work. As a rule, pupils do their notebook work with about equal efficiency in all classes, hence one notebook is really an index to the kind of work in the others; therefore it is sufficient to display one pupil's notebook of history, another's of physiology, etc. This eliminates congestion, yet represents each one's work.

Manumetal work is an exhibit which usually attracts more attention than the so-called book work, and therefore it should be carefully selected and given a prominent place. If the school is small, each pupil might have two or more pieces. The older girls should dis-

play some articles of sewing, and the big boys should exhibit their woodwork or scroll-saw work. There are always many things for the smaller children to contribute,— raffia baskets, raffia frames, and the articles made from this grass, paper-folding, sewing cards, and, in fact, anything their tiny hands have learned to make well. It is well to have each child make something different from the rest, thus giving variety to the exhibit. Each article should bear the name, age, and grade of the child who made it.

Each school may have a separate exhibit. A piece of burlap (dark green and brown are the most suitable colors) about a yard wide and as long as necessary, with a hem at each end through which a curtain stick has been drawn, forms an excellent background, or foundation, for the things to be displayed. To this burlap the articles and papers can be fastened securely. The name of the school should occupy a prominent place, so that all who see the work may know from what school it came. Nearly always, people ask who taught the school. Why would it not be well to give the desired information by having the teacher's name accompany the exhibit of her school?

If such a plan would tend to place some schools at a disadvantage and thus cause unfavorable comment, the work may be displayed by subjects, the work from all schools being put together. In this case, each article should bear not only the name, age, and grade of the pupil, but the name of the school. A live superintendent could provide small printed cards for this purpose, and thus secure uniformity in the labels used.

Greater interest in the work of our elementary schools is a need of the hour.

# The Conservation of the Child's Health in the School

KATHRYN L. JENSEN, R. N.

THE apostle recognized the value of physical health when he said, "I wish above all things that thou mayest prosper and be in health, even as thy soul prospereth." Of the three — doctor, nurse, and teacher — the teacher, if she makes use of the wonderful possibilities before her, is the mightiest factor in the conservation of the health of the child while in school. But her mental attitude, determined by her own physical condition, will inevitably react upon the child. Authorities say that from the standpoint of fatigue and nervous energy expended, four hours of actual teaching are equivalent to eight hours of office work. For this reason the teacher must learn to conserve her own nervous energy. She cannot go on day after day exhausting every ounce of it, for if she thus overdraws on her reserve, she cannot return to her schoolroom each morning with that abundance of courage and enthusiasm which is needful for leadership among children and youth.

You who are teachers have had this proved to you many times. There have been days when you have felt that you were a failure, that you lacked something essential to a good disciplinarian. Often this inability to meet the demands that were brought upon you for that day has been caused by lack of rest or some other physical need.

"A merry heart doeth good like a medicine." This is especially true in the schoolroom, for without good health, school work often seems but a dreary repetition of the day before, and it is hard for the tired teacher to be spontaneously fresh and inspiring at the hundredth repetition. To keep the heart bright and cheery, a teacher must be interested in something outside her own profession. Each day she should gain the relaxation which comes from finding enjoyment in some new line of thought.

If she thus keeps alert and strong in body and mind, she will have a variety of ways to present old subject matter, and thus being on a high physical plane herself, she will be especially helpful to the wiry, high-strung child. Such a child soon feels the influence of an enthusiastic, sympathetic teacher.

I have tried to give a sort of bird's-eye view of the general attitude that should be found in a schoolroom if one wishes to conserve the nervous energy of the child. Together with the physician and the school nurse, the teacher also should be able to detect real physical defects, or habits which will in time lead to physical defects, in the school child. Already in many States teachers are required to make the vision and hearing tests. There are many books published from which the teacher who has not had a thorough normal training may gain help. One book of special value is "Health Work in the Schools," by Hoag and Terman.

But more than all else, it is necessary that the teacher remedy the little habits which are slowly yet surely undermining the health of the school child. A child seated day after day at an incorrectly constructed desk, will develop a physical defect just as surely as a baby's head will show the effects of constantly lying on one side of the head or on the back. If the child is seated at a desk of correct proportions and the teacher allows him to slump in his seat, there is developed a habit which will not only affect him physically, but will in time react upon him mentally.

It is also vitally important that the child be taught to stand correctly. Many of the physical defects of young women can be traced directly to improper posture.

The proper lighting of the schoolroom should also be looked after. It is not

only important that the proper number of windows be supplied in the school-room, but that the lighting be adapted to suit sunshiny or cloudy days. Many teachers shut out a great deal of the light by unnecessary shades and curtains.

I have left the most important point for the last. Florence Nightingale, recognizing the need of fresh air, preached, taught, and practised it. In her notes on nursing she says, "No one catches a cold because he gets too much fresh air, unless he has had too much foul air to begin with." This is the reason school children are so liable to colds. When children are taught the proper use of the handkerchief and the precautions to be observed when sneezing, and when schoolrooms are properly ventilated, the parody on "Mary's Little Lamb" will perhaps not be so true; but with

conditions as they are often found at present, the following applies very well:

"Mary had a little cold,  
It started in her head;  
And everywhere that Mary went  
That cold was sure to spread.

"It followed her to school one day  
(There wasn't any rule).  
It made the children cough and sneeze  
To have that cold in school."

The teacher tried to drive it out.  
She tried hard, but — Kachoo! ! !  
She simply could not drive it out,  
Because she caught it too.

By observing the aforementioned precautions and many more that might be named, together with a happy combination of study, work, play, and prayer, strong men and women will be developed who will be able to cope physically, mentally, and spiritually with conditions as they find them in the world today.

## The Child—an Individual

MADGE E. MOORE

*Walla Walla Normal*

WHAT teacher does not find, as she begins her work with a room full of children graded as well as can be, a wide difference of ability in the pupils of each grade? Yet the preceding teacher has done her best. She could not keep big, awkward Sam in the third grade another year, for he really had done *his best*, and another year spent in going over the same work would in all probability cause him to dislike school, if not wholly dishearten him.

Then, too, there is Susie. To think of her having to recite daily with Sam! She could almost do the work of grade five, but she is too young and immature, and of course there would always be something missed in grade four should she be allowed to omit it. We are not saying anything about the average pupil — usually the disinterested one.

At the end of this new teacher's term, supposing Sam and Susie have tried to accomplish the same kind and

amount of work, which will come out the better, or will either come out satisfactorily? How may we help both to keep their interest in school unabated, and at the same time give each a chance to develop individuality?

Group work, it seems to me, solves this problem very satisfactorily. It furnishes the pupil a healthy incentive and really gives each a chance to develop that which is within. It might better be called individual work, as we are really teaching individuals and not groups, though one often finds enough who work well together to form a group. This gives the teacher opportunity to keep in check the child whose mind is abnormally developed along one line to the detriment of other subjects. Group work successfully carried on will also give the child a desire to strengthen his weaker points.

In the intermediate and grammar grades are subjects from which the child

gains much from the class spirit and recitation; as, Bible, geography, history, civics, and physiology. But such subjects as penmanship, reading, spelling, manual arts, arithmetic, and some work in language, may especially be used as group subjects.

In our normals, with the large number of children in each grade and the normal student desiring practice work in teaching, it is very easy to use this method. If necessary, more than one group may recite in a room at a time, one doing written work and the other reciting orally.

The student-teacher will, of course, be aiming to accomplish a decided improvement from week to week in *each individual*—reporting very regularly those who fall behind. These cases can be studied by the student-teacher and supervisor working together, the last resort being to drop him back into a lower and his proper group. Each group forges ahead as fast as it can go and do good work in other branches also.

In handling the work in this way, care should be exercised that no group be given more than it can do in an allotted time, for the child will then be overtaxed. How delighted a child is who possibly may develop so that he can best work in an advanced group! And the child in the poorest group doing his best usually develops talent in some subject that encourages him. Best of all, the happy, busy child is always the good child. Then where are the gigglers, the whisperers, the idlers? Going—going—gone!

As the student-teacher works in this way she thinks of her future school, and when she begins her work in it, with its handful of children in all grades, how happy she will be to be able to group them, not as to grade only, but as to their individual ability.

Every true teacher will study and plan for the individual child. The teacher who thus settles into her work, realizes the waste and loss that result from frequent change of teachers. She becomes

personally interested in the development of each child. She appreciates the real merit of the teaching profession. She teaches, not arithmetic and spelling and Bible, but *boys and girls*. She *teaches*, not “keeps school.” Such a teacher has a God-given call to teach. Such a teacher remains with the children of one school until something permanent is accomplished. Such a teacher stays by the work year after year, each year becoming more deeply interested because each year she realizes more and more fully the far-reaching influence of her labors on the lives of her boys and girls.

### The Cut-Out Alphabet

MYRTLE V. MAXWELL

*Obltewah Normal*

OUR little first-grade children are now learning the letters of the alphabet in their order. This is a good time to teach them how to cut the letters out of paper. They may all be made from a four-inch square folded into sixteen square inches. Smaller sizes may be made of smaller squares.

V is like A with the bar omitted.

To make C, cut O. Unfold, and cut out middle half of the two inside squares on one side.

For G and S, fold as for O first, and round the corners.

For Q fold as for O and round three corners before shaping.

L and F are made from E with slight modification after unfolding.

I is one fourth of the square; J is cut from the remaining three fourths.

Z and N are cut exactly alike.

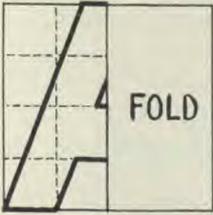
P is like R with the tail cut off.

It fortifies my soul to know  
That, though I perish, Truth is so;  
That, howsoe'er I stray and range,  
Whate'er I do, thou dost not change.  
I steadier step when I recall  
That, if I slip, thou dost not fall.

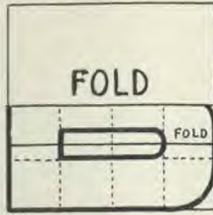
—Arthur Hugh Clough.

“THOUGHT is deeper than all speech.”

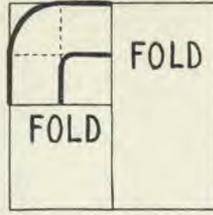
A - V



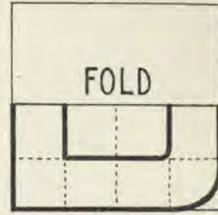
B



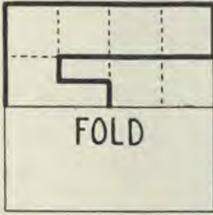
C - O



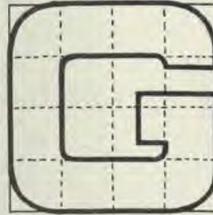
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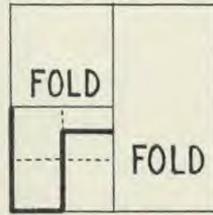
E - F - L



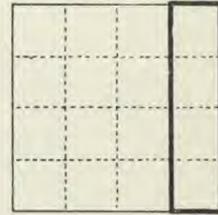
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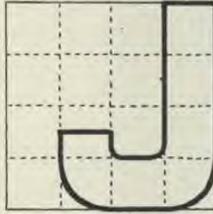
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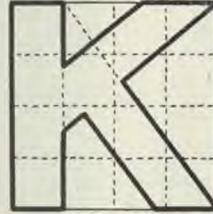
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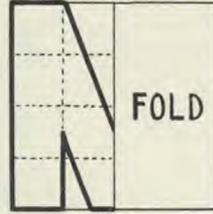
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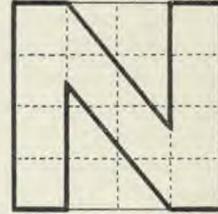
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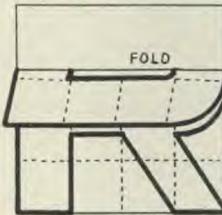
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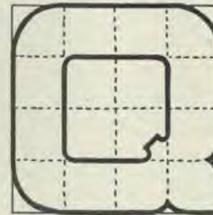
N - Z



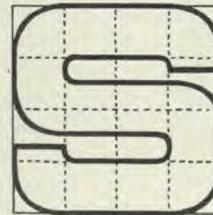
P - R



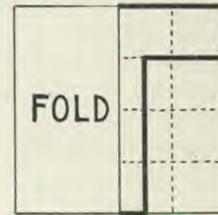
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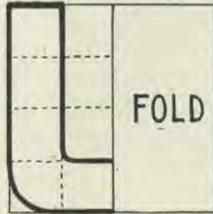
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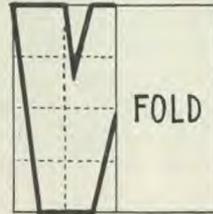
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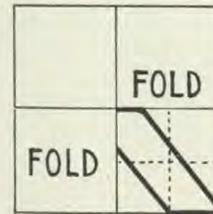
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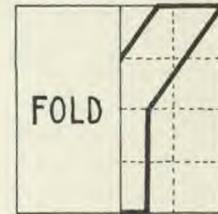
W



X



Y



# The Bible Story Hour

(Stories told by children of Berrien Springs Normal, and reported verbatim)

RUBIE E. BOYD

*Critic Teacher*

## About Balaam

Irene Reavis, Fourth Grade, Aged Ten Years

ONCE on a time there was a man named Balaam, and a man sent for him to come and curse the children of Israel, and he didn't want to go. And so then there was another man that wanted him to go, and he said he would have to talk to the Lord about it. And then the Lord said he couldn't go, but the Lord said that he could go if he would do what the Lord wanted him to.

So he started out, and he was so anxious to go that he went before the Lord told him to go. He was going on his camel or his donkey or whatever it was, and he had to go through a big valley where there was a path between two walls. And just as he was going in the pathway, the donkey stopped, and Balaam wondered what he stopped for. And he wanted him to go on and the donkey wouldn't go, and wouldn't go.

Then Balaam whipped him, and when he wouldn't go, he whipped him some more, and then he fell down, and Balaam whipped him again. Then the Lord made the donkey so it could talk, and he said, "Why did you whip me these three times?" And right away Balaam saw an angel with his sword in the gateway, and then Balaam fell down flat on his face and he was ashamed of himself.

Afterwards Balaam went up to the top of a mountain and he told the king to build him seven altars and to sacrifice animals, and he would curse the children of Israel. So they built seven altars, and the man was expecting him to curse the people, but instead of cursing them, the Lord put words in his mouth and told him to bless the people, and so he blessed the people. And then the man took him up on another mountain and told him to curse the people, and the

Lord put words in his mouth again, and he blessed them again. Then the man built seven more altars and Balaam tried to curse them from the top of another mountain, but the Lord put the words in his mouth and he didn't curse them at all, but he blessed the people.

## Story of David and Goliath

Norval Green, Second Grade, Aged Seven Years

ONCE there was a little boy and his name was David. And he used to go out and herd sheep and he stayed out there among the lions and bears and things, and kept them away from the sheep. One time his father told him to take some things to his brothers out where they were fighting. And he said, "All right."

So he got ready and went out to his brothers, and when he got there he found his brothers and gave those things to them. And his brothers asked him why he had come out there and why he wasn't back there herding the sheep. And he said he got somebody to take care of the sheep.

Then he saw a great big giant come out on the hillside where they were fighting, and the giant said for some one to send some man out to fight with him, and if they killed him, the Philistines would be their servants, but if the giant killed them, the Israelites would be their servants.

So David he went and asked Saul who that man was out there. And he said he was a Philistine and he tried to get some one to go out and fight him, and David said he would go out, but Saul said,

"You couldn't go out, because you are little and just a youth, and I don't think you could kill him." And so David said,

"I was out herding the sheep one day and a big bear came and took one of the little lambs, and I chased the bear and killed it and got the little lamb away from it. And then a lion came one day and I caught it by the beard and killed it, and this giant shall be like one of them. The hand of the Lord delivered me out of the paw of the lion and of the bear, and he will deliver me from this Philistine." Then Saul said,

"All right, then, go."

And so Saul put his armor on David and his helmet of brass all over his head, and let him go. So David started out, but he came back and he said,

"I can't wear these. These are too heavy. I am not used to wearing things like these."

So he took them off and he went down to meet Goliath, and when Goliath saw him, he said,

"Am I a dog, that you come out to fight with a staff and a sling?" And David said,

"I come out in the name of the Lord, the God of Israel."

The giant said he would kill David and give his flesh to the birds and fowls of the air. And the giant made fun of David, and took his sword and waited for him.

David found a little brook while he was out there and got five smooth stones and put two in his sling shot, and ran across to where Goliath was and slang a stone at him and killed him. When the Philistines back on the hill saw what had happened to their champion, they all fled and David took Goliath's sword and cut off the head of that giant and took it to Jerusalem.

### The Baby Moses

Bertha Dudley, First Grade, Aged Eight Years

ONCE there was a woman, and the king was going to kill all the baby boys because he thought if they got big, why, then they would fight against him and so he was going to kill them.

But this lady didn't want her baby to be killed, and so she kept him in the

house as long as she could, until he got pretty old so he would cry louder, and so then she made a little basket out of the reeds down by the river and then she put slime and pitch on it so it wouldn't leak, and then she put her little baby in it and left him there in the water.

After a while the queen came down to bathe and she sent one of her servants out to get the little basket. And the baby cried when she looked at it, and then she knew it was a little baby of the Israelites. So she took it and then Miriam came out and said,

"Do you want a nurse for the baby?" And she said,

"Yes," and then she went and got her own mother. And the queen said she would pay her for it if she would take care of the baby, and so she took care of it; and then the queen said that she could keep him until he was twelve years old, and then he had to go and stay with the queen.

### Story of Abraham and Lot

Mary Scribner, Fourth Grade, Aged Ten Years

ABRAHAM and Lot had a lot of flocks, and there wasn't room enough where they were for all the flocks to eat grass, and the grass was getting thin. And so the manager came to Abraham and said that their herdsmen were quarreling. And Abraham asked Lot why his herdsmen were quarreling with his herdsmen. And he said there wasn't enough pasture there for two.

Abraham told him that he could take the east or the west or the north or the south. And so he chose the plains where Sodom was, and he went down there and he camped there. This city was wicked, and he camped down there; and Abraham went up where there wasn't so much grass.

And then one day he saw three men coming, and he didn't know who they were, and so he went out and bowed down to them and asked them to come in and eat something, and told them to sit down under a large oak and he would

bring out some food for them. And so he told Sarah to bake some cakes while he killed a calf and took it out to these three men.

They ate, and then they started on and Abraham went a piece with them. Abraham asked the Lord if he was going to Sodom, and he said that he was going to Sodom and that he was going to destroy the city with fire. Abraham said,

"If there were fifty righteous people in Sodom, would you save the city?"

And the Lord said he would save the city for fifty good people. And then Abraham kept coming down and kept coming down until he got down to ten. And Abraham asked him if he would save the city if there were ten righteous people in it, and the Lord said he would.

So that night these three men went to Lot's house and they told him to make haste and get away from there, for the Lord was going to burn the city. Now the men of the city knew that these three men were in Lot's house, and they came to the door and said for them to bring out the three men, and Lot wouldn't do it.

And the three men told Lot that they were going to burn up the city and for him to go away from there. Lot wanted to go just outside the city, but they told him, No, to go away, away from the city. And so Lot went out the next morning, and Abraham could see the smoke coming up from the city.

Now when they were going away, Lot's wife looked back toward the city and she turned into a pillar of salt, because the three men had told Lot that they weren't to look back at Sodom.

### Story About Noah

Dorothy Sampson, Third Grade, Aged Eight

ONCE the earth got so wicked that the Lord told one of the good people in the earth that he should build an ark, and then those that would believe in him, they could go in the ark.

So Noah, the Lord told him the directions, and he made the ark of gopher

wood; and then he put pitch on the inside and outside, so it wouldn't leak and the water get in. If he had left *one crack* without putting pitch on it, then Noah and his whole family would have been drowned.

Then he preached to the people and when the ark was finished, why, all of a sudden the animals began to come in one day, and all of the people got afraid because they thought,

"Well, maybe something is going to happen."

But they still had the chance to accept, but they wouldn't even then. And when the animals were all in, then Noah and his family came in. And when Noah and his wife and his three sons and their wives were all in the ark, then the Lord shut the door and no one else could get in, no matter how hard they tried to.

After they were in the ark, the first day went by and nothing happened, and the second day went by and nothing happened, and the third day went by, until it got to the sixth day, and nothing happened at all, and all the people outside of the ark laughed at Noah.

Then, on the seventh day, the clouds began to come in the sky, and then the people they got scared, and they had never seen the clouds in the sky because the sun had always shone, and they began to get real scared. And then pretty soon the raindrops fell and they got more scared than ever, and they went to the ark and pounded on it and pounded on it, and they couldn't get in because the Lord had shut the door; and when the Lord does things, no one else can open it.

Then they tried to climb the mountains, and they thought they would be safe on the tops of the mountains. But when they got up there, the water kept coming up and coming up, until it covered the mountains and they were all drowned. But the ark floated right up on the top of the water. It didn't sink at all. But finally the people all drowned. But if they hadn't drowned, the Lord could have sent thunder, and

he could have destroyed them that way if he had wanted to, but he didn't want to destroy them that way.

Then finally when it stopped raining, Noah sent a dove out, and at night it came back. Then he sent a raven out and it came back. And then he waited another week and he sent a dove out, and it came back with an olive leaf plucked off. Now when Noah saw it, he knew that the water was going away.

Noah still waited a while and sent out another dove, and it didn't come back, and he knew it was almost time for the Lord to open the door. And he waited a while longer, and then the Lord opened the door, and they all went out.

### The Story of Elijah

Daniel Scribner, First Grade, Aged Seven Years

ONCE there was a man, and God said that he would come in a whirlwind and take him up to heaven. And Elisha was a servant for this man. And one day Elisha was plowing and Elijah saw that whirlwind, and he said,

"Watch for my mantle, for it will fall off and when it does, you run and get it and put it on and keep it and take up my work."

So one day he saw the whirlwind and the Lord took Elijah up to heaven in it, and the mantle fell off of him and it fell toward Elisha and he caught it and put it on, and Elijah went on up to heaven. And after that Elisha took up Elijah's work and went to go across the water, and he took Elijah's mantle and struck the water with it, and the water parted so he walked through on dry land. And when he got back, he struck it again and the water came together again.

There were some other men who wanted to find Elijah, and they said, "Let's go hunt for him." And Elisha said,

"Well, go and look for him, but I don't think you will find him anywhere you look."

So they went out to hunt for Elijah, but they couldn't find him. And they

came back and said they couldn't find him. And then Elisha said that Elijah had gone to heaven.

[The children who told these stories did not know that they were being reported, and the only preparation they had received was that given in the regular class work. The earnestness which the children manifested showed that the Spirit of the Lord had been present to impress their little hearts when the teacher had told the stories to them.—Ed.]

### What Is Education?

THE United States Commissioner of Education, Dr. P. P. Claxton, once spent two days with our school at Madison, Tenn., and its rural teachers. The following paragraphs are from one of his lectures on this occasion:

"You cannot teach agriculture in the school-room; you cannot set a boy on a bench and teach him agriculture when the teacher himself cannot farm. You cannot teach a girl home economics in the schoolroom with a little alcohol jet and a pan or two. You are never going to teach any of these things until the school and the community fuse into one. That is why I want the teacher to have a home on a farm.

"We have the idea that we cannot have a school unless each child has a place to sit down all the time. Does a boy have to sit strapped to a desk in order to get an education? Boys are educated when they are doing things intelligently.

"You cannot educate people unless you make them work, and you cannot educate them much unless they work in the soil. All our knowledge starts with nature. There is no other source of knowledge than nature, together with some kind of revelation. A city boy lives on a pavement, drinks soda water in summer, and wraps up in winter. What chance has he to learn anything about the heavens, or the earth, or the forces of nature? If it rains, he stays in the house; if the weather is cold, he drinks oyster soup; and when it is hot, he goes to the swimming pool. But if he has a garden and works in it, rain means that the land is wet; dry weather means that his crops will die, cold weather means that his plants may be killed. This boy learns to watch the sky to see if it is going to rain, and to study the seasons with respect to his closest needs. All knowledge comes from the farm."

—*The Medical Survey.*

THE chains of habit are generally too small to be felt until they are too strong to be broken.—*Johnson.*

# Motivated Composition

RUBIE E. BOYD

How is it with your children? Are they happy at the thought of writing a story or a letter? Is their written work spontaneous and original? Do they have an abundance of ideas to express, and do they write them with a fair degree of accuracy and good form? If you do not get these results, why not?

One of the greatest hindrances to spontaneous composition, oral or written, is paucity of ideas. The work of the teacher is to broaden and vitalize the child's experience, and aid him in organizing his thoughts preparatory to expressing them in logical, forcible form. To accomplish this, the teacher must create or seize upon circumstances that will furnish a motive for expression.

Well-prepared and well-managed home geography excursions can furnish both material and motive.

A third-grade class, which had visited a barn and dairy, came back with deepened interests and new conceptions. They had been especially interested in the baby calves, the bell cow, the cows' food, the scales for weighing the milk, the records kept of the different cows, and the way the milk cooler and cream separator were manipulated. The courtesies of the dairymen were much appreciated, and the writing of letters of thanks was an attractive task.

Anxious to make their letters correct in form, they gave close attention to the punctuating, capitalizing, and placing of the heading and salutation. Individually they decided on their opening sentences. Words hard to spell were written on the board by the teacher. When a child could dictate the spelling, he did so.

The next day the teacher read the letters. She pointed out the mistakes, and the pupils helped to make the corrections. Correct forms were placed on the board. Even margins and indentation for every new sentence were commended.

There was an exchange of ideas as to which phrases sounded well and the repetition of expressions to be allowed. "I think he said, 'I was interested,' too many times," commented one little girl. "How many times might he say it?" "Not more than once or twice," was the answer.

A taste of success fevers the desire to "do it again." A letter was written by the class, asking permission to visit the greenhouse. Stories telling what they had learned, were written afterward.

Following a study of migration of birds, letters were written, supposedly by little birds about to go South after spending the summer with us. The following letter was written:

NORTHERN STATES,  
November, 1919.

DEAR LITTLE FOLKS:

We are bidding you a farewell.

We hate to leave you.

We are going to a warmer country, where we can have some worms to eat.

I am getting ready to see some of my friends.

We like the warm sun.

When we come back, we will sing you some more songs.

Your feathered friend,

A CANARY.

Local manufactories will be visited, and the industries studied. Stories of foreign customs and the progress of our work will arouse in the children a desire to write to the missionaries and to write stories which other children would enjoy reading.

"May we write like this all the year?" ask the children.

"As the bow in the cloud results from the union of sunshine and shower, so the bow above God's throne represents the union of his mercy and his justice."

"In nature nothing can be given, all things are sold."

# The Home School

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

—Mrs. E. G. White.

## Teaching Reading in the Home

MRS. H. A. WASHBURN

SOME one will ask, "What shall I do when my child wants to learn to read, to write, and to spell?" Shall I tell him he is too young, that he must wait until he is eight years of age? Certainly not. Satisfy the child's desire, but do not require systematic lesson study from him until he is of proper age. Children them-

est need for the child is a low table covered with oilcloth, and a chair to go with it. He should have a pair of scissors (with blunt points, at first), a box of crayons, some paste and paper. The mother should have a blackboard, if possible. The work of teaching is not difficult, and one mother has said she could

teach the child as much in one hour a day as he would learn all day at school. And this will be true if the mother understands her work, because it is individual instruction.

The first book I used in our home school was "True Education Reader," Book One. It is true that this book is difficult for children under seven or eight years, but I love it and the method by which it is developed.

In the teachers' "Elementary Curriculum," published by the Pacific Press, the work in reading, phonics, and spelling is briefly outlined. See pages 16-20, 25, 31, 32, 41, 51, 54-57, 72, 74-

78. Before attempting to teach reading we should carefully study this outline.

When we get in mind just *what* is to be taught, many phases of the work may be brought in easily and naturally while engaged in work or play together.

For instance, when my little girls are helping me with the dishes, I say, "I am thinking of a word beginning with l (giving the *sound* and not the *name* of the letter). The children are soon think-



"OUR HOME SCHOOL"

selves by their questions are our safest guide as to what to teach and when to teach it, and I must urge that we set ourselves to the task of *always answering* their questions. They have a right to ask us questions, for this is their means of learning, and we should consider it our privilege and our duty to be honest and correct in our answers.

The materials necessary for our home school are simple. I believe the great-

ing of such words as l-amp, l-ap, l-ady.

Perhaps while ironing I will say, "Who understands what I say and will do it for me?" Then sounding the elements of certain words in a sentence, I say, "W-ill you h-and m-e my b-ook?" "Please br-ing m-e a dr-ink;" etc. Another day while at our work we see how many words we can think of that belong to the "and" family, or the "at" family, or the "ed" family. We soon have such lists as l-and, s-and, b-and; b-ed, r-ed, l-ed; b-at, e-at, m-at. These lists become easy spelling lessons.

As an aid in teaching phrases, we will each find as many objects as we can tell something about; as, the black stove, the brown chair, the clean window.

With some of these drills kept in mind as we work, it requires only a few minutes to have the children do a little reading for us. The child should be taught the letter *forms* as the sounds are

learned, and soon they may write simple sentences.

In the teaching of penmanship, I failed. It was easy to teach the letter form, but it seemed so hard to give the necessary *drill* in writing, to have the children write easily and well. Perhaps there may be prepared some little writing tablets on the plan of the "Economy System," giving simple daily lessons to aid mothers.

Much of simple number work comes naturally and easily in the child's work and play. But, personally, I do not approve of teaching formal arithmetic until the child is ready for grade four. So when my child started to school at the age of ten, she was ready for the fourth grade in everything except arithmetic. But with mind better developed, it was easier for her to make up the work than it would have been if she had done it when younger.

## Teaching School

"I DON'T like doing housework,"  
Said little Milly Brown.

"I don't like washing dishes,  
Or sweeping cobwebs down.  
I do not like ironing,  
Or making bread and pie;  
I hate to do the scrubbing,  
And sewing makes me sigh.

"But there's one thing I do like,  
In weather hot or cool,  
From morning until evening,  
I just love teaching school.  
So, early every morning,  
I take my little broom,  
And teach him how to hurry  
And sweep the sitting-room.

"And then I teach the duster  
The furniture to clean,  
Till everything is shining  
That room's four walls between.

Each day I teach the dishcloth  
To wash the cups and spoons,  
And all the time we study  
We sing the gayest tunes.

"I teach my little iron  
To gallop here and there,  
And leave the clothes behind him  
All shining, smooth, and fair.  
I teach my little mopstick  
To scrub the kitchen floor;  
He says his lessons better  
Each day than e'er before.

"I teach my little needle  
To hem, to stitch, and run;  
And, oh, he smiles so proudly  
When well the lesson's done!  
At night, when school is over,  
And lessons all are said,  
I teach my feet to carry  
The teacher off to bed."

— Selected.

## How to Lift the Educational Standard in Our Schools

(Concluded from page 212)

Thursday: Written recitation (pupils need not know beforehand).

Friday: Short review of the week's work, striking only the high points of the lessons but in a connected story. Students make notes.

Such changes in every class make the work interesting for the dullest pupil.



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C. L. STONE, Principal

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