

CHRISTIAN EDUCATION

A MAGAZINE FOR HOME AND SCHOOL

The Gospel of Labor

*Hewing wood and drawing water, splitting
stones and cleaving sod —
All the dusty ranks of labor in the regi-
ment of God
March together toward His triumph,
do the task His hands prepare :
Honest toil is holy service; faithful
work is praise and prayer.*

*This is the gospel of labor — ring it, ye
bells of the kirk —
The God of love came down from above
to live with men who work.
This is the rose He planted here in the
thorn-cursed soil —
Heaven is blessed with perfect rest, but
the blessing of earth is toil.*

—Henry van Dyke.

From "The Toiling of Felix."





FOR, lo, the winter is past, the rain is over and gone; the flowers appear on the earth; the time of the singing of birds is come, and the voice of the turtle is heard in our land; the fig tree putteth forth her green figs, and the vines with the tender grape give a good smell."—*Songs of Solomon.*

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"DAILY, systematic labor should constitute a part of the education of youth even at this late period. Much can now be gained in this way. In following this plan the students will realize elasticity of spirit, and vigor of thought, and in a given time can accomplish more mental labor than they could by study alone. And thus they can leave school with constitutions unimpaired, and with strength and courage to persevere in any position where the providence of God may place them."

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"WORKING the soil is one of the best kinds of employment, calling the muscles into action and resting the mind. Study in agricultural lines should be the A, B, and C of the education given in our schools. This is the very first work that should be entered upon. Our schools should not depend upon imported produce, for grain and vegetables, and the fruits so essential to health. Our youth need an education in felling trees and tilling the soil, as well as in literary lines. Different teachers should be appointed to oversee a number of students in their work, and should work with them. Thus the teachers themselves will learn to carry responsibilities as burden-bearers. Proper students also should in this way be educated to bear responsibilities, and to be laborers together with the teachers."

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"MANY young people will come to school who desire a training in industrial lines. The industrial instruction should include the keeping of accounts, carpentry, and everything that is comprehended in farming. Preparation should also be made for teaching blacksmithing, painting, shoemaking, cooking, baking, laundering, mending, typewriting, and printing. Every power at our command is to be brought into this training work, that students may go out equipped for the duties of practical life."

—*From the author of "Education."*

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"Locate a school in the woods to-day, to-morrow the sentinel oaks and the redwood guards lie prostrate, and you are the center of a community." See *"Ideals and Reals,"* page 17

Christian Education

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The Study and Practise of Agriculture in Its Relation to Education

BY JOSEPH H. HAUGHEY, INSTRUCTOR IN HORTICULTURE AND APICULTURE,
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AGRICULTURE is the cultivation of the soil for the purpose of raising plants and animals useful to man. It is both a science and an art; and in its broadest sense it includes general farming, or the production of grains; horticulture, or the raising of fruits; floriculture, or the raising of flowers; olericulture, or the raising of garden vegetables; and forestry, or the raising and conservation of forest trees. A treatise on the subject, to be complete, should tell what to do in the field, in the orchard, in the garden, and in the forest, and should clearly indicate when, where, how, and why the work should be done.

To begin with, we will lay down this general proposition as a truth which history forces us to admit; namely, that in just so far as any educational institution divorces science and art, in just so far she misses her mission, and is lacking in power for good. In other words, in just so far as the practical affairs of life are excluded from her curriculum, or course of study, for our boys and girls, in just so far she fails to develop in them that strength of mind and stability of character which are essential to real success in the great school of life. Indeed, the value of any study may be most nearly determined by its relations, either directly or indirectly, to the industries, trades, occupations, and ministries which go to supply the constantly recurring needs

of the bodies, souls, and spirits of men. Art without science is only half art, and science without art is only half science. Art and science are twins which must feed each other and grow up together. He who is content to know art only, is the slave of toil; he who is satisfied to know science only, is a man of words and not of deeds; but he who can not rest without a knowledge of both, is a master builder who dignifies labor and becomes a benefactor of the race.

Its Scientific Value

A knowledge of the principles of agriculture and of the laws of plant growth, constitutes the science. A knowledge of the textures of the various kinds of soils, with the different methods of cultivation required by each, and of the soils and climates best adapted to the growth of any certain variety of useful plant as related to its own peculiar characteristics, is of untold value to the tiller of the soil. To know when and how to set out a tree, a plant, or a flower, when and how to prune it for growth and for fruit, what insect pests and fungus growths affect it, when and how most effectually to destroy them, and when and how to pick, pack, and market the fruit, is of vastly more importance, from both the scientific and the practical standpoint, than to know how to solve a problem in quadratic equations, or how to demonstrate a proposition in the fifth book

of Euclid. To know how, by cross-pollination, or otherwise, to develop new, larger, and better kinds of grains, fruits, and vegetables, is more to be desired than to know how to decline a noun or to conjugate a verb in Greek, or Latin, or Hebrew. To know "how to till the soil in the very best manner," is much to be preferred to a knowledge of the campaigns of an Alexander, a Cæsar, or a Napoleon in his endeavors to conquer the world.

Civilization itself moves forward with the advances of scientific agriculture, and recedes with its decline. The savage, therefore, is not devoted to this pursuit; but the Jew, a type of the man of highest civilization, was so attached to it that inspiration leaves the record that he dwelt, "every man under his vine and under his fig tree." If man had assumed and maintained the right relation to the soil, if he had seen that the statement, "In the sweat of thy face shalt thou eat bread, till thou return unto the ground," was a blessing in disguise, and that the ground was really cursed for his sake, the history of agriculture would have been the history of the world; for it is closely related to every other science,—to botany, to zoology, to meteorology, to physics, to chemistry, to astronomy, to religion, to his fellow man, and to his God.

Its Economic Value

From the economic standpoint, the study and practise of agriculture is relatively of the same paramount value. The humble tiller of the soil produces the wealth of cities and of nations. All alike are dependent upon him for food, raiment, and shelter. It has been truthfully said that, had our schools been established from the beginning in the country where there is land for cultivation, they would be free from financial embarrassment, and the students would not go forth from them with bills unpaid. When our children in the home and in the school are taught how to farm scientifically, and on the intensive

plan, the land will yield rich returns. The following quotation from the pen of a well-known author may well be heeded: "Could our brethren remember that God can bless twenty acres of land and make them as productive as one hundred, they would not continue to bury themselves up in lands." In harmony with this statement also is the following from the pen of E. P. Roe: "Many fruit growers, for the purpose of extending their business, increase the number of acres, when if they would double the depth of that which they already possess, they would obtain the same increase in product without going to the expense of purchasing more land, besides incurring the extra trouble of cultivating two acres when one with proper care would produce the same results."

Its Educational Value

It is said of the great painter, Opie, that upon being asked, "With what do you mix your paints?" he replied, "With brains, sir, with brains." The same may be said of every successful farmer. He must put brains into the soil. This is the best fertilizer. On the school farm, as on every other farm, every acre should be made to yield its best. Here the students, under able teachers, are to learn lessons of thrift and economy, of punctuality and regularity, of dependence and of independence, of faith and obedience, of patience and perseverance, of courage and hope. Here he may cultivate the faculties of memory and of judgment, the powers of reason and of observation. Here he may learn lessons of truth and righteousness, of purity and holiness. And here he may be led to see that the laws of plant life and growth are the laws of God.

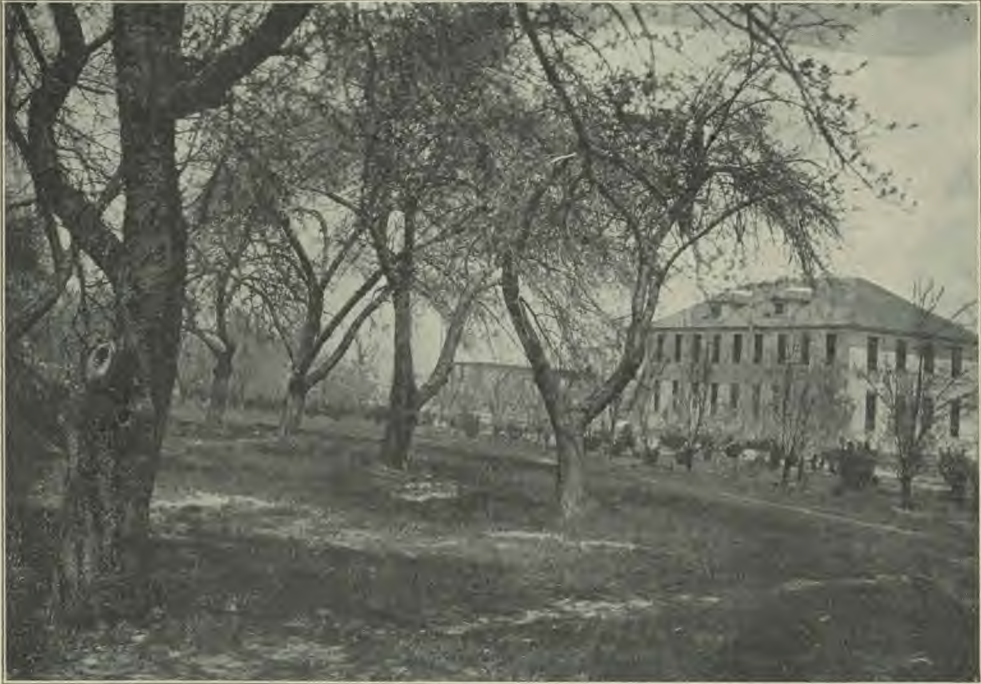
Studied and practised according to the highest ideals, and in such a manner as to make man the master and not the slave of labor, and taught to our students in the same way, one can but exclaim with War-

ner Sumner, "Blessed be agriculture!"

In conclusion, we can do no better than to quote the following from "Education:"—

"In the cultivation of the soil the thoughtful worker will find that treasures little dreamed of are opening up before him. No one can suc-

plants, the pruning and watering, the shielding from frost at night and sun by day, keeping out weeds, disease, and insect pests, the training and arranging, not only teach important lessons concerning the development of character, but the work itself is a means of development. In cultivating carefulness, patience, attention



CORNER OF APPLE ORCHARD AND THE PRINTING-OFFICE, EMMANUEL MISSIONARY COLLEGE

ceed in agriculture or gardening without attention to the laws involved. The special needs of every variety of plant must be studied. Different varieties require different soil and cultivation, and compliance with the laws governing each is the condition of success. The attention required in transplanting, that not even a root-fiber shall be crowded or misplaced, the care of the young

to detail, obedience to law, it imparts a most essential training. The constant contact with the mystery of life and the loveliness of nature, as well as the tenderness called forth in ministering to these beautiful objects of God's creation, tends to quicken the mind and refine and elevate the character; and the lessons taught prepare the worker to deal more successfully with other minds."

The Industries Among the Schools

(A Symposium)

A SET of five questions was sent out to the heads of sixty-six Christian schools in which more or less attention is given to the industrial side of a balanced education. From the returns that are in as we go to press, the following summary is made. In the list under Question 1, the items are given in the order of the number conducting such industry; under Question 3, in the order of greatest value as indicated by the largest number:—

Question 1. What industries do you carry on in connection with your school?

Here is a list of all the industries represented in the answers:—

Farming, printing, carpentry, sewing, gardening, cooking, baking, horticulture, poultry raising, electrical engineering, blacksmithing, dairying, broom making, mechanical engineering, hydrotherapy, floriculture, laundering, plumbing, tailoring, painting, photography, tent making, canning, stock-raising, nursing, masonry, sloyd, sawmilling.

The report from Union College is the most complete, and is given entire:—

“In the industrial department there has been distinct progress. The following is a list of the trades and industrial classes now in successful operation, with the number of students enrolled in each:—

Agriculture	20 students	Broom making	30 students
Farm animals	19 “	Bookbinding	9 “
Floriculture	28 “	Carpentry	6 “
Horticulture	16 “	Dressmaking	21 “
Baking	5 “	Steam engineering . . .	11 “
Cooking	18 “	Electrical engineering	8 “
Sewing	17 “	Presswork	5 “
Hydrotherapy	21 “	House painting	5 “
Manual training	3 “	Typesetting	18 “
Photography	14 “	Tailoring	11 “
	Woodwork		15 students

“Total classes, 21. Total enrolment of students, 283.

“The interest in these classes is good, and altogether the work is the most varied and successful we have ever had.”

Question 2. What definite ends do you seek to gain in this feature of your work?

“The general equipoise of educational effort which develops the mind, the soul, and the intellect. Industrial education, combined with mental training, produces men and women of thought, discretion, self-reliance, and practical common sense. It is also a means of assisting worthy students in obtaining an education, and at the same time teaching them what it costs. It inculcates the principle of economy by making use of industrial departments which provide the needs of the various other departments, with a minimum of cash outlay. This, both directly and indirectly, contributes to a sound financial policy which ought to characterize every well-conducted school. The health of the student is promoted by means of manual labor, which relieves the mental tension incident to hard study.

In fact, industrial education develops practical men and women of affairs, instead of brain-filled but empty-handed specimens of humanity."

From Union College: —

"(a) To exalt labor and discourage aristocratic caste by showing the true nobility of sharing the burdens of life.

"(b) To give instruction in different kinds of practical duties, that the student may become more useful and independent.

"(c) To relieve the mental strain of study, and equalize the vital forces, by a pleasant change of occupation.

"(d) To lessen the student's expenses.

"(e) To render those who are to become foreign missionaries morally independent by enabling them to furnish themselves with necessities, and even with conveniences, out of the raw materials they



STUDENT PRINTERS AT AVONDALE SCHOOL

may obtain in every land where they may be called upon to labor."

From Foreign Mission Seminary: —

"To teach the student a useful trade; to enable the student to pay his way; to benefit him as a worker in foreign fields."

From Sheyenne River Academy: —

"(a) To provide profitable recreation.

"(b) To teach economy of time and money in labor.

"(c) To prepare workers to carry on self-supporting schools and missions in foreign fields.

"(d) To create a desire to make one's self useful."

From Emmanuel Missionary College: —

"To promote character development, to develop skilled workmen in these various lines, to enable a large number of students to work out either all or part of their school expenses. Last year we gave our students between five and six thousand dollars' worth of work, most of which applied on their tuition. This year it will amount to more than that."

From others: —

"To give every student the opportunity to earn from one third to one half of his school expenses."

"A means for students to pay part of their way, support for the school, and a lesson to the community in educational industry."

"To provide work for the students, and to teach them a trade."

"To give the student employment, to support the school, to qualify for field missionaries."

"To develop practical men and women."

Question 3. Which of the industries you are conducting serve these ends best?

Here is the entire list indicated, not by any one school, but by all: —
 Printing, farming, sewing, carpentry, cooking, gardening, horticulture, broom making, canning, dairying.

From Pacific College: —

“We seek to establish only such departments as we think will contribute more or less to all these ends. The farming department doubtless is the foundation of all other departments, as it provides training in the cultivation of the soil, which was the first occupation given to man-



OUTDOOR ACTIVITIES AT OAKWOOD SCHOOL

kind. The farm is also the source of the world's wealth. The cultivation of fruits, grains, and vegetables furnishes the most profound object-lessons in character building. The mind is turned thereby in the direction of the ultimate avocation, which will be the happy lot of those who inherit the kingdom to come. 'The meek shall inherit the earth; and shall delight themselves in the abundance of peace.'

“Building develops accuracy, and the constructive ability, which is so necessary in men who lead out in enterprise.

“Printing, in addition to other advantages, serves to unite the physical and mental in one work.

“The purely domestic departments, such as cooking, sewing, laundering, etc., accomplish all of the above results in preparing woman to act her part for the well-being of humanity, making her a practical evangel of peace in the Christian home.”

Question 4. In what particular respects do you regard the industries educative?

From Pacific College: —

“They not only develop the hand, but through the hand the intellect. They teach self-reliance, and when properly taught, they inculcate economy and furnish innumerable object-lessons in practical Christian life. All these we consider educative, in harmony with the definition that 'education is but a preparation of the physical, intellectual, and moral powers for the best performance of all the duties of life.'”

From Union College: —

“The industries are educative in calling out the powers of mind and body to adapt means to accomplish ends.”

From others: —

“The importance of doing small duties faithfully.”

"They encourage perseverance, patience, accuracy, faithfulness, and earnestness."

"Thorough education is best accomplished in 'learning to do by doing.'"

"To teach, 'Blessed are they that DO.'"

"They develop habits of perseverance, accuracy, and thoroughness."

"They give breadth to a man's idea of true education."

Question 5. In your plan of work, which determines the continuance or discontinuance of an industry you have started,—its educational value or the question of financial profit or loss? Give examples from experience or observation.

From Walla Walla College:—

"Educational value primarily, but both are taken into account. Some industries, while not specially educational in their nature, furnish a large amount of work to students who need financial support."

From Oakwood Manual Training School:—

"Both. We very much desire to have our industries pay, but we find that we must continue some in order to afford a training to our students."

From Foreign Mission Seminary:—

"We have found that industries carefully managed are self-supporting in all cases. An industry carried on at a loss is not in itself a means to true education, since it fails to educate the students in one of the most essential principles of success,—to make an enterprise pay."

From Union College:—

"We consider both educational value and financial profit in determining the continuance of a study; but carpentry, sewing,

cooking, and gardening would profitably be continued anyway. We have never dropped anything but tailoring on account of financial loss. Probably photography, engineering, house painting, broom making, printing, and bookbinding would be discontinued if they caused any great loss. As we are situated, they are no expense to us."

From others:—

"First, educational value; second, financial profit."

"An industry must be profitable in order that it be continued, but profit is not always measured in dollars and cents."



"OUR BOYS MUST LEARN TO USE THE HAMMER AND THE SAW,
AND TO USE THEM SKILFULLY"

A Consensus of Opinion Regarding Physical Culture

From the Schools

A SET of five questions on physical culture was sent to the same schools as that on agriculture and the industries, with the following returns:—

Question 1. What place do you think physical culture should occupy in Christian education?

From Union College:—

“Physical culture should come in to supplement the industries in Christian education. The industries cultivate and exercise certain sets of muscles only. Physical culture gives a general culture of all the muscles. It also gives ease and grace of carriage and movement that the industries can not give.”

From Sheyenne River Academy:—

“Physical culture should find a place in the daily program of our schools, especially for the class of students who are not engaged in physical work. All students should have some instruction in physical culture.”

From Emmanuel Missionary College:—

“It should have a place in Christian education, for it will accomplish something in the way of physical gracefulness that nothing else can do.”

From College of Medical Evangelists:—

“Physical culture should occupy a place along with mental and spiritual culture, as our education is threefold. It should be considered as important as the other two.”

From others:—

“A permanent place.” “We need more of it.” “It is fundamental.”

“A second place; industries and trades first.”

“It is valuable in some respects, and we hope to do more of it.”

Question 2. What are you doing in your school to carry out your view?

“We have classes for young men and women, and a special class for young women.”

“Nothing. In past years we have had it connected with the school, but find it difficult to secure proper instructors.”

“We are at present laying plans to fit up a gymnasium.”

“We employ the industries in carrying out physical culture. We place very little stress on calisthenics, games, etc., as these are not conducive to the highest type of physical culture as we view it.”

“We have marching drills once a week.”

“The ladies have classes in physical culture; the gentlemen baseball in season; both sexes play basket-ball and tennis to a limited extent.”

Question 3. What results of your efforts have you observed?

“That the students walk straighter, and know what to do with their hands and feet.”

“That the tendency is to develop fun and frolic, and even sentimentalism rather than the physical being.”

“The large majority of students who have come to us have progressively improved in health.”

“We find that marching drills are helping some of our students to stand and walk erect, and, in general, helping them to carry themselves more gracefully.”

Question 4. What more should you like to do in this line that you are not doing?

"To have a special class for young men, which seems impossible on account of the large amount of industrial work required by many of them for paying their expenses."

"We should like to have it in the program for outdoor physical exercise once a month, to take a day from our school work for a walk into the country, perhaps forming an organization like the walking clubs."

"We should like to work out some plan whereby our students might engage in outdoor work a greater length of time daily."

From Union College:—

"We should like to provide classes in physical culture for boys as well as girls; to construct a swimming-pool for both sexes to use summer and winter, and a skating-pond for winter; to make apparatus for an outdoor gymnasium or playground. These would be supplementary only to the industries."

From Emmanuel Missionary College:—

"We should like to have regular gymnasium work, especially for our young women, such as work with dumb-bells and clubs, and other heavier gymnasium exercises."

Question 5. To what extent do you believe in and practise in your school the use of games, sports, or outings, as one means of physical culture? What games or sports? What kind of outings?

From Emmanuel Missionary College:—

"Once in a while we have indoor games, and once a year, on Thanksgiving day, our young men have played a game of baseball. We permit no matched games, and have no football at all. Most of our students are kept so busy with their school work and their industrial duties that they do not have much time for games. Skating, however, has been a favorite sport with both teachers and students when the skating is good. The large amount of industrial work we have to do, keeps most of our students so busy that they do not trouble us much by indulging in objectionable games and sports."

From others:—

"This question would be decided largely by the age of the students. In intermediate schools certain sports may be allowed; but for older students, the industries should take their place entirely. Cross-country walks, skating where there is ice, hill climbing where there are mountains, swimming, and bathing, may be regarded healthful recreation."

"The question of proper recreation in our schools, especially our training-schools, is in an undeveloped and immature state. There is no question that needs more careful consideration, as the buoyant spirits and pent-up energies of the youth will find vent somewhere and in some way."

"A good game of ball, or long country walks at times, marching in and out of doors, playing innocent games sometimes during vacation."

"We allow our students to engage in sports and games, like baseball, skating, and toboggan sliding, about an hour every afternoon."

"The outings which we have encouraged have been largely trips into the mountains, or something similar."

"We have recently adopted the plan of using the ax during the one fifteen-minute recess, in clearing land. It works well. Before, the time was used in talk or play. We now and then go for an outing."

The Province of Physical Culture in the Complete Education

BY BESSIE M. DEGRAW, MADISON, TENN.

EDUCATION, that is, the complete education, is a balanced ration, using the language of the modern student of dietetics. In other words, it is the proper adjustment of the physical, mental, and spiritual activities.

Primarily every child is an animal, a beautifully formed little animal whose physical health and happiness it is the teacher's duty to maintain and promote.

But there is to this child more than the mere physical. He has a mental and a spiritual nature. These are so related, the one to the other and the two to the physical, that physical culture is properly conducted only when it recognizes the leadership of mind and spirit over the body. Physical culture, as defined by Dr. Sargent of Harvard University, is "applied hygiene pure and simple." It teaches the student "what to eat, drink, and wear; how to bathe, sleep, and exercise,—the correct habits of living." There should be a place, then, for physical culture in every school.

In the beginning, man was made physically perfect. He was led forth in his perfection into a garden, and the work in the garden was to keep him in physical health. One naturally infers that the great out-of-doors is still the best place for physical training, and the activities of every-day life hold within themselves the possibilities of the most perfect development.

This fact has been overlooked, and teachers have been led to think the gymnasium, with its paraphernalia for exercise, essential to physical culture. But the gymnasium is an out-growth of artificial life, and the turning pole and Indian club have, perforce, entered because the swinging of the ax and the climbing of the

hay-loft, with the multitude of other activities natural to the country, have been banished from the lives of our city youth.

As the school returns to the country, as teachers and students lay hold of these activities that naturally confront the man or woman who is co-operating with the Creator in producing something from the soil, there will be introduced into our teaching a form of physical culture that is true to Dr. Sargent's definition.

Physical culture must have a direct bearing, we are told, upon the daily activities of the student. What, pray tell, is the bearing of club swinging upon the life-work of any boy or girl? Not but that club swinging and various other exercises of the gymnasium are graceful and entertaining and productive of good; but there are natural exercises which produce all the effects of these gymnasium exercises, and more. Let us take the daily round of work in a school where industries occupy their proper place in the daily program, and analyze it for the physical benefit it is capable of imparting.

I visit the bakery. A young woman, clean and fresh from the morning bath, in apron and cap stands before the bread trough. The muscles are tense, the chest erect, the spine straight. There is the "vigorous, rhythmical, muscular contraction,"—the test of the physical culturist. The heart beat is accurate; circulation is free; the breathing is long, deep, and full; the eye sparkles; the color comes to the cheek.

That work might be drudgery, but it need not be; it will not be if, as we are told by Professor Morgan of the University of Tennessee, we work for the love of it. The teacher of phys-

ical culture in the school, must himself be in love with the work. He must extol labor, and lead his pupils to dignify work of every sort.

Over the wash-tub (but not bending over it) I found a Negro woman. It was a delight to see her exercise. Her spine was straight, her chest was high, and she rubbed the clothes with the ease and grace of some pianist at her instrument. When the clothes came from the line, she placed the bundle on her head and walked off with an ease and grace that made many a white woman envy her health and bodily poise. The Oriental woman carrying a water-pot on the head or shoulder presents the same picture. The Hebrew women, even in slavery days in Egypt, were physically the envy of their masters.

Sweeping, if properly done, is capable of developing the arm and trunk muscles as surely as gymnasium exercises. Hoeing and raking

and the other garden work are even better because they bring the worker into the fresh air and sunshine.

Men and women talk about the value of mountain climbing. The stairs in the ordinary house can give exactly the same exercise. What is better to develop the chest and deep breathing than to carry two pails of milk from the dairy, provided, of course, the chest is high, the weight on the balls of the feet, etc.? Let the boy whistle if he wishes, and you have the music. The act calls for vigorous, rhythmical, muscular contraction. He had hand and forearm exercise surpassing any he could get in the gymnasium, when he milked his well-groomed cows in the sanitary dairy barn.

And there is always connected with such physical culture the inspiration that comes from continual change, and the satisfying consciousness of doing something useful.

Rural Schools in the South

BY E. A. SUTHERLAND, PRESIDENT NASHVILLE AGRICULTURAL AND NORMAL INSTITUTE

FOR two or three generations past, the effort of educators has been directed to the betterment of the city schools of America. The most commodious buildings, the best teachers, the highest salaries, the library and laboratory facilities were all found in the cities. So hard was this plan worked that every ambitious country boy or girl came to feel that life interests were sacrificed unless the farm could be left behind, and the education completed in a city school.

The city school brought results,—very pronounced results. The country boy, educated in the city, did not care to return to the farm. Gradually, but surely, the country was becoming depopulated; agricultural interests were dying; yet the strength of a nation is in proportion to the strength of its agricultural class.

The problem became one of national concern. We must conserve our farming population as well as our forests. The wheels of the machinery were reversed in educational circles. Men of means and men of brains began to work for the country-bred boy. Within our bounds a mighty force is now stirring in behalf of the rural school. And nowhere is the movement more prominent than in the South.

A few facts may prove interesting on this point. The directors of the well-known Peabody Fund for the promotion of educational interests in the South have recently devoted a definite sum to the interests of rural schools. Each State educational department receives an apportionment for the expenses of a traveling supervisor of elementary rural schools.

The million-dollar gift of Miss Jeannes, of Philadelphia, to forward the interests of rural schools among the Negroes of the South is another well-known effort in this direction.

The United States Department of Agriculture maintains an instructor in the Georgia State College of Agriculture for the sole purpose of promoting the corn interests of the State by interesting the boys in Corn Clubs.

Last April there was held in Atlanta, Ga., the twelfth conference for the promotion of education in the South. In the report of this conference these words occur: "The interest of the conference centered in the improvement of the country school, in making the school the center of community life where teachers, pupils, and parents become educated by doing things together."

The last day of this same conference was spent in visiting a rural school conducted for mountain boys, near Rome, Ga. The closing words of the conference report are: "The day was spent visiting the class-rooms, the shops, the dairy, the garden, the farm, seeing the activities by which one hundred fifty boys from the mountains are being educated. The day completed the program of the conference, *which had been devoted to the interests of country life.*"

In the Carolinas the Presbyterians are doing such vigorous work in and through rural schools that the Methodists and Baptists are bestirring themselves, lest the territory be entirely lost to them.

When a few families settle in a new community, a school is the first de-

mand to be supplied. I recently visited two families that came from California to Tennessee. Each family had children, and these children needed school privileges. The two log houses in which the families lived, stood close together, and the space between was enclosed; tables and benches were made near by in the log carpenter shop by the boys of the community, who begged the privilege of taking instruction from the carpenter in the family. To-



AS WE FIND IT



AS WE ARE DOING IT

day thirty-eight children are studying in this rural industrial school.

I visited two other families who united to purchase land in a highland district. Forty children now crowd into the neat little schoolhouse erected on this farm.

Two young women, having nieces to educate, bought a piece of land and opened a family school. This has since grown into a community rural industrial school with three teachers.

Why is the rural school an important factor in our educational work? Shall we give it the place it deserves?

EDITORIAL

DO not forget to plant as many flowers, shrubs, trees, and vines as possible this spring. Remember Arbor day.

LEAVE the worries of the schoolroom locked up inside at the end of each day. They will generally be found to have disappeared, or, if remaining, to lose heart in face of the new courage which you will bring the next morning. A little while spent at the beginning of each day at the throne of grace and in a calm study of these perplexities, will accomplish infinitely more than long hours of weary thought spent upon them during the evening and in the night.

Back to the Land

THERE is a very popular movement on foot in this country for a return from congested city life to nature and the tillage of the soil. We would that all popular movements were as sane and valuable as is this one. "The groves were God's first temples," and he created man to love his marvelous works of nature and worship him as its creator and upholder; but in his desire for gain man has forsaken the peace and restfulness of rural life and crowded the marts of trade. May he return!

For this movement to be enduring it must be recognized in a very practical way in the schoolroom; for, unless the children of to-day have a love for rural life, the men of to-morrow will not. The school is playing its part in this good work. Nature study and school gardening are being appreciated more and more, and among school workers "no other question is exciting more consideration than that of teaching agriculture in our elementary schools." The American League of Industrial Education, organized in 1904, has for its aim the promotion of "an industrial public-school system which should include the teaching of domestic science and both agricultural and manual training in all public schools."

To forward this popular move, various county superintendents of a number of States have encouraged the formation of boys' agricultural clubs. The St. Louis Exposition contained an exhibit of one thousand pyramids of corn, of ten ears each, grown by eight thousand members of these clubs in Illinois. Some of these boys raised corn that sold for one dollar fifty cents a bushel for seed purposes, while their fathers' corn was selling for forty cents!

The school garden has come to stay. Its effects upon the work of the pupils are extremely valuable. Where it has been entered into in an earnest way, revolutions have been the result. The unruly pupils have become tractable, the indifferent and lazy, studious; and, indeed, whole neighborhoods have been uplifted by the school garden in their midst. A lady living by the side of the Downing Street school in Worcester, Mass., had never seen the pears ripen on a tree in her yard near the school yard.

But the summer that four hundred of the boys planted gardens of their own, not a pear was taken so far as she knew; to show her appreciation she sent a bushel of ripe pears to the boys. Many similar instances might be given to show the moral effect of this work in connection with the discipline of school.

School gardening is of high value from a purely educational view. "It is claimed that quick discrimination is one of the pronounced qualities resulting from it." The handling of seed and tools gives a training of the hands and body. The natural order of garden operations tends to develop systematic methods of work. The principles of business are taught in a practical way. Health results from this outdoor study, and that is not the smallest educational consideration.

The effects of gardening upon the purely intellectual studies are well set forth in a statement by Mr. Dick J. Crosby of the Office of Experiment Station, of Washington, D. C., in an announcement of the American Civic Association. He says, "Experience has shown that devoting four or five hours a week, or even two hours a day, to nature study and gardening, if properly conducted, enables the pupils to accomplish more in the remaining time than they formerly accomplished in the whole time spent in school." School gardens have been conducted in Dayton, Ohio, for six or seven years, and it has been demonstrated that the boys who work gardens make thirty per cent better progress than those who do not have any gardens to work.

As an added element of culture, it is suggested that the idea of doing the work for others be inculcated. Encourage the pupils to spend a portion or all of the proceeds of the garden in the advancement of the gospel in certain needy lands. If this idea be fixed thoroughly in the minds of the pupils, it gives to labor its true motive, and teaches that most valuable of all lessons, unselfish service.

But to insure the best success of school gardens, there must be an appreciation of them by parents and teachers — an appreciation which will lead the teachers to put forth diligent effort. Enthusiasm goes far in bringing success to any effort. The boys in the Downing Street, Worcester, school, already referred to, were instructed by a young woman who had never made a vegetable garden. She studied and worked, her pupils caught her enthusiasm, and she succeeded.

And all these principles apply in the matter of agriculture for advanced schools.

SPECIAL FEATURES FOR MAY-JUNE

The School as an Agency in Foreign Missionary Effort: (a) In Pioneer Work Among Natives; (b) In the Training of Workers.

Higher Standards in Education at Home: (a) Their Need; (b) Ways to Secure Them.

Thirty Years of Educational Effort: A Review.

The Intellectual Element in a Balanced Education.

Graduation and Commencement Day: Purpose and Methods.

Ideals and Reals

EVERY one is ready to admit that since Adam ate the apple proffered him by the lovely Eve, a great change has been wrought in our modes of living and thinking. Our environment has been almost completely transformed. The connection between the ideal life of original Eden and the future ideal life of Eden restored, would seem to be well-nigh broken.

Instead of living close to nature, in constant and intelligent communion with her and her Maker, we are living in an artificial age. Walk down the average street in a modern city; the earth has disappeared, and of the blue sky only a narrow strip remains overhead. The sidewalk is paved full width with concrete, the street is macadamized, the curbing and gutters present their stony faces; the only thing pointing heavenward is a tree jutting up here and there through the artificial crust. On either side of this modern vista, humanity is pigeonholed several stories high and as many rods deep. Before the door and under the windows rush the noisy trams, rattle the bustling wagons and carts, sputter the motorcycles, and honk, honk, the modern cars of Juggernaut.

One may well raise the cry, Whither are we drifting? where shall we stop? The cities are building, building, building. The virgin forests are gone, the second-growth is scattering. Locate a school in the woods to-day, to-morrow the sentinel oaks and the pine guards lie prostrate, and you are the center of a community! The "farm" has been cut up into lots, the waving fields into garden plots. Real estate takes a rise from the horizontal to the upright. Humanity mounts a round higher, and "lives" in an upper room or an upper story — seemingly a little nearer heaven than before. You look into your neighbor's windows, your neighbor looks into yours. Further than this unintentional, circumstantial rudeness, you know nothing of those next door or overhead. You have "all the modern improvements," and the triumph of human progress is complete.

Yes, a marvelous change from the simple, wantless, care-less, but real, ideal life of the Edenic pair! Truly, another miraculous change will need to be wrought in the transition from the present strenuous, wearisome, sorrowful life to the future tearless, painless, deathless life in the earth made new.

We may set it down as a safe proposition, however, that God will ultimately carry out his original plan to the letter. "Love suffereth long, and is kind," but "my Spirit shall not always strive with man." We must look upon the interim between the primeval and the renewed state of man — "this present evil world" — as only a temporary condition. We must deal with it as temporary. The great chasm that sin has made will one day be bridged by the meeting of original perfection of creature and creation with renewed perfection of creature and re-creation.

In dealing with present-day educational problems we must not forget to look backward and look forward. But this does not mean to ignore conditions as they now are, for present issues are always the real issues to be met. It is possible that in our eagerness to idealize the real, we shall

fail to realize the ideal for conditions as modified by sin. There must be an adaptation of the ideal to the real demands of the situation as we find it. God himself has greatly modified his original plan to meet the needs of a sinful race. We do well to follow in his footsteps. In Eden, the home and the school were one; we must have the home *and* the school. The first school was in a garden; our school must have a garden, but it must not be all garden or all farm. Adam's lesson book was nature; nature must be an important study with us, but it must not be all nature. Adam could read the leaves and the flowers and the heavens and the mote in the sunbeam; but we with our impaired faculties still need the help of books, and if we did more thorough work with our books, we should understand nature better. Eve had no dishes to wash; we must teach our girls and boys to wash dishes, and to wash them clean! Adam built his arbor of growing vines and living branches of trees; our boys must learn to use the hammer and the saw, and to use them skilfully. Adam's language study was that of the flowers, and the insects, and the birds, and the animals; the babel of tongues to-day, and the telling in them of the old, old story, require months of application and toil.

The intricacies of modern life compel the full exercise of all the power of mind we can muster. Our work in school ought to prepare the student for such a life. It would be a fine thing to base all our sciences upon the science of agriculture; but our science study must not be all agriculture; the vast field of invention and manufacture require all the knowledge of chemistry and physics and mathematics that the most expert specialists can acquire. The mechanical sciences of building and printing require years to perfect. It is a fine thing to hold ready converse with the habits and habitat and needs and care of plants in the field and the orchard; it is more delightful and refreshing in many ways than to dig out and memorize Greek and Latin roots and rules; but more digging and less smattering in these selfsame things would spare Bible and history students and preachers many a humiliating blunder of which they are blissfully unconscious. It would be a fine thing to do the menial duties of household and factory on the *Delsarte*, rhythmical, muscular contraction plan; we should idealize all our necessary drudgery to the greatest extent possible; but there are other places where grace of carriage, correct bodily poise, ease of manner, and physical esthetics in general are exceedingly convenient besides the wash-tub and the wood-pile and the garden. Time must be taken for instruction, demonstration, and training for such results.

There is an equipoise of attitude to be assumed in all these vital features of education, that will prevent our zigging so far in one direction that we shall be obliged to zag back again in due time. Industries we must have, and let us have them on as thorough and scientific a basis as any other part of the work; but let them not become the scapegoat for inferior intellectual work. If physical culture deserves attention, make room for it. Let us, in short, avoid confusing the ideal and the real, and maintain a balance of judgment and action that will not defeat the end of the much-lauded "balanced" education we are earnestly and conscientiously striving to give.

The College

CONDUCTED BY CHARLES C. LEWIS, PRESIDENT UNION COLLEGE,
COLLEGE VIEW, NEBRASKA

What Is Education?

ONE seldom sees a truer statement of the real purpose of education than that contained in the following editorial from the *American Educational Review*:—

“What is education?” was asked of a boy, and he replied, “Why, education is—is education.” Then the same question was put to a man, and his reply was very similar to that of the boy. “Education?” he asked, and then answered: “Everybody knows what education is. Education is—is education.” This is very much like saying that Mars is Mars, which leads a newspaper to remark that “we talk of education as we do of the stars, and seem to know just about as much about it.”

Like happiness, education should be a part of life—here and now, every day, all the time—not some goal toward which people strive.

The New Bedford *Standard*, with the aid of a University of Chicago professor, seems to give a pretty fair and general idea of what education really is, or, at least, what it should be.

Says the *Standard*: “We hear the word ‘education’ spoken freely in these days, and see the various sorts of ‘education’ discussed over and over again in print; and the word is used so conclusively that no doubt a good many people think that the sort of education referred to—which is, after all, only elementary schooling—is all there is to education. What the schools can help do is only the merest beginning. At the best, they can only open the minds of the pupils to the vast array of knowledge that the world holds for them, or give to them a glimpse of the possibilities of industrial activity. The schools are the opening wedge to learning, but

they must be followed up by an everyday round of study and thought and experience, year in and year out, to carry education to such degrees of fulness as may come to the individual; and of the three factors that education resolves itself into, the personal experience and the application of it is much more than a third of the whole.

“The test of education is the use to which knowledge is put. Said in another way, the test is the sort of person education makes of you. A professor in the University of Chicago brought this out with unequivocal force when he told his pupils that he would consider them educated in the best sense of the term when they could say yes to every one of thirteen questions he put to them. The first, and the second, and the third were:—

“‘Has education given you sympathy with all good causes and made you eager to espouse them?’

“‘Has it made you public spirited?’

“‘Has it made you brother to the weak?’

“We fancy we hear many a voice let out in protest that public spirit and sympathy and brotherly kindness are quite outside the realm of learning; that they relate to the spiritual world rather than the mental. But learning has to do with the morals as well as with the mind. Still less of books does question No. 4 savor:—

“‘Have you learned how to make friends and keep them? Do you know what it is to be a friend yourself?’

“And no page of text ever taught the knowledge that makes possible an affirmative reply to the next three questions:—

“‘Can you look an honest man or pure woman straight in the eye?’

“Do you see anything to love in a little child?”

“Will a lonely dog follow you in the street?”

“What a test of education! But the Chicago professor requires more than broad mind and tender heart and friendly spirit and pure thought and gentle act:—

“Can you be high-minded and happy in the meaner drudgeries of life?”

“Do you think washing dishes and hoeing corn just as compatible with high thinking as piano playing or golf?”

“Are you good for anything to yourself? Can you be happy alone?”

“Can you look out on the world and see anything except dollars and cents?”

“Can you look into a mud puddle by the wayside and see the clear sky? Can you see anything in the puddle but mud?”

“Can you look into the sky at night and see beyond the stars? Can your soul claim relationship with the Creator?”

To be useful and high-minded and happy—for the last is no less an obligation upon the worthy than to live up to the other requirements—and to see God in everything,—but what has all this to do with reading, and writing, and arithmetic, and geography, and history, and drawing, and wood-working, and Latin, and Greek, and French, and German, and the sciences, and literature, and machine work, and engineering, and medicine, and the law? These are the rudiments of education, are they not?—these, from the worldly view, but even then only *along with* the essentials underlying the golden rule. When it comes to the final test of your education, the question must be, sure enough, not, How much do you know of language and literature, the sciences and the industries? but, What of your soul? C. C. L.

Union College Industrial Exhibit

THE central idea of the Nebraska State Teachers' Association, which held its annual meeting at Lincoln, Neb., Nov. 3-5, 1909, was industrial education. As an aid in impressing the thought of the addresses an industrial exhibit was held, open to all of the schools of the State, both public and private.

Entering the booth set apart for this exhibit, we see at the right specimens of woodwork. There are two screens, a bookcase, and nine articles of burnt woodwork made by the ladies' class. Farther on is a bookcase and a document case made by the class of young men. There is also a crib and a work-bench made by the boys, and three chairs recaned by pupils of the sixth grade. In all there were twenty specimens of woodwork, twenty-nine of drawing, and nine of painting.

The work of the class in hydrotherapy was represented by two photographs showing members of the class at work giving treatments. The exhibit consisted of spine-bags, hot-water bags, ice-bags, fomentation cloths, and other appliances used in giving treatments. Seventy students are taking work in this class.

The printing department was illustrated by a type-case, at which a compositor was setting type. There were also fifteen books and parts of books illustrating the work in bookbinding, and there were five photographs showing students at work in different departments of the printer's trade.

In sewing there were three sample books, one dress, four garments, and three specimens of fancy work.

The display of the cooking class was arranged on tables in the center of the booth. It consisted of loaves of white, Graham, and whole-wheat bread, four styles of buns, two of rolls, and three of puffs. There were also two samples of meat substitutes, a rice pudding, a fruit salad, and a po-

tato salad. None of these articles contained baking-powder, soda, lard, vinegar, or other unhygienic substances.

The normal work of the college was represented by a set of thirty reading charts made by hand. Each member of the training class made her own set of charts, using for the printed matter large rubber type, with India ink. The illustrations were mostly hand-painted. There were also seventeen books used as reading- and text-books in this department.

The engineering department exhibited a miniature steam-engine and eleven tools made by hand.

Across the aisle from the main booth was the exhibit of the broom shop, which attracted a great deal of attention by its display of the different styles of brooms and brushes made in the shop, and also by a tying machine and a stitching machine, where two young men were engaged in actual broom making.

This entire exhibit received commendation from teachers and leading educators of the State, since it was different from most of the other exhibits, in that it consisted of the practical products of actual industries conducted by Union College.

This exhibit received the first premium in its class; namely, "Other Schools than State Institutions."

C. C. L.

"Educational" Industries or Industrial Education?

THE continuance or discontinuance of an industry as a part of the school curriculum should be determined by a happy blending of educational value and financial profit. A department which can not be made a success, might be educational from many standpoints, but would be very antagonistic to the principle of economy to be gained by industrial edu-

cation. The fact that a department might not be profitable should not necessarily debar it from the sisterhood of industries. If it can be made to meet expenses, and no more, it would still be useful as an educating factor from every standpoint.

In short, the financial test is a very accurate one, in the opinion of the writer. Departments which can not be made to continue, except at a financial loss, however educative they may be in some lines, will teach wrong methods of conducting institutions, conferences, etc.; will foster financial leakage; will not furnish remuneration for students; in short, will neutralize every other good that might be derived therefrom, because the department in which the student works is his life in miniature for the time being, and sets the pace for a life in the stern battle which confronts him when his school-days are ended.

Educational institutions which have started industrial departments on what is known as a purely "educational" basis, have not been able to conduct them successfully. They have been regarded as a sort of necessary evil, and in the end have been discarded as a financial incubus, too intolerable to support.

The writer had some experience in this "educational" industrial work in his college days, and remembers vividly that the whole subject of the utility of industrial education was submitted to a monster debate of students, with the result that the ban of both faculty and students was placed upon what might have been one of the most potent factors in that highest order of education, which seeks to develop the threefold nature of man.

In fact, that practical industrial education which in the highest sense is educational, is far preferable to the so-called educational interests which lack practicality. Let us have

industrial education instead of "educational" industries.

C. WALTER IRWIN.

Christian Class Spirit

ONCE there was a Christian college backed by one of the most powerful denominations of the land. For ten years football was abolished. Then, under a change of management, it was reinstated. Recently the sophomore class defeated the freshman class in a match game, and to celebrate the event the sophomores, sporting their pennants, took possession of the platform at convocation one day, and rendered a short program in which they sang, "The freshies came from the country, hooray!" The time chosen was when an eminent bishop of the church was to address the students.

Meanwhile, the freshmen, having heard of the proposed celebration, "flunked" the chapel exercise to a man, and hung in effigy a sophomore dummy from a wire stretched between two of the college buildings. When the body of students came out from convocation, "still under the spell of the bishop's matchless address," they were surprised to see the entire freshman horde shouting and pointing to the sophomore dummy hanging listlessly from the wire. Soon the sophomores pulled down the wire and precipitated a struggle over the dummy, which was thus described by the college paper:—

"The battle was furious, and the sophs struggled valiantly, but the freshies more than outnumbered them. At last every sophomore was tied,—except one man who made his get-a-way,—and all were lined up for a picture. Considerable difficulty was experienced in keeping the soph girls from smashing the camera, but finally the picture was taken, and the prisoners were released. No sooner had the boys ceased hostilities than

a fierce fight broke out among the girls. So terrible did the struggle become, that it was necessary for the dean to interfere and call a halt."

Speaking editorially of the "class scrap," the same paper says: "The mix-up indulged in last Friday by the sophs and freshies proved several things. First, it showed that class spirit is not dead at ——. Certainly not! Some people expressed an opinion earlier in the year that the college council [student governing body] had put a damper on inter-class rivalry. But this is entirely disproved by Friday's incident; for it was the hardest fought, most satisfactory, best all-round class scrap seen at —— for years."

There is another college where "class scraps" are absolutely unknown, where nothing of the kind has taken place since it was founded nearly twenty years ago, where the students do not entertain such an idea, and where the authorities would not tolerate such conduct. The classes entertain and honor one another, and no rivalry exists among them. Instead of striving to prevent one another's functions, they assist one another in every possible way. No class contests take place, but all work to build up the ideals and principles for which the college stands, finding full scope for their activities in self-improvement and doing good to others.

Which spirit, think you, is more nearly in harmony with the teachings and example of the Great Teacher, the founder of Christianity? Which is the true Christian class and college spirit?

C. C. L.

NOTHING pleases me more than to have the class ask questions. It sometimes happens that we spend the hour in what is really a conversation, and the result is most satisfactory.—
Mark Hopkins.

The Secondary School

CONDUCTED BY MARION E. CADY, WALLA WALLA COLLEGE,
COLLEGE PLACE, WASHINGTON

Now Is the Time

I WISH to say a word to our schools that are fortunately located out of the cities, on an acre or a few acres of land. To you let me say, "Now is the time." The time for what? — The favorable time to begin to plan what you are going to do with the ground that surrounds your school, and in the field adjacent to it. I hope you are going to plant it with something. That is what God made the soil for.

When God planted a garden eastward in Eden, he caused to grow from the ground two kinds of plants. One kind was "pleasant to the sight," and the other was "good for food." Those plants that were pleasant to the sight, undoubtedly were flowering plants, and ornamental shrubs and trees that provided beautiful foliage and shade. What flowers will grow in your yard, and what shrubs and trees front the road and line your walks?

What are you going to plant or sow in the garden and field? Do not leave the ground empty and idle, for if you do, it will grow up to weeds. Study the soil and study your needs, so that when you come to the time of harvest, you may have fruit of your labor to enjoy at the table during the year. If the soil will not supply your needs, it may willingly and bounteously supply the needs of others; and you can take the proceeds of your harvest and supply your own table.

The yard, field, and garden may become places of much interest and attraction to the students and teachers. What is more attractive than a beautiful front yard, a thrifty garden, and a growing field? It will attract the passers-by, and they will be led to inquire, "What place is this?" and will be led to remark, "How beautiful the

front yard is kept, and how thrifty and prosperous everything about the premises looks! I must visit this school at my earliest opportunity." Would this be a help to your school and serve to bring the principles of your work to the favorable attention of the people? If so, "now is the time" to plan for it. It is none too early.

M. E. C.

Work-Bench and Books Alternate

THE importance of combining manual and industrial training with the work of the schools has been for years kept before our educators. But from lack of means and competent instructors in industrial lines, the attempts that have been made at various times and in various places to secure this ideal system of education have not been altogether satisfactory.

The educators of the world have also realized that the ideal system of education is a combination of theory and practise, and there have been made some praiseworthy endeavors to secure this superior form of educational training for the boys and girls of the public schools. But at best, the highest advantages have been secured only to a limited number of pupils of the higher grades.

The last few years, however, have revealed some interesting solutions to this great problem. The following excerpt from an article in a recent number of the *Technical World* call attention to some of the most successful attempts at combining industrial and text-book instruction: —

"The high-school students of Fitchburg, Mass., are given the option of taking a course which provides for one week of study and one week of working at a trade, in the actual employment of manufacturers in the city, alternating these weeks of study

and work throughout the full time of shop apprenticeship and a high-school course. The movement, when first begun, was almost revolutionary, but it has also been undertaken by schools in Lynn, Mass.; Cincinnati, Ohio; Freeport, Ill.; Ludlow, Mass.; Manchester, England; and Leipsic, Germany. In Chicago, one school has taken up the work as an experiment this year, for the first time, giving school and shop work in alternate periods of two weeks each. The plan varies slightly in these different cities, but in essentials it is practically the same. Various manufacturers of the cities have opened their shops to take in boys and girls of the high schools under the regular conditions of employment, paying them the wages of apprentices, and giving them exactly the work other learners of trades undertake.

"In Fitchburg the plan is to have all pupils spend the first year exclusively in high-school work. After that, the manufacturers take the boys and girls in pairs, so that by alternating they have at all times one of the pair at work. Shop work and study, therefore, are carried on practically together, and each receives sufficient continuous attention, both to fix its lessons on the worker's mind and to make him realize the value of the other. The boy who works in the shop one week and at the high school the next, becomes gradually, but certainly, aware of the fact that his progress in life depends very largely upon the breadth of his education. He comes to understand quickly that he must have theory as well as practise, and that his work must be intelligent and must be guided by scientific principles in order to be most effective. On the other hand, he sees, in the shop, the practical application of the theories of the school, and by being actually personally engaged in the work, with the responsibility upon him of turning out an actual product

which is of value in the world, and which goes directly to the world's market, he takes a far deeper interest in the practical side of his education, because of the theory and the "reasons why" he has learned.

"Fitchburg started with twenty-two boys working alternately in school and shop. Expressions taken from these boys, who have been two years in the course, show the most intense interest in the work which they have been doing, and inquiry from teachers and manufacturers alike, who have had to do with their work, elicit high praise of the experiment, and statements of entire satisfaction with the new method. At Cincinnati some three hundred boys are now at work on this plan, and the system has succeeded so well and given such excellent results that the hopes for the future are very rosy.

"From the view-point of the boys themselves, the course which enables them to study theory and practise together is attractive. There are few boys who do not have the instinct to make things with their hands. Opportunities to be guided by intelligent instruction and to have time enough to complete pieces of valuable and useful work, arouse an untiring enthusiasm and delight which have been lacking in much of the work in the mere manual-training school. The added advantage that all apprentices are paid regular wages ranging from eight cents an hour up for time in the shops, furnishes an incentive well-nigh irresistible to the average lad who loves to earn money. In a big machine-shop in Cincinnati boys start at the wage named, and are raised semi-annually one cent an hour, until they receive fifteen cents an hour. Four years are given to the apprenticeship in that city, at the end of which time boys are recognized journeymen in their lines, and receive a bonus of one hundred dollars and a certificate of merit from their employers, as well

as a diploma for the work done in the high school."

In one of the elementary schools of Chicago, having an enrolment of nearly thirteen hundred, both "teachers and pupils have been caught in the maelstrom of the public movement, and are continually criticizing their work in the light of utility."

"The question of graduating exercises has long been a perplexing one. Chief among its objections has been the matter of gowns,—graduating dresses for the girls.

"In every class are a few to whom an expenditure of twenty-five or fifty dollars for a graduating outfit is no burden, while to the majority, children of the working classes, such an expenditure is utterly impossible. Tears and heartaches and bitterness are frequently mingled with the fragrance of the flowers that grace the graduating rostrum.

"In the Chicago schools sewing is taught in the seventh and eighth grades. These sewing classes are conducted by special teachers who give one lesson, of an hour and a half, every week to the girls in each room; the boys in the meantime are engaged in the manual-training room. Considerable criticism has been made from time to time because of the apparently useless character of the lessons given. Parents can not see the value of stitching and hemming and patching a gingham rag for weeks only to throw it into the waste-basket when finished.

"In the graduating class of the past year were thirty-eight girls and thirty-six boys. The girls had previously received one year of training in sewing, when they entered upon their eighth grade. During that seventh year they had been given lessons in hemming, various kinds of stitching, mending, darning, and in the difficult art of buttonhole making. They had practised upon the cutting and making of work-bags and various

small articles, including a work apron, that might be useful about the school or at home.

"It seemed reasonable that after this much preliminary preparation the work of the eighth grade might be directed toward definite practical ends. One of the first lessons in this direction was the making of work aprons for the boys. Each boy in the manual-training shop needed an apron with an extended front piece, shoulder straps, and strings, to protect his clothes while working. The girls could make them. Here were lessons in measuring, cutting, and hemming that really meant something. The aprons were to be worn! They would be inspected and used all the year. It was worth while to do a good job. Two lessons were given to the measuring and cutting and two to the making, four lessons in all. When the aprons were all finished, each boy paid for the material that went into his garment. The cost was fifteen cents each. These aprons were worn all the year, and were carried home when graduation day came.

"Early in January the girls were told that they were to have an opportunity to make their own graduating outfits, including under garments and their graduating gown. The total cost might be as much as five dollars. They were to consult their mothers at home to see if they approved the plan, and were willing to pay for the material. The girls were enthusiastic, and the mothers, of course, were willing. An estimate was made of the material needed, and this was bought by the teacher at a reduction from the regular retail price.

"Between the tenth of January and the first of April the following articles were made: one pair drawers, one skirt, one corset cover. One article was dealt with at a time, each girl doing the entire work upon her own garment.

"About this time the notion spread

among both boys and girls that it would be the proper thing for the girls to make the white blouses for the boys to wear in their gymnastic performance as part of the graduating program. This needed no encouragement. It had to be done to satisfy both boys and girls.

"About the first of May arrangements were made for beginning the girls' gowns. The teacher worked out the plans as to style, materials, and trimmings, and then presented it to the girls for their suggestions and approval.

"Then came another period of measuring and adapting of patterns. The teacher furnished a model pattern, either of her own designing or adapted from one of the standard patterns sold by the dealers, and each girl was given lessons in measuring and adapting. In the end each girl had a pattern for every part of her gown. These were inspected and approved by the teacher; then the girls cut their own garment from the general stock. This was all done under the direct supervision of the teacher.

"Eight lesson periods were spent upon the gowns, and when the last week of school came, the last stitch had been taken in the last gown without an extra hour from the school time.

"The cost of these dresses, including all trimmings and sashes, averaged \$2.68. This made the total graduating outfit, including the three under garments, cost a total of \$3.98.

"Parents without exception have approved this plan, and the children have been delighted in the cutting and making of their own clothes, to be actually worn."

It may be that the foregoing account of what is being done by others will suggest some way whereby our own schools can make their efforts along the same lines more effective. We have had much definite instruc-

tion in regard to the necessity of combining practical instruction with the theoretical. There must then be some wise and effective way of heeding this instruction. Who will find it?

FANNIE D. CHASE.

Arbor Day

THE coat-of-arms of one of our States bears the emblem of a sturdy yeoman with uplifted ax, a significant sign of the time when the pioneer was obliged to clear a space among the trees for his home and his farm.

Then there was little appreciation of the value of trees, except for fuel and timber, until attention was called to the fact that with a rapidly increasing population, we have been for years consuming our forests at a rate far beyond the supply furnished for their annual growth.

Railroads alone consume for their construction five hundred million cubic feet of our best timber every year, and mines use immense amounts.

Valuable not only for timber and for beauty, as forests, they have much to do with the climate and the flow of streams. For instance, wooded areas retain four fifths of the rainfall, which in some places would otherwise run off in torrents and produce disastrous floods. Then, too, the stored-up water of the forests reappears in springs, thus giving a steady supply. Again, forests protect us from the violence of winds, and prevent the crops from being withered and blasted.

This was especially felt in our Western States, and the State of Nebraska has the honor of celebrating the first Arbor day, April 10, 1872. On that day over a million trees were planted in that State.

Nothing makes a home more beautiful than trees and flowers; and what we want for our homes we should have for our schools. The surroundings should be a model of order and beauty for the whole community.

— just a little foretaste of school when the earth is restored to Edenic beauty. How fitting, then, that we celebrate a day set apart for this purpose, and not for this purpose only, but more than ever to open the hearts of the children and youth to the sweet, precious lessons from nature.

In the morning the school could have an interesting program, and later in the day the planting of the trees could take place. Much will depend on the teacher and the age of pupils. The chief thing is to have them interested some time beforehand.

Call attention to the different kinds of trees in the community,— the general shape, the bark, the structure of the wood. The leafless trees in themselves are beautiful, especially in the spring just before they bud, and a study of their forms will enable one to distinguish the different kinds of trees more than in any other way.

The foliage is like a veil, only partly concealing the individuality of the tree. The limbs of some trees are horizontal, others drooping; still others turn upward, or, in the willow, for instance, the limbs first turn upward, and then droop. How easily we can distinguish the apple tree, the oak tree, the maple, the cedar, the pine, the elm, even in the distance! Then there is the white birch, the "she lady of the woods."

Interest the pupils in the characteristics of the various trees, especially those whose individuality will stand out clearly in their minds. Sketch them on the blackboard, first the bare tree, then the leafy tree, and encourage the pupils to do the same. Simple, but suggestive, the sketch should lead the young mind to almost feel the individual from beneath the leaves.

Let the pupils get sections of trees cut so as to show the structure of the wood, and some of the bark. Have a collection of different specimens

mounted, and on the wall. One face of the section should be smoothed and varnished, the others should be left as when split from the tree.

As the time draws near, talk over the matter with the school. If allowed to make some suggestions, they will be the more interested in the actual doings of the day. How many trees will the school undertake to plant? What kind of trees? Having decided, a committee of the older pupils may be appointed to see that the trees are procured beforehand, and the holes properly prepared, that there may be no delay at the time of planting.

The following program is merely suggestive:—

1. "America," page 816, "Christ in Song."
2. Prayer.
3. Reading of the proclamation of the governor of the State by which the day is fixed, or the law setting apart the day for special uses.
4. Short history of Arbor day.
5. "Best Gifts" (school stands, and repeats in concert).
6. Song: "God Is Love," page 11, "Gospel Song Sheaf."
7. Reading of first psalm, or a short Bible reading on trees, prepared by one or more older pupils.
8. Some beautiful lessons from trees.
9. Short essay on the use of trees.
10. Recitation: "The Wayside Inn—An Apple Tree."
11. Recitation: "Woodman, Spare That Tree."
12. "How the Poem Came to Be Written" (to be read by a pupil).
13. "Famous Trees" (to be read by pupils).
14. Song: No. 330, new edition "Christ in Song."

NOTE.—Part of the selections called for in this program are given on pages 45 and 46.

MARY F. RICE.

Spring Gardening

IN planning for the garden, it is well to remember that better work can be done with individual plots than with community gardens. The tendency to shirk is apparent in the student's own work, and affects the work of no other student. Individual work develops the desire to do as well as the next.

Economy of space will indicate that the vegetables chosen should be low and occupy but little space. Those which mature quickly are more satisfactory, unless the students live near enough to give the garden atten-

matoes, beans, or turnips. The main part of the bed should have the rows about one foot apart.

It is perhaps wise to include a few annual flowers in the collection, that the child's love of beauty may be developed. Ageratums, marigolds, nasturtiums (dwarf), poppies, pinks, sweet peas, and candytuft are easily grown, and produce an abundance of flowers in proportion to the space.

Simply raising some few vegetables is by no means the end and aim of the garden. Each student should have the responsibility of selecting the seed which he uses, of preparing



tion during the vacation months; though it should in any case receive sufficient to prevent its becoming a plot of weeds. Lettuce, radishes, tomatoes, cress, peas, beans, beets, spinach, and turnips make a good list to select from. The growing of tomatoes, although they do not mature early, is to be encouraged because it gives practise in making and caring for a hotbed and in transplanting.

The seed-beds should be arranged with the rows of radishes and lettuce about six inches apart, and the plants thinned in the rows to allow for sufficient growth. These should be followed, as soon as removed, with to-

the soil and planting seed. Instruction in the proper preparation of soil, manner and time of planting, the best fertilizers, the amount and method of application, the time, depth, and manner of cultivation, weeds and their eradication, the kinds of soil and the treatment of the different kinds, and the preservation of moisture by a dust mulch are topics that should be discussed in their proper order in the work.

The student should be required to debit the value of the rent of his plot, of the fertilizer, labor, seed, etc., and credit the value of the products.

CAROLINE HOPKINS.

The Primary School

CONDUCTED BY SARAH E. PECK, NORMAL DIRECTOR UNION COLLEGE,
COLLEGE VIEW, NEBRASKA

Are All the Children In?

ARE all the children in? The night
is falling,
And storm-clouds gather in the
threatening west;
The lowing cattle seek a friendly shel-
ter;
The bird hies to her nest:
The thunder crashes; wilder grows
the tempest,
And darkness settles o'er the fear-
ful din:
Come, shut the door, and gather
round the hearthstone.
Are all the children in?

Are all the children in? The night is
falling,
When gilded sin doth walk about
the streets,
O, "at last it biteth like a serpent"!
Poisoned are stolen sweets.
O mothers, guard the feet of inexpe-
rience,
Too prone to wander in the paths
of sin!
O, shut the door of love against temp-
tation!
Are all the children in?

Are all the children in? The night is
falling,
The night of death is hastening on
apace;
The Lord is calling, "Enter thou thy
chamber,
And tarry there a space."
And when he comes, the King in all
his glory,
Who died the shameful death our
hearts to win,
O, may the gates of heaven shut
about us,
With all the children in!

— *Selected.*

School Gardens in Europe

FOR many years Germany has led
the world in school gardens. She
also leads the world in practical and
profitable methods of agriculture. In
Austria the law requires every school

to have a gymnasium and a school
garden.

France has thirty thousand such
gardens. Sweden has had several
school gardens for thirty years, and
even in Russia, in one province alone,
one hundred thousand fruit trees
have been planted for the schools.—
School and Home.

School Gardens

HAPPY is the teacher who has at
his command a good garden plot. At
the approach of spring he can begin
work with little to hinder. The older
boys should have the task of first
breaking the hard ground. Then
each child should have his plot al-
lotted to him. Where sufficient space
can be secured, there may be a vege-
table garden, a formal flower garden,
and a wild flower garden. Every op-
portunity should also be taken to im-
prove the general landscape around
the buildings. Trees, and hedges,
and shrubs may be planted. The
school grounds should be made as at-
tractive as possible.

As the child cultivates the tender
plants, he will learn to love "all
green things growing;" and not only
will care for his garden at school, but
will make new ones at home. If suc-
cess is attained, careful attention
must be given to the soil, how to plant
the seeds, and the time of planting.
As soon as the land can be worked,
peas should be planted in sandy soil
in trenches six inches apart. Car-
rots require a loose, fertile soil. To-
matoes are best raised from hothouse
plants. Potatoes and corn both re-
quire a well-fertilized soil. Radishes
should be covered one-half inch deep,
and lettuce one half to one fourth of
an inch deep.

As the children study the develop-
ment of the plant, let them study its

life story, and its relative value as a food.

The formal flower garden will give the children a chance to develop their artistic taste. The wild flower garden will give the children a better acquaintance with the flora of their neighborhood. Let them go into the woods and find the violets, hepaticas, daisies, ferns, vines, etc., and make a home for them in the garden, as nearly as possible like their natural state. The children will grow to love the dear wild flowers as well as the cultivated ones, if not better.

After the gardens have been planted with care and precision, they should be watered every day until the seeds are well up. This work is all done by the children. Nor do they stop when the school year closes, but faithfully care for the garden all through the summer, gathering the vegetables and flowers, and allowing the best to go to seed for the next year. The sense of personal responsibility and the caretaking thus encouraged are strong elements in the development of true manhood and womanhood.

As the work progresses, there will be the usual enemies to combat,—the beetles, potato-bugs, cabbage flies, etc. The children should be taught the best means of getting rid of them, and of keeping free from them. It is also well for them to know that their best friends and helpers are the birds, which devour an enormous number of bugs, beetles, and insects.

The children should learn to take proper care of their tools. They should never leave them out of place, or wet, to become rusty.

But not all schools are so fortunate as to have a place for a garden. Many such can be found in our large cities. But every school has windows and sunshine, and wherever sunshine and air abound, plants can be made to grow. Window shelves can be built at little cost or trouble, and

boxes made to fit. The window garden will accommodate flowers for both summer and winter.

Climbing vines and drooping vines are especially good for window gardens, and can be trained most effectively. Ferns, as a rule, are too delicate for winter, but palms and rubber plants thrive in the house. Geraniums are the old standby, and are always pretty.

There should also be an experimental box, where the children can plant beans, peas, corn, etc., and pull them up for inspection at different stages of development. The children should observe, write about, and make drawings of the developing plants. They thus lay a foundation for their future study of botany.

How much joy and sweetness may thus be brought into our lives if we will only see and study the wonders of nature, which are everywhere around us, and of which oftentimes we are so heedless.

S. E. P.

Domestic Science in Elementary Schools

IN our physiology class, we were studying the principles of healthful living. We learned that our food should be eaten slowly, should be thoroughly masticated, and that the heaviest meal should be eaten in the middle of the day.

Yet day after day the children were obliged to bring cold lunches to school. Many of them ate in a hurried manner in order to be off to play, and when evening came, a group of hungry children went home to eat the heaviest meal of the day; thus contradicting in practise what we had learned in theory.

After giving the question careful thought, I called a meeting of the parents and asked for their co-operation in establishing a new branch of industrial work in our school—cooking and serving our own meals.

As a result, a wagon called at my school one day, and a second-hand cook-stove was unloaded. This we set up in a room next to our school-room. The parents then came one by one, bringing donations of canned fruit, potatoes, beans, rice, etc., also cooking utensils of various kinds. The children each brought a bowl from which to eat soup, a plate, spoon, and fork, and whatever other dishes could be spared from the home. Some pieces of lumber were found, from which the boys made tables, and benches for seats. The school was then divided into classes — each class to have charge of the cooking for a week at a time. Others were assigned such duties as washing dishes, sweeping, scouring knives and forks, and caring for the pantry, etc.



The class appointed for cooking, came a half-hour early in the morning to prepare the food for dinner. If necessary, the food was allowed to cook all the morning, while some member of the class went back and forth occasionally to see that it did not burn.

If not much preparation was required, a fire was made at the morning intermission, and the food put on to cook then. At noon all passed outdoors until a bell was tapped calling them to dinner. All were seated together, and the one in charge called on some one to ask the blessing.

Our meals were simple. They consisted at first of soup and a roast with gravy, or baked potato with gravy. Each child brought his own bread from home. Later, as our work progressed, we learned to make our own bread, as well as simple deserts, salads, etc.

By one o'clock the dishes were usu-

ally washed, kitchen in order, and we were ready for school.

It is not necessary to have a separate room for this work, as a corner of the schoolroom may be converted into a kitchen. A gasoline stove may be used if a cook-stove can not be obtained, tables may be put back in a corner or out of the room during school hours, a corner of the cloak-room or closet may be used as a cupboard, or shelves put up in one corner of the schoolroom.

Work-tables are necessary for washing dishes, preparing food, etc., and for this purpose, wide shelves may be put on the wall with hinges, and then let down against the wall to be out of the way during school hours.



If dishes can not be spared from the home, a visit may be made to the second-hand store, where for a few cents everything necessary in this line may be obtained.

GRACE O'NEIL ROBISON.

Why Should School Gardens Be Maintained?

IN the April, 1909, number of *School and Home* the following ten good reasons from a teacher's point of view are given for the maintenance of school gardens: —

"1. Because children should be taught to gather culture, knowledge, and inspiration from everything with which they come in contact.

"2. Because children should acquire the habit of bringing to bear their knowledge and their mental powers upon every subject of thought that falls within their experience.

"3. Because the study of the environment is especially effective in discipline and inspiration, since it is tangible, vivid, and impressive, and awakens strong and clear concepts,

and produces deep and lasting educational effects.

"4. Because mental acquisitions thus associated with the environment will be constantly revived by recurrent contact with it, and will thus be refreshed and kept alive and effective.

"5. Because the basis for a successful study of the unseen and the intangible is best laid in clear and strong impressions of things seen and realized.

"6. Because the school work is thereby made directly serviceable to the work of life, the value of immediate and practical utility being added to the superior disciplinary and inspirational values.

"7. Because it puts life and soul into the work.

"8. Because it serves as a bond of sympathy between the out-of-school life and the in-school life.

"9. Because in time it will become a bond of sympathy between the patrons of the school and the work of the school."

"10. And lastly, because in so doing, the procedure is in accord with the universally accepted principle that the process of instruction should pass from the known to the related unknown."

Art in the Elementary School

— No. 2

Plan for First and Second Months — Grades Four, Five, and Six

1. CLAY.— Model conventionalized leaf forms and simple geometrical forms. Model repeating border in relief. Model flower-pot, fern dish, simple vase forms, and jardiniere. When thoroughly dry, enamel the best forms, and utilize in the school-room.

2. BLACKBOARD.— Teach place and relation of objects in proper proportion in outdoor scene, having hills, trees, fences, roadway, arranged to show distance, middle distance, and

foreground. Draw houses of different size and construction. Group and arrange among trees to produce a pleasing picture. Draw flowers, grasses, fruits, and vegetables.

3. WATER-COLOR.— *Begin study of hues.* Arrange five circles vertically on tablet page. Color center one red. By mixing violet with the red produce a hue of red, or violet-red, and place it in the circle just above the red. Color the topmost circle violet. Color the lowest circle orange. Color the remaining circle orange-red.



Draw in color a leaf or spray, flower or vegetable, showing a group of hues. Specimens from nature make the best studies, but if these can not be found, let the teacher furnish good outlines of flowers, fruits, etc., to be traced and colored.

Begin study of complementary color. Make a color circuit as shown in the diagram C. Fill in the hues. Opposite colors are complementary, as yellow and violet, green and red. Any two colors which, when mixed, produce gray, are said to be complementary. Experiment with a red and a green, an orange and a blue. Study the hues and standard colors, and look

for specimens in plant life.

Begin study of scales of value.

Draw five squares vertically. Paint top one black, and leave bottom one white. Make middle one gray, half-way between the black and white. Above the central middle value, make one half-way between it and the black. Below the central middle value, make one half-way between it and the white in value. Use this neutral scale as a guide, making drawings from nature, objects, pic-

tures, employing two or more values in the composition.

Leaves and flowers. Draw in different positions. Study foreshortening. Arrange pleasing groups and mount. Draw outlines with pencil. Make drawings in three tones or values.



*Plan for Third and Fourth Months—
Grades Four, Five, and Six*

1. CLAY.—

Model conventional and geometric forms. Model single ornament in relief.

2. BLACKBOARD.—Continue work as in previous eight weeks, changing appearance with change of season. Draw outdoor scenes, using charcoal for dark masses. Copy pleasing pic-

fruits on sprays, showing high lights against a dark ground.

3. WATER-COLOR.— (Grade Four) Make washes of graded hues of any chosen colors. Allow to dry, and use for making book-marks or cut-out design for decorating portfolios. Make wash-drawings of sunset pictures. (Grade Five) Decorate portfolio, book-marks, etc., in complementary colors. Make wash-drawings of outdoor scene from good pictures from dictation, and later from memory or imagination. (Grade Six) Give attention to drawing in values. Copy good pictures. Draw from dictation,



objects, imagination, and memory. Decorate portfolio with outdoor scene in three values. Use neutral scale as a guide.

4. BRUSH AND INK.—Illustrate Bible story or language work.

MRS. DELPHA MILLER.

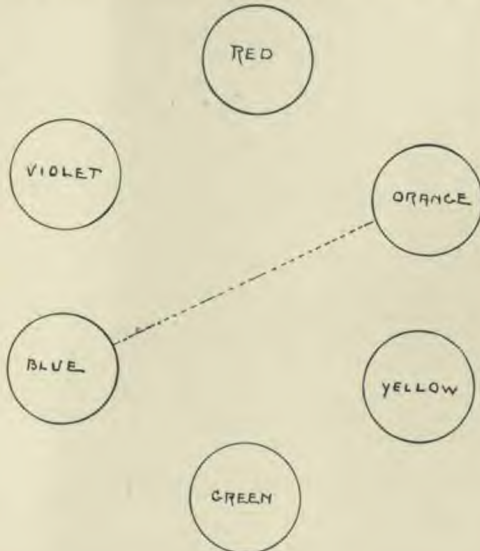


DIAGRAM C

tures in black and white. Draw from memory or imagination scene appropriate to the season. Draw flowers and grasses in natural grouping, and

If you want knowledge, you must toil for it; if food, you must toil for it; and if pleasure, you must toil for it. Toil is the law. Pleasure comes through toil, and not by self-indulgence and indolence. When one gets to love work, his life is a happy one.—*Ruskin.*

TALKING IN THEIR SLEEP

(Grade 3, Lessons 25-30)

“You think I am dead,”
The apple tree said,
“Because I have never a leaf to show,
Because I stoop,
And my branches droop,
And the dull gray mosses over me grow!
But I’m all alive in trunk and shoot;
The bud of next May
I fold away,
But I pity the withered grass at my root.”



“You think I am dead,”
The quick grass said,
“Because I have started with stem and blade;
But under the ground
I am safe and sound,
With the snow’s thick blanket over me laid;
I’m all alive and ready to shoot,
Should the spring of the year
Come dancing here;
But I pity the flower without branch or root.”



“You think I am dead,”
A soft voice said,
“Because not a branch or root I own;
I never have died,
But close I hide
In a plummy seed that the wind has sown.
Patient I wait through the long winter hours;
You will see me again,
I shall laugh at you then,
Out of the eyes of a hundred flowers.”

— Selected.

SCHOOL GARDENS

IN the pleasant months of spring,
When the birds begin to sing,
Mild and balmy is the weather,
Then we children go together,

All the ground to smoothly spread
For our little garden-bed.
Then we plant the tiny seeds,
But we pull the ugly weeds.

Well we know that after showers
Up will spring the pretty flowers,
And the vegetables grow
From the warm, dark earth below.

Teacher says my little head
Is another garden-bed;
All the lessons learned are seeds,
But the silly thoughts are weeds.

From the lessons learned will grow
Many useful things to know,
So the teacher says my head
Is her little garden-bed.

— *Nellie R. Cameron, in "Primary Plans."*



"DEAR old Mother Earth," a little snowdrop said,
Lifting up the covers of her cozy bed,
"Do you hear the children crying for the flowers,
Sleeping in your bosom through the wintry hours?"

"Give me my white bonnet, tie its ribbons green,
Send me on my journey, though the winds are keen;
Bid me haste and tell them every blossom fair
Soon will waken, smiling, in the soft spring air."

— *Mira Clarke Parsons, in the Outlook.*



How to Teach Sight Words

AMONG the many difficulties arising in the teaching of primary reading is that of so teaching the many sight words that they will be remembered by the children. It is impossible for children to remember a great many sight words when taught in an abstract way. Unless something that will appeal to the child is in some way connected with the words taught, he is sure to forget many of them.

The following are a few examples of how to teach sight words:—

GIVE.—From all words learned, select “give” as the favorite, for the greatest blessing we have in life is that of giving. God continually gives. Everything we receive is a gift from the Giver. The children will be very quick in naming some of the many things God gives. Write the sentences on the board as they are given, underlining the word “give.”

Follow this with an action lesson from the board, having the children do as the sentence says. Thus:—

John, *give* Harold a book.

Eva, *give* Harry a pencil, etc.

The words “here” and “there,” “up” and “down,” “in” and “out,” “on” and “off,” etc., are easily taught together. To illustrate: “here” and “there” may be taught by a sketch representing two houses—one close by, and the other at a distance. Over the nearer house write “here;” over the other, “there.”

An action drill may also be used with these words. Have children represent leaves flying here and there. Write “here” and “there” on many leaves drawn upon the board. As the children skip about, they touch the leaves and name them, “here” or “there.”

FIRST.—Columns of known words are written upon the board, each column headed with the word “first.” Drill on these words, omitting the

first one. At the close of the drill, the children will readily guess what the word is that they have not given.

In connection with this exercise, have an action drill. Several pupils march together across the room. The teacher writes,—

May was first. John was not first.

Have the children find “first,” and read these sentences.

WAS.—Children love to play rather than work, and if work can be made play, they will enter into it with pleasure. The word “was” is taught by playing a game, “I spy.” Have “was” written upon slips of paper and laid in plain sight about the room. Each child removes a slip as he spies it. When all the slips are removed, see who can point to the place where a slip *was*. As each child points in turn, write “was” upon the board. The children will soon guess the word.

UP.—“Up” may be taught in a way similar to “was.” The slips are hidden high in the room. As each child finds a slip, he gives a sentence telling where it is. Each time “up” is written at the top of the board. With this exercise, draw upon the board such objects as the children suggest that make them think of the word “up;” as, steps, ladder, seesaw, stilts, etc.

WHO.—The children form in a ring, one blindfolded in the center. As the child in the center selects one from the ring, all the children say, “Who is it?” The teacher writes “Who” upon the board. The child blindfolded guesses who the other is.

Another way to teach “who” is to put sentences upon the board. The teacher writes,—

“Who is May?” “Who is John?”

As these sentences are written, the children point to the one indicated. Nothing is said by teacher or pupils during this exercise.

ANNA A. PIERCE.

The Home School

CONDUCTED BY MRS. ALICE MAYNARD BOURDEAU, TAKOMA PARK,
WASHINGTON, D. C.

The Mother an Artist

You always say that your married life has been a happy one, but generally you add that many cares have somewhat thrust the happiness aside, even altogether at times, and the noise of children and confusion of their chatter and childish heedlessness have wearied nerves already worn upon by duties crowded into too small time and space. But, little mother, it is so the artist works,—the painter, sculptor, music maker,

these men. It counts their toil as only so much added to their glory. Can the artist compare with the mother in richness of the material worked upon, in possibilities for what may be wrought, in never-ceasing exercise of all best human powers, in the companionship with what is pure, and deep, and high, and true?

You sometimes speak self-pityingly of the care of your little family as so absorbing, so full of anxious thought. It is absorbing, yes; but is not that delightful? What could give



THE EVOLUTION OF A SMILE

A PENNY for your thoughts, my baby dear!

Pray tell us how to you this strange world seems.

And is it true that angels hover near
To whisper pleasant stories in your dreams?

You only smile in silence, angel-wise,
Or coo your echo to our loving word,

But that pure smile from radiant baby eyes

Is speech more heavenly than ever heard.
—H. R. McP.

and the poet. You are the greatest artist of them all, for what you work upon is human life.

Pity Debases

How does the world not know that pity debases motherhood? Did Pericles need consolation for making Athens the glory of the world? Did Michael Angelo need to be consoled for lying two years upon his back on a scaffolding while painting the ceiling of the Sistine Chapel? Did Raphael want consolation for the labor which produced his divine Madonna? Biography does not pity

more beauty to one's life than an absorbing interest in great work? And your work is one of the greatest in the world. In what does value of the life consist? Is it not in feeling, as one awakens in the morning, that something large depends upon one's self, which no one else is set apart to do? And this is care,—the care without anxiety, which every person of character seeks and welcomes. For is it not delightful to know the value that we are to this great world? Think—your portion is one part of the highest work that can be done by

woman, and you are solely appointed to perform it! What would you have? a lower service like that of the lecturer or business woman, or the grade of artist who works only with material things to give mankind the beautiful conceptions of her spirit? Would these less noble tasks, moreover, be free from care if you were faithful to them? Not that they are not noble, every one, and good for women who have not the highest, or who have finished motherhood with children. They are all most worthy of a woman's life; but there are ranks in nobleness of work, and you have been allowed the highest. Your care, if it is in truth a greater than the others, is likewise gladder, more worth while.

Living Materials

Other artists work with dead materials, which give forth no response except what the artist feels replying to him out of the spirit he has himself put into the work. But your artistic materials are living; every day, and many times a day, the soft arms around you tell you of their love. The sweet tones caress your ear in every "mama" that strikes upon them. The confidence of these fresh hearts in your superior wisdom,—it is all a stimulus of life on life. And then, your husband,—you have advice from him in your perplexities, comfort in hard places, and personal love and admiration. Your motherhood itself wakens in him the manhood's tenderness. We read in novels of the lover's deep-souled passion; it is as moonshine unto sunshine compared with the husband's love for the wife when she is to become or has become a mother.

Are all these gifts to be regarded as nothing to a woman, or taken as a matter of course, and not to be cherished and so made a power in your own doing of your part? Do you not know, little woman, wrapped as you are within the warmth which all of

husband's care and love can give you, and all that which comes from all your children, protected, sheltered, from the chills that reach those who have no one they may call their own in any special sense,—can you not see that women without marriage never have the strengthening for their weariness that you may have, if you will take it, from these daily gifts of love and trust and appreciation and companionship? Should not these go for something toward counteracting the fatigue, so that at least you should not regard your motherhood as more a weary round than single life?—*Jane Dearborn Mills, in "The Mother-Artist."*

Home School Work

NEW JERSEY has again favored us with more specimens of the work done in its Home Schools. This work by the children was not made for exhibition. Mrs. Rambo, the educational secretary, simply took some of the papers that were laid aside from a previous week's work. She writes:



"The drawing was an inspiration of Robert's to copy and enlarge a little picture he had that was about two by three inches. All the lines in it are absolutely free hand except the margin."

The Brown miniature picture shown on the opposite page was sent by Mrs. Rambo to the children. It was neatly pasted on a card, with the request that the children write her a story about it. The two accompanying stories are the result.

This is an excellent method by which the educational superintendent may keep in touch with the children of the home schools. It is evident that the children will be encouraged to do better work if it is to be examined and criticized by the educational superintendent.



First Story

I see some birds flying in the air.
 Jesus is riding on a donkey.
 The children look very happy.
 They have flowers in their arms.

Robert Braden Moore
 Tower.

Vineland N. J.
 November 19 1909.

Second Story

Jesus is riding on a donkey.
 I see some children laughing
 and skipping.
 They have some flowers in
 their arms.

They look very happy.

Grace Foster Tower.

Vineland N. J.

November 19 1909.

Friday 19 1909.

A. M. B.

"I Can't"

"THOUGH you stumble oft,
 Never be downcast;
 Try, and try again —
 You'll succeed at last."

"O mama dear, *please* don't make me do these five examples this morning? I *can't* do them," and Mamie's curly head went down on the little study table before her.

"And I just *can't* work out these fractions, and that settles it," and Raymond's arithmetic was shut with a slam.

A perplexed look came over Mrs. Reese's face, and for a moment the only sound was Raymond's aimless scribbling on the fresh sheet of paper before him.

"O, I know what will help you!" exclaimed Mrs. Reese, and with a laugh she led the way to the porch. "Come, children! You need to breathe some 'I can' to work out those arithmetic problems. Raise your arms high, and take in long, deep breaths through your noses; now lower your arms, breathe out, slowly and evenly, and say to yourselves, 'I can,' in a very decided way."

Mamie and Raymond thought this real fun. After they had breathed "I can" over a dozen times, they hurried into the house, and — would you believe it? — they found their examples so easy that they finished them in exactly half an hour. They decided that ever after when they felt like saying, "I can't," about anything they were asked to do, they would immediately try breathing "I can," and go quickly and cheerfully to the task.

"What if your lessons should be hard?"

You need not yield to sorrow,
 For he who bravely works to-day,
 His tasks grow bright to-morrow."

A. M. B.



NATURE STORY

For Beginners

It was a cold March day.
Freddie looked out of the window.
The snow was nearly all gone.
The trees were bare.
The branches were waving in the wind.
Freddie saw a bird high up in a tree.
It had a red breast.
He knew that it was a robin.
It was just back from the South.
The robin likes to eat bugs and worms.
In winter they are frozen up in the ground.
So the robins must go South for the winter.
The robin comes back very early.
The father robin is larger than the mother robin.
He has a redder breast.
He can sing, and she can not sing.
The young robins have spots on their breasts.
Freddie saw the robin carry a stick in his mouth.
The robin put it high up in the tree.
He was going to build a nest.
Freddie wanted to help the robin build the nest.
He hung some short, bright strings on a bush.
The robin has sharp eyes, and saw the string.
He took the string in his bill.
He took only one string at a time.
Robins are masons.
The robin stuck the string and sticks together with mud.
He carried the mud in his bill.
He made the nest round with his breast.
The nest was done before there were any leaves on the trees.
The robin laid three blue eggs in the nest.
After a while there were three baby robins.
The mother robin brought them food in her mouth.
The father robin sang, "Cheer up, cheerily."
The baby robins had no feathers.
They slept under the mother robin's soft, warm breast.
Before long the baby robins were covered with feathers.
The mother robin taught them to fly.
Freddie spent many happy hours watching the birds.

(Make as many pictures as you can of what Freddie saw.)

A. M. B.

How to Be Happy

ALICE FREEMAN PALMER, during a hot summer, used to come up to Boston from the seashore once a week to talk to the slum children of the Vacation School. She told this story of her experience on one of these occasions: —

"I found a great many girls in the room, but more babies than girls, it seemed. Each girl was holding one, and there were a few to spare.

"'Now,' I said, 'what shall I talk to you about this morning, girls?'

"'Talk about life,' said one girl. Imagine! Life! That tremendous subject!

"'I am afraid that is too big a subject for so short a time,' I said. Then up spoke a small, pale-faced, heavy-eyed child, with a great fat baby on her knee: 'Tell us how to be happy!'

"The tears rushed to my eyes, and a lump came in my throat. Happy in such surroundings as no doubt she lived in! Perhaps dirty and foul-smelling! Happy, with burdens too heavy to be borne, seemingly! All this flashed through my mind while the rest took up the word, and echoed, 'Yes, tell us how to be happy!'

"'Well,' I said, 'I will give you my three rules for being happy; but mind you, you must all promise to follow them for one week and not skip a single day.' So they all promised faithfully that they wouldn't skip one single day.

"'The first rule is that you will commit something to memory every day, something good. It needn't be much, three or four words will do, just a pretty bit of poem, or a Bible verse. Do you understand?' I was so afraid they wouldn't, but one little girl with flashing black eyes jumped up from one corner of the room and cried: 'I know; you want us to learn something we'd be glad to remember if we went blind!'

"'That is it exactly!' I said.

'Something you would like to remember if you "went blind;"'—and they all promised they would not skip a single day.

"'The second rule is: Look for something pretty every day; and don't skip a day, or it won't work. A leaf, a flower, a cloud—you can all find something. Isn't there a park somewhere near here that you can all walk to? (Yes, there was one.) And stop long enough before the pretty thing that you have spied, to say, "Isn't it beautiful!" Drink in every detail and see the loveliness of it. Can you do it?' They promised, to a girl.

"'My third rule is—now mind, don't skip a day—do something for somebody every single day.'

"'O, that's easy!' they said. And I thought it would be the hardest rule of all. Just think, that is what those children said—'O, that's easy!'

"Didn't they have to tend babies and run errands every day, and wasn't that doing something for somebody?

"Yes, I assured them it was.

"Well, at the end of a week, the day being hotter than the last, if possible, I was wending my way along a very narrow street when suddenly I was literally grabbed by the arm, and a little voice said, 'I done it!'

"'Did what?' I exclaimed, looking down and seeing at my side a tiny girl with the proverbial baby asleep in her arms.

"'What you told us to, and I never skipped a day, neither,' replied the child in a rather hurt tone.

"'O!' I said, 'now I know what you mean. Put down the baby, and let's talk about it.' So down on the sidewalk she deposited the sleeping infant, and she and I stood over it and talked.

"'Well,' she said, 'I never skipped a day, but it was awful hard. It was all right when I could go to the park, but one day it rained and

rained, and the baby had a cold, and I just couldn't go out without leaving baby, so I thought sure I was going to skip, and I was standing at the window "most cryin'," and I saw'— here her little face brightened up with a radiant smile—"I saw a sparrow taking a bath in the gutter that goes around the top of the house, and he had on a black neck-tie, and he was so handsome!"

"It was the first time I had ever heard an English sparrow called handsome, but I tell you it was not laughable a bit—no, not a bit.

"Then there was another day,' she went on, 'and I thought I should have to skip it, sure. There wasn't another thing to look at in the house. The baby was sick, and I couldn't go out, and I was feeling terrible, when'— here the most radiant look came to her face—"I saw the baby's hair!"

"Saw the baby's hair?' I echoed.

"Yes, a little bit of sun came in at the window, and I saw his hair, and I'll never be lonesome any more.' And catching up the baby from the sidewalk, she said, 'See!' and I saw the baby's hair.

"Isn't it beautiful?' she asked.

"Yes, it is beautiful,' I answered. You have heard artists raving over Titian hair. Well, as the sun played on this baby's hair, there were the browns, the reds, the golds, which make up the Titian hair. Yes, it was truly beautiful.

"Now shall we go on?' I asked, taking the heavy baby from her.

"The room was literally packed this time, ten times as many girls, and as many babies as your mind will conceive of. I had not much more than got in at the door when a pretty little Jewish girl with flashing black eyes leaped to her feet, and, striking an attitude in the middle of the floor, shouted: 'Give me liberty, or give me death!' This evidently was the thing she would like to remember if she went blind.

"I wish you could have listened, with me, to the experiences of those little ones. Laughter and tears were so closely commingled that I don't know which had the mastery."—
Woman's Journal.

The Sunbeams' Call

"THE brook is brimmed with melting snow,

The maple sap is running,
And on the highest elm a crow
His coal-black wings is sunning.
A close green bud the Mayflower lies,
Upon its mossy pillow;

And sweet and low the south wind
blows,

And through the brown fields calling
goes,

'Come, Pussy! Pussy Willow!
Within your close brown wrapper
stir,

Come out and show your silver fur!
Come, Pussy! Pussy Willow!'"

x x x

"CHILDREN, have you seen the bud-
ding

Of the trees in valleys low?
Have you watched it creeping, creep-
ing,

Up the mountain, soft and slow?
Weaving here a plush-like mantle,
Brownish, grayish, reddish, green,
Changing, changing, daily, hourly,
Till it shines in emerald green?"

x x x

"FIRST comes Crocus, brave little fel-
low,

Dressed in purple, white, and yellow;
Then tall Tulip, bright and gay,
Shakes out his dress and nods 'Good-
day.'

Who do you think is the next to un-
fold?

Stately Daffodil, yellow as gold!
Then, sweet and fair, with a timid
grace,

Little white Snowdrop lifts up her
face;

Now waking up when the sunbeams
call,

See purple Violet, sweet and small."

The Correspondence School

TAKOMA PARK, WASHINGTON, D. C.

Sound Talk

BRICK POMEROY never uttered anything more forcible than the following:—

“Have a purpose, my boy. Live for something. Make up your mind what you will be, and come up to the mark or die in the attempt. This is a land where there is no stint to ambition. All have an equal chance. Blood tells, pluck wins; honor and integrity will scale the highest rock, and bear a heavy load to its top. Do not start off in life without knowing where you are going. Load for the game you are hunting. It is as easy to be a man as a mouse, it is as easy to have friends as enemies. It is easier to have both than to go through life like a tar-bucket under a wagon, bumping over stumps, or swinging right and left without a will of your own. Every one can do something. There is enough to do. There are forests to fell, rivers to explore, cities to build, railroads to construct, inventions yet to be studied out, ideas to advance, men to conquer, women to love, offices to be filled, wealth and position to acquire, a name to win, a heaven to reach. Yes, my boy, there is lots of work to do, and you must not fail to do your share.

“The world is wide. If you wish to be somebody, ‘pitch in.’ The brave always have friends. Where there is a will, there is a way. Where

others have gone, you can go. And, my boy, if the old track don't suit, make a new one, somebody will walk in it. Success was never obtained in a country like this without effort. If you fall once, try it again. If you fall down, get up again. If it is dark, strike a light. If you are in the shade, move around, for if there is shade on one side, there is sunshine on the other.

“If your seat is too hard to sit on, stand up. If a rock rises before you, roll it away, blast it, climb over it. It takes longer to skin an elephant than a mouse, but the skin is worth something.

“Never be content with doing what another has done—excel him. Deserve success, and it will come. The boy is not born a man. The sun does not rise like a rocket, or go down like a bullet fired from a gun. Slowly, but surely, it makes its rounds, but never tires. If the job be long, the pay will be greater. If the task be hard, the more competent you must be for it.”
—Selected.



IF YOU WANT TO REACH
THE TOP, YOU MUST CLIMB.
UP THERE YOU WILL FIND
THE DELECTABLE THINGS OF
EARTH IN A NUTSHELL

Never Give Up

THERE is a young man in school whose father is a fisherman, and fishermen are usually poor. Last year the boy wanted to attend school, but had no money. Then he wanted to try canvassing to earn a scholarship. This his father could not approve of,

because of the boy's youth and inexperience. But his eagerness to gain an education caused his father to promise that if he would stay with him and help him with the traps and nets through the summer, he would give him a share of the proceeds of the summer's work. In this way he spent the summer with no success.

Then he tried to catch some moose that had drifted into the neighborhood, but failed. He seemed doomed to spend another winter on that stormy coast fishing for lobsters.

But a surprise was in store for him, for one night a school of mackerel came swimming into the bay. They came along the side of the bay on which were his traps. Traps on the other side caught nothing at all, but fifteen thousand fish, from eighteen to twenty-four inches in length, found their way into his traps. He and his father worked two days and nights to take them out, and realized about twelve hundred dollars from their sale. He is happy now, and is making good progress in school work.

Selections for Arbor Day Program

Woodman, Spare That Tree

WOODMAN, spare that tree!
Touch not a single bough!
In youth it sheltered me,
And I'll protect it now.
'Twas my forefather's hand
That placed it near his cot;
There, woodman, let it stand;
Thy ax shall harm it not!

That old familiar tree,
Whose glory and renown
Are spread o'er land and sea,—
And wouldst thou hack it down?
Woodman, forbear thy stroke!
Cut not its earth-bound ties;
O, spare that aged oak,
Now towering to the skies!

When but an idle boy
I sought its grateful shade;
In all their gushing joy,
Here, too, my sisters played.
My mother kissed me here;
My father pressed my hand—
Forgive the foolish tear;
But let that old oak stand.

My heart-strings round thee cling,
Close as thy bark, old friend;
Here shall the wild bird sing,
And still thy branches bend.
Old tree! the storm still brave!
And, woodman, leave the spot;
While I've a hand to save,
Thy ax shall harm it not.

— *George P. Morris.*

Why the Poem Was Written

MR. MORRIS, in a letter to a friend, dated New York, Feb. 1, 1837, gave in substance the following account of the writing of the poem, "Woodman, Spare That Tree:" Riding out of town a few days since, in company with a friend, an old gentleman, he invited me to turn down a little, romantic woodland pass, not far from Bloomingdale. "Your object?" inquired I. "Merely to look once more at an old tree planted by my grandfather long before I was born, under which I used to play when a boy, and where my sisters played with me. There I often listened to the good advice of my parents. Father, mother, sisters—all are gone; nothing but the old tree remains." And a paleness overspread his fine countenance, and tears came to his eyes. After a moment's pause, he added: "Don't think me foolish. I don't know how it is: I never ride out but I turn down this lane to look at that old tree. I have a thousand recollections about it, and I always greet it as a familiar and well-remembered friend." These words were scarcely uttered when the old gentleman cried out, "There it is!" Near the tree stood a man with his coat off, sharpening an ax. "You're not going to cut that tree down, surely?" "Yes, but I am, though," said the woodman. "What for?" inquired the old gentleman, with choked emotion. "What for? I like that! Well, I will tell you. I want the tree for firewood?" "What is the tree worth to you for firewood?" "Why, when down, about ten dollars." "Suppose I should give you that sum," said the old gentleman, "would you let it stand?" "Yes." "You are sure of that?" "Positive!" "Then give me a bond to that effect." We went into the little cottage in which my companion was born, but which is now occupied by the woodman. I drew up the bond. It was signed, and the money paid over. As we left, the young girl, the daughter of the

woodman, assured us that while she lived the tree should not be cut. These circumstances made a strong impression on my mind, and furnished me with the materials for the song I send you.

Some Famous Trees

The Burgoyne Elm and Others

THE "Burgoyne elm," at Albany, N. Y., was planted on the day that the British general, Burgoyne, was brought a prisoner into Albany, the day after the surrender. The weeping-willow in Copp's burying-ground, near Bunker Hill, grown from a branch taken from the tree that shaded the grave of Napoleon at St. Helena, now waves over that of Cotton Mather, so noted in Salem witchcraft. Copp's burying-ground is so near where the battle was fought that a number of gravestones can be seen to-day which were pierced through by bullets fired by British soldiers in that battle. The ash trees planted by General Washington at Mt. Vernon form a beautiful row of immense trees, which are the admiration of all who visit the home of the "Father of his Country."—*J. B. P.*

The Cary Tree — Planted by Alice and Phebe Cary

In 1832, when Alice was twelve years old, and Phebe only eight, when these little girls were returning home from school one day, they found a small tree, which a farmer had grubbed up and thrown into the road. One of them picked it up, and said to the other, "Let us plant it." As soon as said, these happy children ran to the opposite side of the road, and with sticks—for they had no other implement—they dug out the earth, and in the hole thus made they placed the treelet; around it, with their tiny hands, they drew the loosened mold, and pressed it down with their little feet. With what interest they hastened to it on their way to and from school, to see if it were growing! and how they clapped their little hands for

joy when they saw the buds start and the leaves begin to form! With what delight did they watch it grow through the sunny days of summer! With what anxiety did they await its fate through the storms of winter, and when at last the long-looked-for spring came, with what feelings of mingled hope and fear did they seek again their favorite tree.

But I must not pursue the subject further. It is enough to know that when these two sisters had grown to womanhood, and removed to New York City, they never returned to their old home without paying a visit to the tree that they had planted, and that was scarcely less dear to them than the friends of their childhood days. They planted and cared for it in youth; they loved it in age. That tree is the large and beautiful sycamore which one sees in passing along the Hamilton turnpike from College Hill to Mt. Pleasant, Ohio.—*J. B. P.*

"Old Liberty Elm"

It was the custom of our New England ancestors to plant trees in the early settlement of our country, and dedicate them to liberty. Many of these "liberty trees," consecrated by our forefathers, are still standing. I remember, when a boy, the interest I felt in "Old Liberty Elm," that then stood in Boston. That old tree was planted by a schoolmaster long before the Revolutionary War, and dedicated by him to the independence of the colonies. Around that tree, before the Revolution, the citizens of Boston used to gather to listen to the advocates of our country's freedom; around it, during the war, they met to offer up thanks and supplications to Almighty God for the success of the patriot armies; and, after the terrible struggle had ended, the people were wont to assemble from year to year in the shadow of that old tree to celebrate the liberty and independence of our country. It stood there till within a few years, a living monument of the patriotism of Boston.

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Christian Education

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WARREN EUGENE HOWELL - Associate Editor

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How do you like our change in cover?

THE United States Department of Agriculture, Washington, D. C., publishes a series of Farmers' Bulletins for free distribution. Number 218 is entitled "The School Garden." It presents such topics as: Type of Plans for the Garden, A Vegetable Garden, Combination Vegetable and Flower Garden, Flowering Plants, The Relation of Soil to Plants, Air Essential to Growth, etc.

WE are happy to say that our list is steadily growing. So far we have averaged five hundred new subscriptions to each issue. We are grateful for this substantial form of appreciation. But since there remain only two more numbers to complete Volume I, shall we not set ourselves the definite stake of raising this five hundred to one thousand each for these two issues? It can be done if every interested one will do something. The publishers are speaking courage to us on the financial success of the magazine, and we want to demonstrate to their satisfaction before the first volume is completed, that this magazine can pay its own way. Will you help? A good commission is given on subscriptions. Write for terms.

PROSPECTIVE

MAY-JUNE

Christian Education Abroad

How the principles of Christian education are spreading to the uttermost parts of the earth. Brief, crisp articles and illustrations from the field of action.

Higher Standards at Home

The educators in our schools and colleges, and responsible leaders outside of them recognize that in our enthusiasm so to model the courses and daily program as to give a balanced education to the student, there has come in a noticeable tendency to lapse from the standard of thoroughness and excellence maintained a few years ago. Some reasons for this tendency, a suggestive analysis of the situation, and some proposed remedies, will be included in this number and the next.

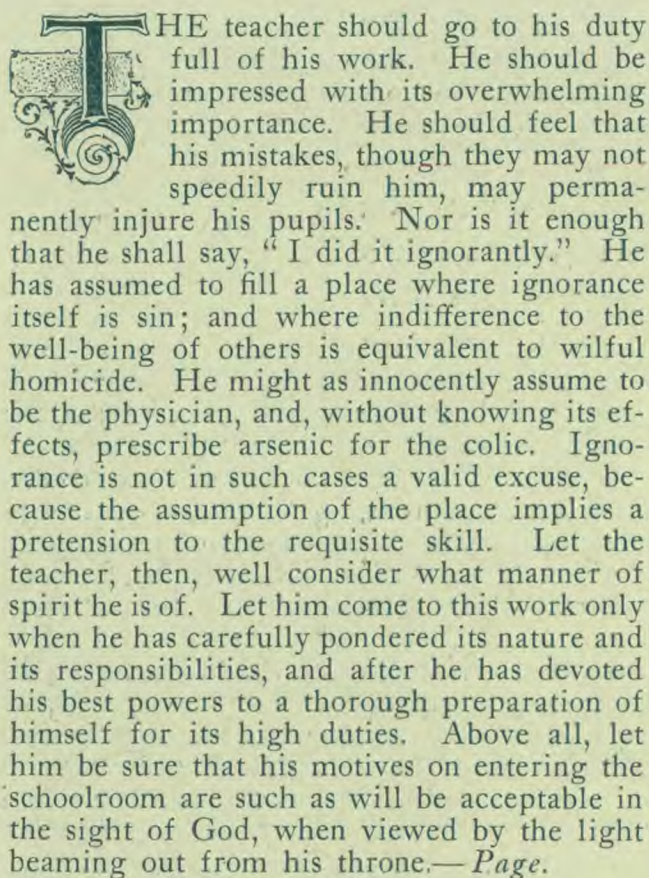
JULY-AUGUST

Summer Campaign for Christian Education

Suggestive methods of making our schools more effective. How our educational magazine may better serve the teacher and the home. Proper entrance and graduation requirements. How the teacher may get out of a rut and keep out of it. Wise financial policies and true school economy. Right relations of the home to the school. Proper diet and culinary service in school homes. Adequate material equipment for our schools. The importance, the development, and the use of the school library. The qualifications of the teacher paramount. Efficiency of school boards and faculties.

Directory of Schools

- Adelphian Academy, Holly, Mich.
Alberta Industrial Academy, Leduc, Alberta.
Arizona Intermediate School, Phoenix, Ariz.
Avondale School for Christian Workers, Cooranbong, N. S. W., Australia.
Battle Creek Academy, Battle Creek, Mich.
Beechwood Manual Training Academy, Fairland, Ind.
Berean Industrial School, Malaga, Wash.
Bethel Academy, Bethel, Wis.
Cedar Lake Academy, Cedar Lake, Mich.
Central California Intermediate School, Armona, Cal.
Claremont Union College, Kenilworth, near Cape Town, South Africa.
Clearwater Industrial School, Eagle River, Wis.
Colorado Western Slope Academy, Palisades, Colo.
Cumberland Industrial School, R. F. D. No. 2, Daylight, Tenn.
Darling Range School, Heidelberg, West Australia, Australia.
Diamante School, Colegio Adventista del Plata, Diamante, Province Entre Rios, Argentina, South America.
Duquoin Intermediate School, Duquoin, Ill.
Eastern Colorado Academy, R. F. D. No. 3, Campion Station, Loveland, Colo.
Elk Point Industrial Academy, Elk Point, S. D.
Emmanuel Missionary College, Berrien Springs, Mich.
Eufola Academy of Industrial Mechanics, Eufola, N. C.
Fernando Academy, San Fernando, Cal.
Fiji Training School, Buresala, Ovalau, Fiji, Pacific Ocean.
Forest Home Industrial Academy, Mt. Vernon, Wash.
Fort Ogden School, Fort Ogden, Fla.
Fox River Academy, Sheridan, Ill.
Friedensau Industrial School, Friedensau, Post Grabow, Bez, Magdeburg, Germany.
Goldsberry Intermediate School, Goldsberry, Mo.
Gravel Ford Academy, Gravel Ford, Coos Co., Ore.
Guatemala English School, 29 Fourth Ave., South, Guatemala City, Guatemala, Central America.
Haapai School, Haapai, Tongan Islands, Pacific Ocean.
Hazel Industrial Academy, Hazel, Ky.
Hildebran Industrial Academy, Hildebran, N. C.
Hillcrest School Farm, R. F. D. No. 3, East Station, Nashville, Tenn.
Iowa Industrial Academy, Stuart, Iowa.
Keene Industrial Academy, Keene, Tex.
Korean School, Soonan, Korea.
Latin Union School, Gland (Vaud), Switzerland.
Laurelwood Industrial Academy, Gaston, Ore.
Loma Linda College of Evangelists, Loma Linda, Cal.
Lornedale Academy, Lorne Park, Ontario.
Manson Industrial Academy, Port Hammond, British Columbia.
Maplewood Academy, Maple Plain, Minn.
Meadow Glade Intermediate School, R. F. D. 1, Manor, Wash.
Mount Ellis Academy, Bozeman, Mont.
Mount Vernon College, Mount Vernon, Ohio.
Nashville Agricultural and Normal Institute, Madison, Tenn.
Northern California Intermediate School, Chico, Cal.
Oakwood Manual Training School (colored), Huntsville, Ala.
Otsego Academy, Otsego, Mich.
Pacific Union College, St. Helena, Cal.
Pine Grove Industrial School, Amory, Miss.
Portage Plains Academy, Portage la Prairie, Manitoba.
Pua Training School, Pua, Chile.
Pukekura Training School, Cambridge West, Waikato, New Zealand.
Rome Mission School, Piazza Venezia, Rome, Italy.
Royal Intermediate School, Cottage Grove, Ore.
Scandinavian Union Mission School, Skodsborg, Denmark.
Shenandoah Valley Training Academy, Newmarket, Va.
Sheyenne River Academy, Harvey, N. D.
Society Islands Bible School, Avera, Raiatea, Society Islands, Pacific Ocean.
South Lancaster Academy, South Lancaster, Mass.
Southern Training School, Graysville, Tenn.
Stanborough Park Missionary College, Stanborough Park, Watford, Herts, England.
Strode Industrial School, Oswego, Kan.
Swedish Missionary School, Nyhyttan, Jarnboas, Sweden.
Takoma School, Takoma Park, D. C.
Taquary Training School, Taquary, Rio Grande do Sul, Brazil, South America.
Toluca Industrial School, Toluca, N. C.
Tonga School, Nukualofa, Tonga, Friendly Islands, Pacific Ocean.
Tunesassa School, Tunesassa, N. Y.
Union College, College View, Neb.
Waldery School, Hawthorne, Wis.
Walla Walla College, College Place, Wash.
Washington Foreign Mission Seminary, Takoma Park Station, Washington, D. C.
West African Training School, Freetown, Sierra Leone, West Africa.
West Indian Training School, Riversdale, Jamaica, West Indies.
Western Normal Institute, Lodi, Cal.
Williamsdale Academy, Williamsdale, East, Nova Scotia.

A decorative border in a dark green color, featuring a repeating pattern of stylized leaves and vines at the corners and along the edges.

THE teacher should go to his duty full of his work. He should be impressed with its overwhelming importance. He should feel that his mistakes, though they may not speedily ruin him, may permanently injure his pupils. Nor is it enough that he shall say, "I did it ignorantly." He has assumed to fill a place where ignorance itself is sin; and where indifference to the well-being of others is equivalent to wilful homicide. He might as innocently assume to be the physician, and, without knowing its effects, prescribe arsenic for the colic. Ignorance is not in such cases a valid excuse, because the assumption of the place implies a pretension to the requisite skill. Let the teacher, then, well consider what manner of spirit he is of. Let him come to this work only when he has carefully pondered its nature and its responsibilities, and after he has devoted his best powers to a thorough preparation of himself for its high duties. Above all, let him be sure that his motives on entering the schoolroom are such as will be acceptable in the sight of God, when viewed by the light beaming out from his throne.—*Page.*