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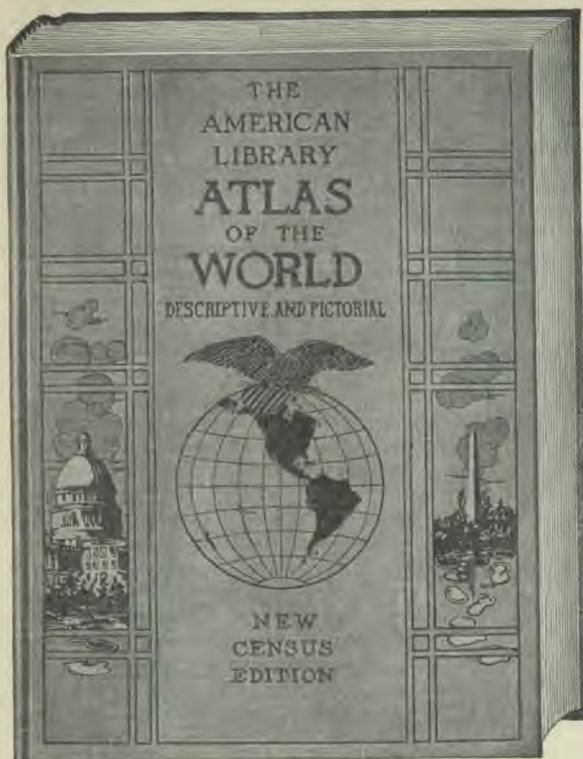
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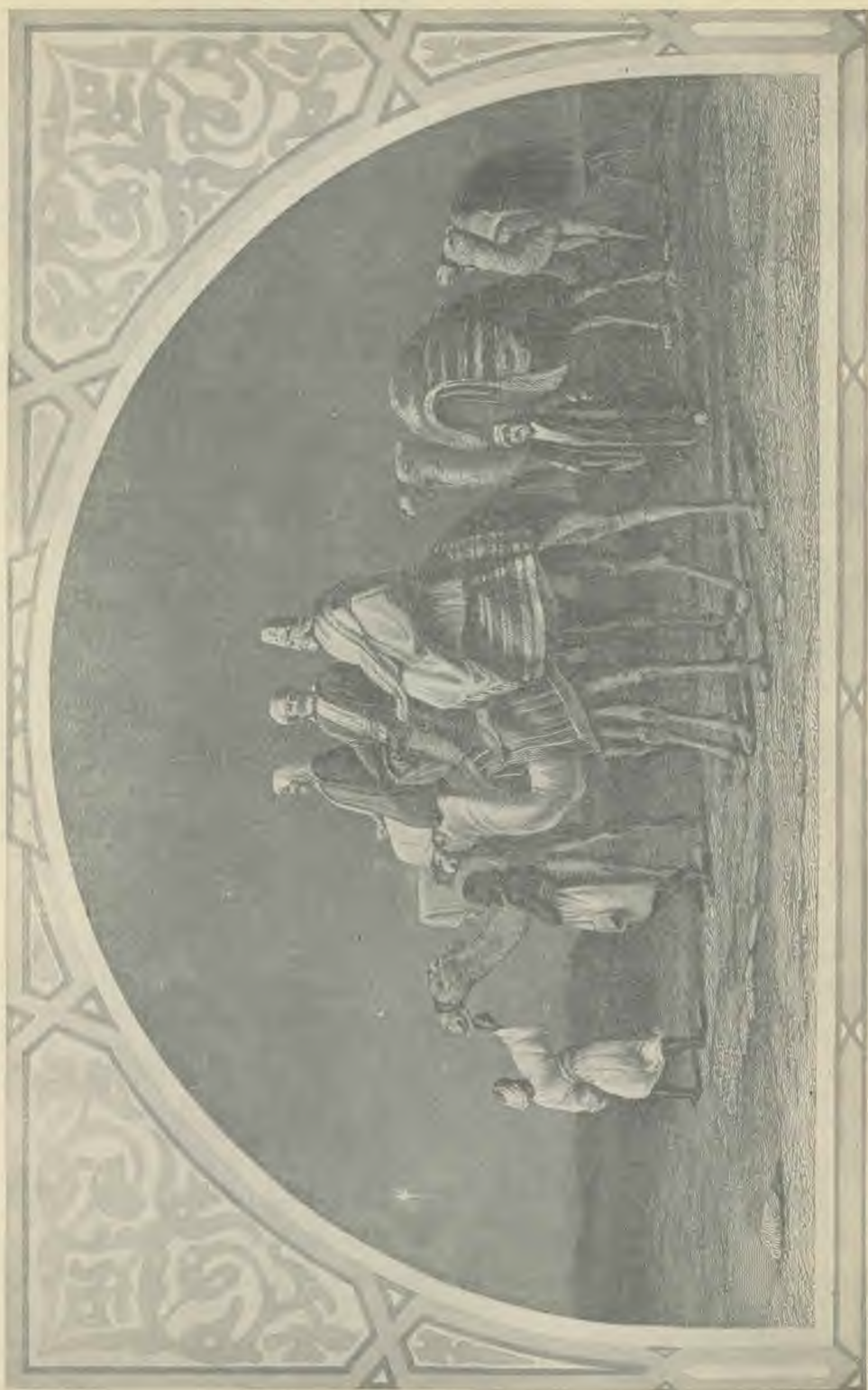


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THE WISE MEN

CHRISTIAN EDUCATION

Vol. V

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No. 4

Heart Power in Education

BY B. B. DAVIS, WALLA WALLA COLLEGE

THERE are hearts and hearts,— glad hearts, sad hearts, good hearts, bad hearts, stony hearts, hearts of flesh, candy hearts, and — sweet-hearts. Everybody has a heart; consequently, heart power. Of some people it is said that they have no heart, which, interpreted, usually means that the heart thermometer of such a man or woman habitually registers low, possibly below zero.

Heart power is migratory in its nature. We receive but cannot long retain it as our own; yet by imparting it to others our own supply is increased. Heart power is an electric force, invisible except as we see the results of its working and feel its power. It has both drawing and repelling power. Even children can distinguish these forces. A little girl was standing at a crowded street corner, and after waiting for some time with no opportunity to cross safely, she looked at the men about her. Suddenly she ran up to an elderly man and said, "Please carry me across the street."

Happy that man, and happy likewise the teacher who has that magnetic power of drawing his pupils. The teacher who has this power has many opportunities for doing good. Where does this power come from? How does it manifest it-

self? Can it be acquired if one does not already possess it?

"Upon all created things is seen the impress of Deity. Not by its own inherent energy does the earth produce its bounties and each year continue its course about the sun. A mysterious life pervades all nature. The same power that upholds nature is working also in man. The laws that govern the heart's action regulating the flow of the current of life to the body, are the laws of the mighty Intelligence that has the jurisdiction of the soul. From him all life proceeds." "But personal influence is much greater than the influence of nature upon mankind, for it is as wide as the infinite itself." "And so in the schoolroom, the garden of human plants, there should be found all the elements which will develop strong and beautiful characters."

The one element necessary, more than any other, is the teacher that can see beyond the text-book to the child. "What the teacher *is* makes him valuable." To train up a child in the way he should go requires that the teacher-trainer shall walk in that way himself. His influence is even greater than that of the minister; for the minister deals with those whose habits are already formed, while the teacher deals with those who are in the formative period; and if the teacher is kind, is apt to teach, possesses a

thorough knowledge of subject-matter, and crowns all that with a good character, he will be able to accomplish wonders.

Those who heard the lectures of the great Lord Chatham always felt that there was something finer in the man than anything he said. So, too, there are teachers whose very presence does more for boys and girls than the instruction of many a brilliant educator. When I was a senior in high school, our professor often left the room while we were writing an examination. He said very little about trusting us, but his every action and look inspired us to be honest. We received more character training from the man than from the subjects he taught. A lady teacher, when asked what she considered the happiest moment of her life as a teacher, replied, "When a young man about to enter the ministry said to me, 'You made me what I am! It was not so much what you said or what you did but what you *are* that gave me new ideas of life and life's work.'" Yes, teachers, we are making our students what they are! Are we what we desire to see our students become? What kind of heart power do we possess?

The right kind of heart power is in great demand. Listen to the following quotations from Edward Bok, editor of the *Ladies' Home Journal*. In the June, 1911, number he says:—

"Louder and louder each year grows the murmur of dissatisfaction on the part of parents with the education given their children." "It is, indeed, a grave question whether our schools and colleges have not, in their desire to keep

pace with the accumulating knowledge of the world, made of the ethical training a merely nominal article in their educational creed, rather than a working principle in their educational practise. We are not prepared to say that our educators have done this. But it looks so. It is beginning to look distinctly as if too great a regard for the intellectual life has crowded out a recognition of the ethical and moral life. To be clear of thought and accurate of expression is desirable in any man or woman, but it is no less desirable that warmth of feeling and sympathy of heart should exist. And if we are educating the head either at the expense of the heart or without due regard for the relation of the heart, the sooner we know it the better, and the sooner we stop it the better."

From Rheta Childe Dorr, in the July number of *Hampton's* magazine, come the following words:—

"We are beginning to realize that our public-school system, the very basis of American civilization, is not working as well as it should. It does not educate. The machinery is all there,—fine buildings, trained teachers, compulsory attendance laws, books and paraphernalia. But there's a cog loose somewhere. The children leave school without having been educated."

The world recognizes that a "cog" is loose somewhere in its educational system, and many efforts are being made to find the loose cog and put it in its proper place. It surely ought to be found when it lets forty-five per cent of its children drop out before they have completed the fifth grade, seventy per cent before they finish the grammar-school, and retains less than six per cent to receive di-

plomas from the high school. Educators know that children are not receiving the kind of education they want. The child has an instinct within him which tells him that he needs something which he is not getting in school; so he remains until he can escape the penalty of the compulsory education law, then starts out for himself to find that which the schools have denied him. In desperation the school authorities are altering and adding to the curriculum. They are introducing manual training, trade high schools, organized play, recreation centers, athletic associations, school gardens. Still the exodus continues. The public schools have not found a solution. Can we?

We know that many of these things are useful and necessary. Why then do they not accomplish the desired result? In a recent magazine Booker T. Washington says:—

“In my travels I have come across some very interesting and amusing examples of the failures of teachers to connect their teaching with real things, even when they had a chance right at hand to do so. I recall visiting, not long since, a somewhat noted school which has a department for industrial or hand training, concerning which the officers of the school had talked a great deal. Almost directly in front of the building used for the so-called industrial training, I noticed a large brick building in process of construction. In the construction of this building every principle of mechanics taught in the manual training department of this institution was being put into use. Notwithstanding this fact, I learned upon inquiry that the teacher had made no attempt to connect the work in the manual

training department with the work on the brick building across the way. The students had no opportunity to work on this building; they had not visited it with their teacher; they had made no attempt to study the actual problems that had arisen in the course of its construction.”

This is a fair sample of other branches of learning. The student is full of life, and feels a need for an education that will fit him to live and fight life's battles. The majority of schools today do not fit for life's duties. As one parent puts it:—

“This education would be all right, all very pretty, if my daughter were going to be an astronomer, or to write Greek theses, or to be a professor in physics and chemistry, but she is going to be a wife and mother, and what has she gained in the development of her womanly self by her four years of study? For the life of me I can't see—and I am a college man.”

“And thou shalt be called, The repairer of the breach, The restorer of paths to dwell in,” is a familiar quotation to Adventist teachers. We have been told repeatedly, too, that our work is a reformatory work. Now is our golden opportunity. We have the light on educational reform, and the world is becoming disgusted with the old way. There is no heart power in their work. I do not speak, of course, of individual workers, but of the system. We claim that heart training is one of our specialties. Is it?

Teachers as a class are rank optimists, and I am no exception. I praise my Heavenly Father for the wonderful work that this people

has accomplished in perfecting a system of education during the past few years. We have made a wonderful beginning, but God through his servant says to us:—

“Some teachers and managers who are only half converted are stumbling-blocks to others. They concede some things and make half reforms; but when greater knowledge comes, they refuse to advance, preferring to work according to their own ideas. It is so easy to drift into worldly plans, methods, and customs.”

But —

“If they will listen to his voice and follow in his ways, God will correct and enlighten them, and bring them back to their upright position of distinction from the world.”

True the percentage of Seventh-day Adventist children who become useful, honest men and women is greater than the percentage from the world. But how many of us can even yet bring our children to the Master's feet and say, Here is the beautiful flock thou hast entrusted to my training, and none are missing?

We present many beautiful theories to the world, but do we live them? How far are we in advance of the public-school teacher who teaches near us? “O, we have the Bible in our school!” Yes, that is the chief difference in some of our schools. The Bible is taught as a study — one more lesson for the

children to learn. You say I am unjust in my comparison. But am I? Note, I said “some” schools. The public-school teacher scolds. Do we? He becomes impatient. Do we? He shows other weaknesses in his character. Do we? Of what advantage is it to us or to our pupils to have the Bible in our schools if our lives deny the power of it? “Actions speak louder than words” truly, for we all know that childhood and youth look beyond the outward show to what we really are with much clearer vision than do adults.

We say we should pray with our pupils. Do we really do it? Have we so given ourselves to the work in hand that when one of our pupils becomes discouraged or is troubled about something, we can have a quiet talk with him and pray with him and he take our counsel and be stronger to fight the battle than before?

Heart power may be had for the asking. God is anxious to bestow it. Let us look beyond such trifles as small wages, poor facilities, and long hours, to the greater reward of service beyond. When we take a student by the hand, may an unseen force pass from us to him that shall inspire him with new courage and hope. Let us teach our pupils how to live by living before them day by day, out of school as well as in, the Christ life which has in it the fulness of heart power.

Associating Bible and Science in the Class-Room—Article 2

BY O. R. COOPER, M. D.

[In the previous article Dr. Cooper pointed out the unsatisfactory state of our science teaching in reference to a suitable blending of spiritual and intellectual culture. Two factors enter into the question: (1) That the teacher have unbounded confidence in the statements of God's Word, regardless of the "evidence" of "science falsely so called;" (2) that student and teacher honor the Creator to the extent of complete submission. Diligent study of the sciences is not a mistake, and rightly pursued will lead to greater faith in God; but far-fetched attempts to make the Bible teach science drive students into the dark. Use the Bible, not as a text-book per se, but as a standard to test every theory or statement of men. But text-books we must have, and in the providing of the right kind lies the key to success in our science teaching, for the Bible says nothing of the independent laws of nature.—Ed.]

THE text-book that I am using this year in the ninth-grade physiology class is deficient in hygiene. I regard this a strong point in its favor, for the reason that it gives an excellent opportunity to introduce the true principles of hygiene. We as a people have had great light on this subject, and from this great supply I am preparing outlines to supplement the text-book. The world has many excellent and praiseworthy pointers on ways and means of guarding the health. Like many other good things of worldly origin, we find frequent errors, especially on diet, modes of exercise, alcohol, etc., because investigators have left the Standard, and their view-point is different. When these errors are in print and in a text-book that is being used, it is very hard to counteract their influence on the minds of those who

are determined to discount the faith of the pioneers in this message. I will give two outlines that I am using, as examples of what I do. Each year, I see new points, and revise and rearrange. These I present are the ones I have used.

The first outline is used in connection with the muscular system, and follows the topic of exercise:—

Exercise

- I. God's original plan
 1. For Adam. III,¹ 75, 76; M., 261
 2. For all. M., 183, 186; P., 601
- II. Results of departing from the plan
 1. Spiritually. III, 310; G. W., 173, 254; M., 364, 238; E., 209
 2. Mentally. II, 524; III, 310, 487; M., 238; E., 209; IV, 590
 3. Physically. II, 524, 525; IV, 408; II, 529; I, 394; III, 211, 309, 487; M., 238; E., 208
- III. Benefits of exercise
 - A1. Spiritually. II, 526; IV, 653, 590
 2. Mentally. III, 75, 76; IV, 94; II, 249; VII, 413; I, 394; G. W., 75; III, 235
 3. Physically. II, 413, 22, 524, 525, 530, 569, 593; V, 311; III, 75; M., 265, 238; IV, 94; G. W., 75
- B1. To students. II, 128; III, 156, 138, 139; M., 238; E., 208
 2. To ministers. IV, 408, 405; M., 238
 3. To common people. II, 22
 4. To children. III, 137; M., 382; E., 207, 208; I, 514
- IV. Recreation. E., 207, 211; I, 514; II, 36
- V. Remedial agency. III, 78; II, 249; VII, 78, 82, 85; M., 127; M., 239; I, 567, 640; V, 311; M., 240; Isa. 58: 5-10
- VI. Varieties. E., 209
 1. Mental
 - a. Study. III, 156; II, 128
 - b. Games. I, 555; E., 210; I, 514

¹The Roman numeral always refers to the Testimonies, and indicates the volume cited. M. is for "Ministry of Healing;" E. is for "Education;" P. is for "Patriarchs and Prophets;" G. W. is for "Gospel Workers;" S. T. is for *Signs of the Times*; Sp. T. is for *Special Testimonies*.

- c. Visiting, picnics, etc. E., 211; III, 222, 564; I, 514
- 2. Manual
 - a. Walking. III, 76, 78; VII, 134; II, 529
 - b. Usefulness. S. T. 1886, No. 33; H. L., 128; E., 214-222.
 - c. Amusements. Sp. T. "B," No. 1, p. 29; Sp. T. Ed., 180-192; VI, 276; E., 207, 210; III, 146; I, 514
 - d. Gymnastics. S. T. 1886, No. 33; H. L., 128; E., 210
 - e. Athletics. E., 210; Sp. E., 219
 - f. Agriculture. E., 212, 219; VI, 177, 178, 179
- VII. When to be taken. II, 413
- VIII. How taken, etc.
 - 1. Out of doors. II, 526; M., 239; II, 529; M., 237, 262; E., 208, 212; III, 142; IV, 94.
 - 2. Systematically. VI, 180; III, 76; I, 394, 558; P., 601
 - 3. Regularly. III, 76; E., 209; IV, 652; P., 601.

The other outline refers to diet. I shall not give the specific references in this case, as the first has given the idea, and the references are very numerous.

Diet

- I. General principles
 - A. General
 - B. Specific
 - 1. Habits of eating and drinking
 - 2. Variety
 - 3. For Sabbath
 - 4. Number of meals
 - 5. Choice of diet
- II. Relation to spiritual and physical strength
- III. Reform
 - 1. Object
 - 2. Need of it
 - 3. Errors and extremes of
- IV. Foods in general
 - 1. Combinations
 - 2. Selection and preparation
- V. Specific foods
 - 1. Recommended
 - a. Fruits

- b. Grains
- c. Nuts
- d. Vegetables
- 2. Questionable
 - a. Milk and eggs
 - b. Butter
 - c. Sugar
 - d. Salt
 - e. Miscellaneous
- 3. Objectionable
 - a. Spices and condiments
 - b. Tea and coffee
 - c. Flesh foods, fish
 - d. Alcohol
 - e. Tobacco
 - f. Miscellaneous
 - (1) Cheese
 - (2) Soda and saleratus
 - (3) Baking-powder
 - (4) Pickles, pies, etc.

These outlines are all filled in with selections from Testimonies that teach the truth regarding this phase of hygiene. Besides these outlines, I introduce such texts as apply to the lesson in hand. As I read, I find suitable quotations or texts applying to some scientific subject. These references I jot down on paper, or turn at once to the text-book dealing with that specific topic, and note the reference in the margin. This gives me a working basis, and gradually builds up a correlation index.

[The next article takes up another method, originally developed for its pedagogical merit, but found to work well in associating the Bible and science. A concrete example is given of how this method applies to college physiology. This is followed by a discussion of methods in botany and zoology, with a final appeal for a school year of forty weeks, and for the earnest collaboration of teachers in building up the efficiency of our science teaching on right lines.—Ed.]

Vegetable Gardening in Our Schools

BY S. A. SMITH

The Soil and Its Treatment

"A GOOD market-gardening soil is one which is 'quick.' It warms up early in spring; it comes quickly into workable condition after a rain; it is easy to keep in good tilth; it responds quickly to fertilizing materials."—*Bailey*.

PHYSICAL CONDITION.— The physical condition of the soil is of more importance than the original chemical condition. Nearly all general market-gardens are located on sandy loam soil, because it complies more closely than any other to the requirements specified above. The better types of potato and early truck soils are those which contain from fifty to sixty per cent of medium fine sand, the remaining part being of finer particles, either silt or clay. When organic matter, such as stable compost, leaf-mold, or legume crop plowed under, is added, such a soil will, under average rainfall, contain from ten to twenty per cent of water. It is a well-known fact that a sandy loam soil is the most drought resistant. This is caused by the fact that it will not only retain a large amount of water during a time of sufficient rainfall, but being less tenacious than the clayey soils, will give off a larger per cent of its water to the plants during a droughty period. It is not the per cent of soil moisture that determines crop growth, but the per cent of available moisture. The per cent of water in a soil can be determined by taking a sample, say a quart, and weighing it, then placing it in an oven and

baking it until thoroughly dry; when weighed again, the difference will determine the per cent of moisture evaporated. Experience will determine more than anything else when the soil is in good condition for plant growth.

In case only a clayey soil is available, it will be necessary, in order to get good results, to treat the soil in such a way as to give it as nearly the desired qualities as possible. This can be accomplished by adding large quantities of vegetable matter, as coarse manures, peaty or mucky soils, or leaf-mold. When only a small home garden is desired, and sand is available at small cost, the addition of sand applied to the soil at the rate of one inch in depth and thoroughly worked into the soil, will add greatly in making the soil more friable, porous, and easily tilled. Fall plowing, especially when the surface is left in an uneven, ridged condition, will be found to be beneficial to the clayey soils. This is due to the action of the elements, both chemically and mechanically.

THE SEED-BED.— Much care should be taken in the preparation of the seed-bed. This is true for any kind of crops grown upon the farm, but especially true for the garden. Fall plowing, as referred to above, will prove specially valuable for all lines of gardening work, and should be practised in all cases, except where the soil is exposed to excessive washing or blowing. There are three objects of fall plowing: (1) To make the

land earlier in the spring; (2) to save time during the rush of early spring work; (3) to improve the physical condition of the soil. As a rule, deep plowing is recommended for all garden vegetables, but in case of very open subsoil this is not especially necessary.

In many places drainage will be found necessary. When there is a tendency for water to stand any length of time after a rain or during the early spring, the soil will be found to be in a poor physical condition, and in time it will become soured. This is caused by the excessive amounts of water preventing the free circulation of the air in the soil, thus destroying the nitrogen-fixing bacteria which tend to keep the soil sweet and provide free nitrogen for the use of the growing plants. Tile draining will be found most beneficial and practical in nearly all cases, and clay or cement tiles may be used.

FERTILIZATION.—The question of fertilizing is an important one in all lines of gardening work. The kind and quantity of fertilizers used must be determined by the type of soil, the rainfall, and the crop to be grown. As a rule, well-rotted manures are preferred; but in case quick results are desired, some form of commercial fertilizers may be used. Most commercial fertilizers, however, have a stimulating effect upon the soil. It is also true that such fertilizers do not benefit the physical condition of the soil, and many times the poor condition of the soil is the cause of failure, rather than the lack of plant food. The adding of well-rotted manure makes a heavy,

sticky soil more open, friable, and easily tilled, while it makes an open sandy soil more retentive of moisture, and tends to fill up the spaces between the soil particles. Not more than twenty tons of well-rotted manure to the acre should be added at one time. It is better to add some each year rather than larger quantities at longer intervals. This is especially true in a climate of scant rainfall. In case of leachy soils, keep the fertilizers near the surface of the soil. There is little danger of overfertilizing except in the case of such crops as sweet potatoes, beans, peas, and tomatoes.

CHEMICAL CONDITION.—The presence of acid in the soil can be determined by the use of litmus paper. In making the test the moistened soil is pressed against blue litmus paper, which changes to red in the presence of free acids. The adding of air-slaked lime in quantities of from five hundred to two thousand pounds an acre, according to the per cent of acid found in the soil, will prove very beneficial. In cases of alkali in quantities sufficient to be injurious to plants, its presence will be noted by a whitish substance, resembling flour or soda, seen on the surface of the soil after a few days of drying weather. Heavy applications of horse manure will greatly benefit such a soil. Large quantities of alkali can be washed from the soil by a system of underdraining and then flooding the land. Alkali is seldom found in quantities sufficient to be decidedly detrimental to the soil except in arid or in irrigated regions.

PLANTING.—If the land to be used for gardening purposes has been well fertilized, plowed deeply, say from six to eight inches, and the seed-bed well prepared by thorough disking, harrowing, and smoothing by use of the plank drag, or float, it will in most cases be in good condition for the planting of the seed.

When an early garden is desired, choose a south exposure; here the sun's rays strike more directly, and the north winds are excluded. Have the soil well drained, well fertilized, and fall plowed. Begin stirring the soil as soon as the weather permits, as this will tend to warm it up early for seed planting.

In case of excessive heat or drought during the summer months, the fall vegetables will thrive better on a north or east slope, protected from the south winds. Here evaporation will not be so great, nor the heat so intense during the warm months, and the effects from early frost will be less than on the south exposure.

Garden Reminders

1. In case of spring plowing, harrow as soon after the plow as possible, to prevent the soil from becoming lumpy and dry.
2. Have the lower half of the furrow slice or seed-bed, firm, the upper loose.
3. Keep a surface mulch, if possible, at all times. Harrow after every rain as soon as the soil is sufficiently dry to permit cultivation. This will close the pores and cracks which form in the soil, and largely prevent evaporation.

4. In case of fall plowing, harrow early in the spring, and follow the instructions under No. 3.

5. One inch of rainfall is equivalent to 112 tons of water to the acre. Average garden crops require from 350 to 450 tons of water to grow one ton of dry matter. Therefore, in case of no evaporation from the soil, from five to ten inches of rainfall would produce a good crop. Conserve the moisture in your garden for use during the dry season.

6. Do not plow when the soil is dry and lumpy, nor when it is wet and sticky. Both are injurious.

7. When one crop is removed, either follow by another or keep the ground cultivated. It does not pay to grow weeds.

8. Never attempt to grow a garden crop and a weed crop on the same ground.

9. It requires ten times as much moisture to grow an acre of sunflowers as it does an acre of potatoes.

The Farmer Feeds Them All

- "The politician talks and talks,
The actor plays his part,
The soldier glitters on parade,
The goldsmith plies his art,
The scientist pursues his germs
O'er this terrestrial ball,
The sailor navigates his ship,
But the farmer feeds them all.
- "The preacher pounds the pulpit desk,
The broker reads the tape,
The tailor cuts and sews his cloth
To fit the human shape,
The dame of fashion dressed in silk
Goes forth to dine, or call,
Or drive, or dance, or promenade,
But the farmer feeds them all.
- "The workman wields his shining tools,
The merchant shows his wares,
The aeronaut above the clouds
A dizzy journey dares;
But art and science soon would fade
And commerce dead would fall
If the farmer ceased to reap and sow,
For the farmer feeds them all."

— *Scientific Farmer.*



EGYPTIAN PLOWING AND SEEDING

Home-Made School Apparatus

BY LYNN H. WOOD

An Electrolytic Current Rectifier

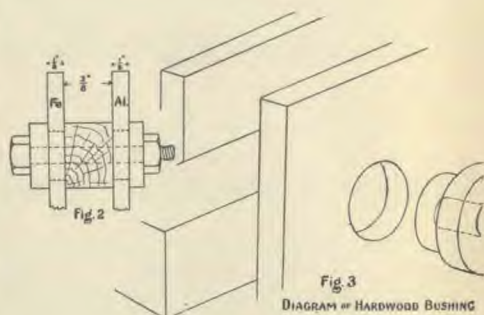
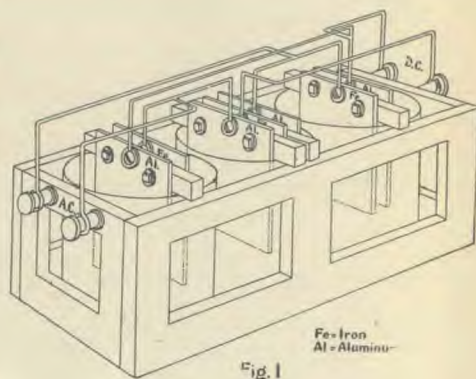
HALLER and Cunningham, in their book "The Tesla High Frequency Coil," have published the description of an important instrument called a rectifier, used to transform alternating current into direct current. Many times does the instructor in science desire to use direct current for his experiments. Batteries do not furnish powerful enough current, and the only current he can get is used for lighting purposes, and that is alternating. The beauty of this method of rectifying the light current to direct is its cheapness and its efficiency.

Three battery jars 6 inches in diameter and 8 inches tall are needed. Take four plates of aluminum and two plates of iron $\frac{1}{8}$ -inch thick and 5 x 7 inches in size. Cut another piece of iron $5\frac{1}{2}$ x 8 inches. These are the electrodes. Fig. 1 shows the position of the electrodes and the connections.

The electrodes are held $\frac{3}{8}$ of an inch apart by a piece of hard maple (Fig. 3), $\frac{1}{2}$ x $\frac{3}{8}$ x $6\frac{1}{2}$ inches. One-half-inch holes are drilled through the plates, and a maple bushing having $\frac{1}{4}$ -inch hole bored through it is put in. This keeps the $\frac{1}{4}$ -inch bolts holding the electrodes together from touching the metal. This is of utmost importance. Hard rubber is better than maple, as the water does not affect it; but if one is careful to keep the board well paraffined, it will hold all right.

For binding-posts, drill a 5-32-

inch hole through the plates, and use a No. 8 brass machine-screw 1-inch long, with copper washers and brass nuts. Use 8 or 10 B. and S. gauze wire to connect the batteries.



For an electrolyte use a saturated solution of sodium acid carbonate. Short circuit the D. C. wires through a resistance for a few minutes, and the rectifier is ready for use, giving a steady D. C. current of about 95 volts. Next month I will show how to use this home-made rectifier to perform some of the experiments in physics and chemistry which are usually left out in small schools on account of lack of equipment.

EDITORIALS

Educational Promotion

ANY one who attended the recent autumn council of the General and North American Committees will readily say that our educational interests were given liberal and substantial attention. Those of us who are bearing direct responsibility in educational lines were made to feel that our leaders of the whole work are deeply interested in our problems, and are disposed to lend us very sympathetic and substantial support. Every measure introduced by the Educational Department was amply considered, and all but one (that of the time and place of the convention in 1914) adopted without very great departure from the original draft. These measures have all been reported through the *Review and Herald*; but as they are scattered through several numbers, it will be helpful to gather them together here, that we may better see what they comprehend, and may have them in convenient form for study and reference.

A — Study for the Ministry

For the purpose of encouraging young men to study for the gospel ministry, and of strengthening our evangelical work, we recommend,—

1. That our conferences and schools urge young men who are looking toward the ministry to finish either a ministerial or a literary course in one of our denominational schools.

2. That conferences in licensing young men to the ministry require at least the completion of an academic course of twelve grades in one of our schools, or its equivalent.

3. That young men who are now licensed ministers who have not completed the academic course be urged to pursue studies in our training-schools or in the Fireside Correspondence School, with a view to reaching this educational standard before ordination.

4. That a reading course for ministers be prepared each year by the General Conference Department of Education, in counsel with the General and North American Division Conference Committees, and that the course be conducted by the General Conference Department of Education.

B — Advanced Education

Whereas, We recognize that there is a growing need of more efficient workers in our conferences and institutions in the large cities of this country, and in the mission fields, especially for well-trained ministers, teachers, and Bible workers; and,—

Whereas, Our training-schools have been established and are being maintained at large expense for the purpose of giving our young people thorough preparation for the Master's service; and,—

Whereas, There is a large number of young men and women not now in school who should attend our colleges and academies to obtain a better education for the work, to the end that the message may be hastened among all classes in all lands at home and abroad,—

We recommend, That an organized effort be made to arouse our people generally to the value of advanced education in qualifying our young people to fill their place and part in the finishing of the work. And to this end, we recommend,—

1. That our leading brethren prepare articles for the *Review and Herald* setting forth the direct relation which a better preparation of our young people for service sustains to the advancement of the advent movement.

2. That in our churches and large public gatherings an effort be made to turn the hearts of parents more fully to the importance of giving their children the education necessary to efficient missionary service.

3. That two Sabbaths each year be set apart as educational days in our churches, for the purpose of studying the principles of Christian education and the needs of our work; and that suitable matter be prepared by the Educational Department for that purpose.

4. That the sacred calling of the gospel ministry be kept continually before our people, with the purpose of attracting many more bright, consecrated young men to this calling, and of inspiring them to make an educational preparation that will fit them to present the truth among all classes.

C — Scholarship Plan

That a plan of tuition scholarships of fifty dollars each be arranged which shall provide for the tuition of acceptable young people in our colleges who have finished at least an academic course in one of our schools, and who wish to take further training for either the ministry, teaching, or other definite lines of gospel work; and that these scholarships be provided in the three following ways: —

a. That each of our conferences be recommended to provide two or more permanent tuition scholarships.

b. That our larger publishing houses be encouraged to provide three or more permanent tuition scholarships in educational institutions in their respective territories, available to students who have earned two tuition scholarships in the canvassing work.

c. That persons of private means be encouraged to endow permanent tuition scholarships in our advanced schools, either by payment annually of the sum of fifty dollars for each scholarship or by the gift of one thousand dollars as a permanent fund whose interest will provide one scholarship annually.

D — Adjustment of Colleges

1. That the Foreign Mission Seminary resume the status of a college, for which it already has a charter, on the following suggestive basis: —

a. That it operate in harmony with the general course of study adopted by our General and Division Educational Departments in general convention.

b. That, in order to facilitate and strengthen the plan of the Mission Board for certain special training to be given its appointees to foreign lands, one of the main departments of the College be

known as the Department of Foreign Missions, with the policy of its work fully determined by the Mission Board in conjunction with the College faculty.

c. That the College be given as its territory for regular students the Atlantic, Columbia, Southeastern, and Southern Unions, and all the territory of the Canadian Union Conference, except Ontario, Ontario being transferred to the territory of Emmanuel Missionary College, with the understanding that the Department of Foreign Missions receive as students any appointees the Mission Board may draw from any territory.

d. That the managing board consist of fifteen members, made up as follows: The presidents of the Atlantic, Columbia, Southeastern, and Southern Unions; the presidents of the New Jersey, Chesapeake, District of Columbia, Virginia, and Eastern Pennsylvania Conferences, whose academic patronage the school receives; the treasurer of the General Conference; the president of the College; and four other men. And that we recommend to the board that they designate seven of their number to act as an executive board between sessions of the full board.

e. That work on this basis begin in the autumn of 1914.

f. That in making these changes it be understood that the indebtedness of the College shall not be increased.

2. That Mount Vernon College and the Southern Training-school carry only twelve grades, turning over their patronage and good-will in grades thirteen to sixteen to the Washington College; and that there be some equitable division of the Columbia Union territory for the patronage in the academic grades, leaving to the future the determining of a policy of affiliation with the Washington College.

3. That South Lancaster Academy continue as a fourteen-grade academy, leaving to the future the determining of a policy of affiliation with the Washington College. But we advise the management that they do not increase their present facilities for students.

4. That Union College draw college students, as heretofore, from the Northern, Central, and Southwestern Unions, on some equitable policy of affiliation with Keene Academy and with the academies of the Central and Northern Unions, to be determined by the executive committees of the three unions in counsel with the North American Educational Department.

5. That Walla Walla College and Pacific Union College and their affiliated academies be visited as soon as consistent by a representative of the North American Department of Education, to study, together with the union officials, the highest interests of these schools, and report their findings to the department.

E — Ranking of Academies

In pursuance of the recommendations passed at the recent General Conference on the ranking of our academies in relation to the college, the following was passed: —

1. That in each union a careful study of the academy and college interests be made on the ground by the union men and a representative of the North American Department of Education, with a view to ascertaining the merits of the case for each academy from the viewpoint of its efficiency.

2. That in determining this efficiency four main points be kept in mind: (a) its faculty, (b) its equipment, (c) its finances, and (d) its ability to serve the best interests of its constituency.

3. That the result of these findings and the bearing that the rank to be fixed for the academy would have upon the welfare of the college with which it is affiliated, be made a basis for determining the number of grades the academy shall carry.

4. That where found advisable the decision reached in such counsel be submitted to the North American Department of Education for further consideration and approval.

F — Efficiency of Church-Schools

Whereas, Our church-schools are proving one of the strongest forces among us for the spiritual and cultural uplift of our children; and,—

Whereas, An increase of efficiency in their service means not only more effective results in character building during the most impressible years of child development, but also added recruits for our higher schools, and for field service; and,—

Whereas, One of the most urgent needs at present is the development of manuals in the various lines of study for the use of the teacher; we recommend,—

1. That the Educational Department be authorized to arrange with one or more

of our stronger normal departments for the preparation of material for such manuals, with a view to having them criticized and finally revised at our general convention and the normal institute following in the summer of 1914.

2. That we appropriate \$600 as a fund to promote this work.

Help One Another

ONE of our correspondents has suggested a "Help One Another Corner for Grammar Grade Teachers" in our magazine. Another has requested help on "Methods in Grades 5-8." Another has asked for something on "Arithmetic Teaching in the Intermediate Grades." Another has suggested articles on "Physiology, History, Geography, and Bible for Grades 5-8." Another on "School Etiquette in the Elementary Grades," and "Proper Games and Recreations" in the same.

The first of these correspondents has followed up his suggestions with an article on "Drill Work," which we took pleasure in presenting last month. A suggestion with a follow-up is the kind we like. The number of suggestions received indicates a general desire for helpful articles on the work in the grammar grades. Will not others who have made requests follow them up with an article or two, and will not others who read these suggested topics contribute a share toward helping their fellow workers in need? The spirit of helping one another is one we can well afford to cultivate.

THE NORMAL

The Care of the Eyes

BY G. H. HEALD, M. D.

MANY pupils leave school with poorer eyesight than when they entered school. This has been shown to be emphatically so in Germany, but it is also the case to a considerable extent in this country. The cause is not difficult to find. School life in several ways is not conducive to good eyesight.

In the first place, the young eye was never intended for long-continued close work. Young children are normally far-sighted. The eyeball being small, it is more difficult to bring the rays from near objects to a focus on the retina, and requires a stronger muscular effort than with older persons. Particularly when near objects are small, somewhat unfamiliar, and requiring close attention, like the letters on a page, it is often too much for the young eyes, and the result is strain. In some cases eye strain brings on headache, nervous troubles, and possibly permanent damage to the eyes; for at this early age, the eye tissues, like all the tissues of a child, are soft and yielding, and the unusual and unnatural strains of the eye muscles tend to pull them permanently out of shape. This is the explanation of the higher degrees of near-sight seen in older pupils who have been for a long time submitted to this unnatural process. If there is in the first place some natural defect in the eye, an abnormal far-sightedness, or an astigmatism, or near-sightedness, the effort of the pupil

to use the eyes constantly without proper correcting glasses is almost sure to make the trouble go from bad to worse.

In addition to these two causes for damaged eyesight,—prolonged close work by eyes not prepared for it, and the attempt to do work without proper correction when correction is needed,—there are other factors which make bad eyes, such as too fine print, too fine needlework or hand-work, poor light, or light from a wrong direction, glossy paper, and blackboards which cause a glare.

Ways of Protecting the Eyes

In order to protect the eyes of the children, the teacher should see that the school is properly lighted. If there are windows in front of the pupils, either have the desks turned so that the pupils will not face toward the windows, or else have the windows in front of the pupils curtained. For work to be read from the desks, do not use blackboards situated between windows if it can be avoided; at least, draw the shades while the boards are being used. The ideal light is from behind and the left, that is, over the left shoulder, but it is not possible to get such conditions for all pupils in a schoolroom. Do not allow a pupil in any case to sit where the direct rays of the sun fall on the pages of the book from which he is studying, for such bright light is blinding to the eyes,

and renders more or less permanent damage to the retina.

Encourage pupils to rest their eyes from their books for a few moments from time to time. This may be accomplished by some general exercise or by the use of callisthenics, not calling for the close use of the eyes.

Note those pupils who hold their heads close to the book or work, or who hold the book at arm's length or in a strained position, or who study with eyes squinted or with face muscles drawn, or who complain of headache after close work. Every such pupil should be sent to an oculist for examination. A note to the parents may save the pupil a life of misery. The pupil who seems to be "lazy," who cannot be induced to get his lessons properly, may be found to be merely suffering from eye strain. In schools where there is medical inspection, all these details should, of course, be attended to by the physician or by the nurse; but where there is no medical inspection, the teacher should feel it his duty to look after the eyesight of the pupils. A further caution: Do not put work on the blackboard that cannot without strain be read from every part of the room; but if it is necessary to do so, allow pupils who are in a poor position to change places, so as to favor their eyes. Never compel a pupil to attempt to read work on a blackboard where he gets the glare of the reflected light. It would be well for the teacher to sit in the different seats of the room to ascertain whether or not there is difficulty in reading from the blackboards. If the blackboards have worn shiny, have them

recoated a dead black [or a mellow green.—ED.].

Be alert to detect any evidence of poor vision or eye strain, and remedy it by rest, or by changing the position of the pupil or the work, or by influencing the parents to consult an oculist.

Manual Training

BY ALICE OWEN RITTENHOUSE

Model XVII — Stove

DIAGRAM XVII A is for the body of the stove, and diagram XVII B is for the hearth and doors for the front. Roll a piece four squares long over a pencil for

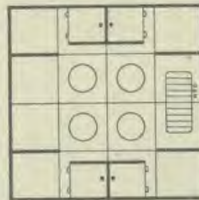


DIAGRAM XVII A

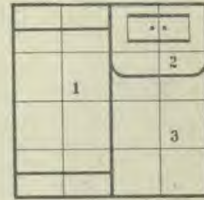


DIAGRAM XVII B

the pipe, which is pasted on the back. Mark circles on the top for lids. Also mark hinges and knobs on doors. Cut legs from extra squares, and paste a bottom in the stove, with the laps on the inside. Mark the grate in front, inside of the doors, with a red pencil.

Model XVIII — Cupboard

Diagram XVIII A. Foundation, square box. Make two parts like diagram XVIII B, which are placed inside the square box, and form doors. Make shelves



DIAGRAM XVIII A

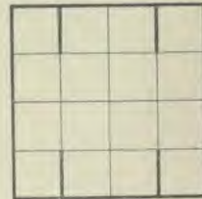


DIAGRAM XVIII B

on the inside, and cut a piece for the back. Make a little difference in the sizes of the boxes when you paste them, and there will be no trouble to fit them.

Model XIX — Table

Same as parlor table without the bookshelf.

Primary Bible Nature — No. 4

BY SARAH E. PECK

IN this fourth and last article on the Primary Bible Outline we reach a series of stories which brings the child down to his own time, and more closely identifies him in a personal way with the great plan of God for the salvation of the human family. While in a few cases we may still profitably combine, yet it seems necessary to a well-rounded plan to introduce one topic, "Messengers in the 'Time of the End,'" and to enlarge the topic, "The Last Message and Messengers."

Under the former, two stories each year on the lives of Carey, Judson, Livingstone, and others whom God so wondrously used to open up the great mission fields in heathen lands, form a fitting introduction to the lives of those pioneers who are called to give the last message, under the second topic.

Each succeeding year the pupil should become familiar with the stories of the devotion and sacrifice of such pioneers as James White, as the little girl who grew to be so noble a woman, and whom God has so marvelously used in this work, — Mrs. E. G. White, — as Captain Joseph Bates, William Miller, Uriah Smith, J. N. Andrews; with the story of the rise and wonderful progress of the message in health reform, in Christian education, in the Sabbath-school work, in the publishing work, etc., and of late years of the progress along all these lines in foreign fields, to every nation, kindred, tongue, and people. And all this to prepare

ourselves and the world for the second coming of Christ.

Since the very children who eagerly listen to these stirring truths as they fall from the lips of the Spirit-filled teacher are to act a definite part in the giving of this very message to the world, what an opportunity for them to stand before their class or the school, and with their own hearts glowing with the love of Jesus and joyous anticipation of his soon return to this earth, tell the story of the signs or the manner of his coming, of the thousand years, the descent of the holy city, the resurrection of the wicked, the crowning of King Jesus, and the final destruction of the wicked.

Then come those beautiful stories of the New Heaven and the New Earth, of the plants and animals and man himself without the touch of sin, and that beautiful city, the New Jerusalem, whose light is the glory of God. Thus is finished the story of the cross, fitting close of the work of the year, — a perfect earth in the end as it was in the beginning.

Each year as we, assistants of the Great Teacher, direct the minds of these little ones to the Lamb of God who taketh away the sin of the world, may the Spirit of God that in the beginning moved over the face of the great deep, daily say to our pupils, "Let there be light," and may we ourselves have a deeper taste of the scripture which says, "For God, who commanded the light to shine out of darkness, hath shined in our hearts, to give the light of the knowledge of the glory of God in the face of Jesus Christ"!

At the general convention to be held in the summer of 1914, it is desired to give attention to the revision of our present outline of primary Bible lessons. With this in view, will not all our teachers give the subject earnest thought during the present school year? The outline accompanying this series of articles is merely suggestive; but when the time comes to

make a final decision, it is hoped that all may have clear ideas of what should be done, and thus the best results be reached.

Very helpful suggestions in developing most of the stories under topics "The Messengers in the 'Time of the End'" and "The Last Message and Messengers" may be found in *Our Little Friend*, Vols. XXIII, XXIV.

OUTLINE — THIRD TERM

NEW TESTAMENT CHARACTERS

- | | | |
|---|--|---------------------------------------|
| 1. Peter and John at the gate beautiful. Acts 3: 6. | 1. Peter and Cornelius. John 14: 13. | 1. Philip and the eunuch. John 5: 39. |
| 2. Imprisonment of Peter and John. Acts 5: 29. | 2. Peter and Dorcas. | 2. Paul and the jailer. Phil. 4: 6. |
| 3. Early life and conversion of Saul. | 3. Peter imprisoned. Heb. 13: 5, 6. | 3. Paul at Athens. |
| 4. Shipwreck of Paul. Acts 27: 25. | 4. Paul—the type of foreign missionaries. 1 Cor. 3: 9. | 4. John the Revelator. Rev. 1: 3. |

REFORMERS

- | | | |
|------------------------------|--|----------------------------------|
| 5. The apostasy. Dan. 7: 25. | 5. Story of the Waldenses. Dan. 7: 25. | 5. The dark ages. Dan. 7: 24-26. |
| 6. The Reformation. | 6. Story of Martin Luther. Rom. 1: 17 (last part). | 6. Wyclif and other Reformers. |

MESSENGERS IN THE "TIME OF THE END"

- | | | |
|-----------------|------------|------------------------------------|
| 7. Carey. | 7. Judson. | 7. The Bible Society and its work. |
| 8. Livingstone. | 8. Moffat. | 8. Paton. |

THE LAST MESSAGE AND MESSENGERS

- | | | |
|---|--|---|
| 9. William Miller. | 9. Elder and Mrs. James White. | 9. Joseph Bates. |
| 10. The First Angel's Message. Rev. 14: 6-12. | 10. First Angel's Message. Rev. 14: 6-12. | 10. First Angel's Message. Rev. 14: 6-12. |
| 11. The Second Angel's Message. | 11. The Second Angel's Message. | 11. The Second Angel's Message. |
| 12. The disappointment. | 12. The Third Angel's Message. | 12. The Third Angel's Message. |
| 13. The Third Angel's Message. | 13. J. N. Andrews. | 13. Uriah Smith. |
| 14. Publishing work. | 14. <i>Our Little Friend</i> . | 14. The first S. D. A. paper. |
| 15. Educational work. | 15. Our church-schools. | 15. Our first Sabbath-school. |
| 16. Health work. | 16. Our work in the Holy Land. | 16. Our work in Asia. |
| 17. Our work in Australia. | 17. Our work in Europe. | 17. Our work in South America. |
| 18. Our work in Africa. | 18. Our work in Alaska and other parts of North America. | 18. Story of Pitcairn Island and other islands. |

THE SECOND ADVENT OF THE SAVIOUR

- | | | |
|--|---|--|
| 19. Manner of his coming. Rev. 1: 7. | 19. The time of trouble. Dan. 12: 1. | 19. The time of trouble. John 14: 1-3. |
| 20. Signs of his coming. Matt. 24: 34. | 20. God's people delivered. Isa. 25: 9. | 20. Review signs and manner of his coming. Rev. 14: 14-16. |
| 21. Events at his coming. | 21. The resurrection. Dan. 12: 2. | 21. Review events of the coming of Jesus. 1 Cor. 15: 51, 52. |

THE DESOLATION OF THE EARTH

- | | | |
|---------------------------------------|---|---|
| 22. The thousand years. Rev. 20: 4-6. | 22. Judging the sleeping wicked. Ps. 104: 29. | 22. The great bottomless pit. Rev. 20: 1-3. |
|---------------------------------------|---|---|

THE FINAL DESTRUCTION OF THE EARTH

- | | | |
|---|---|---|
| 23. Jesus' return to earth with his people. | 23. The descent of city. Rev. 21: 2, 10. | 23. Review Jesus' return to earth. Rev. 21: 5 (first part). |
| 24. The resurrection of the wicked. | 24. Resurrection of the wicked. Rev. 20: 5. | 24. Review resurrection of the wicked. Rev. 20: 5 (first part). |
| 25. The crowning of Jesus. | 25. Events within and without the city. | 25. Review events about city. |
| 26. The final destruction. 2 Peter 3: 10. | 26. Destruction of wicked. Mal. 4: 1. | 26. The saints in heaven. Dan. 12: 3. |

THE NEW EARTH

- | | | |
|--|--|--|
| 27. The new heaven, and the new earth. Rev. 21: 1. | 27. More about the new earth. Isa. 65: 17. | 27. Review about new earth. Isa. 35: 7-9. |
| 28. Plants and animals in the new earth. Isa 65: 25. | 28. More about plants and animals in the new earth. Isa. 55: 12, 13. | 28. Review about plants, animals, air, land, and water of new earth. Isa. 11: 6, 7, 9. |
| 29. Man in the new earth. Isa. 65: 21, 22. | 29. More about man in the new earth. Isa. 35: 5, 6, 10. | 29. Review about man in new earth. Rev. 21: 4. |
| 30. The New Jerusalem. Rev. 21: 2. | 30. The New Jerusalem. Rev. 21: 27. | 30. The New Jerusalem. Rev. 22: 12, 14. |

Assigning the New Lesson

BY NELLIE D. PLUGH

(Concluded)

Clearing Up Difficulties.—Obsolete forms, so often found in the Bible, technical terms, unusual expressions, and the formal difficulties of our English spelling give opportunities for the teacher to clear the way to a well-prepared lesson. Of nothing is this truer than of the last named. There is, then, every good reason for carefully assigning the spelling lesson. Here is a lesson given in the fourth grade, in which the following words occur: *Separate, potato, to-*

mato, deliver, lemons, order, busy, grocery. The words were distinctly pronounced, first by the teacher, then by the children. The first was a review word, and because of its troublesome *a* had been slowly written at the close of yesterday's lesson at the head of the list for today's, and colored crayon had been used for the *a*. Then came the rest of the assignment: "How many syllables in each of the next two words?"—"Three." "How many letters in each?"—

"Two." "Which two are alike?"
 —"The last." "Spell it."—"T-o."
 This emphasized the right form without referring to the *e* so often added to the end of one or the other of these words. Again came the question, "Which word is not spelled the way it is pronounced?"
 —"Busy." "Spell it."—"B-u-s-y." "Remember to spell it with a *u* for me." Another day the same teacher gave *pieces*, picking out the familiar p-i-e from the word and associating "*pieces* of pie" with the spelling of the words. There is a question as to how far to carry these arbitrary relations, but the results in the case of this teacher justified their use.

Specific Directions for Study.—The teacher who expects definite results must give definite directions. "Make your papers neat" is not always a guaranty against disorderly arrangement and obscurity. It may often be necessary to give the exact manner you wish always to find problems numbered and placed on the page, the written arrangement of spelling words or language exercises, folding papers, placing of titles, names, dates, etc.

Definite directions for the use of reference books will save valuable time and aimless searching. "You will find what a glacier is on page 255 of Carpenter's 'Europe,'" or, "The witch of Endor is a part of the Bible story of Samuel," will bring much better results than the general direction, "Read about glaciers in something besides your own geography," or, "Find out who the witch of Endor was."

Appealing to the Child's Instincts.—When a child is interested there is little doubt that he

will do his best work, and often the most conscientious teacher may fail because he has not aroused interest. A young teacher gave Lincoln's "Gettysburg Address" to a class to read. She explained one or two difficult expressions, gave the usual suggestions, and a list of words to look up, and left her class to master the beauty and feeling of that wonderful masterpiece. The class, the next day, took up the reading in a half-hearted, indifferent way that seemed almost sacrilegious. In her dismay at their lack of appreciation, she told them the story of Lincoln's own estimate of the speech after it was given. Lincoln's busy life kept him occupied until he began the trip to Gettysburg, when he found a scrap of paper on the car floor, on which he wrote the notes for his speech. The great heart of the man gave its message to a subdued and silent audience. He was the last to speak, and the other speeches had been followed by shouts and applause. But Lincoln left the platform in an unusual quiet. With characteristic lack of self-confidence, the man walked away as one who had made a supreme effort to reach human hearts and failed. His friends were quick to see his mistake, and one said, "Look what you have done, Mr. Lincoln. Every soul there is in tears!" Unwittingly the teacher had touched the chord that found a ready response in her class, for there was no longer a lack of interest. They knew and loved Lincoln, they were acquainted with the events that led up to the battle of Gettysburg, and this incident had put an entirely new interest in the piece. Every

child in the class was anxious to put into it some of the earnestness and eloquence of their beloved hero.

True, it requires time and effort to make an assignment properly, and to the teacher, already burdened with from six to eight grades and every minute of the day full, it seems almost too much to expect more; but the results to those who have most carefully planned the giving out of new lessons have

proved that the well-assigned lesson is a lesson half-learned. If properly done, it does no part of the child's work for him, but rather, puts the child in the way of helping himself — the *ultimate end of all school work*. It is one of the teacher's opportunities, and when Opportunity comes knocking at your door, remember, she comes offering work — conscious effort toward the goal of success.

READING COURSE

Third Year

Part I: "Counsels to Teachers"

Our Responsibility

1. How does the education of our children and youth compare with other church work? Why?

2. Point out the result of sleeping on guard in this matter.

3. Give reasons why other important lines of work cannot excuse us for neglecting to educate the young among us.

4. If rightly instructed now, what part will our children and youth take in the closing scenes of earth's history?

5. Show that spiritual and intellectual training are not to be separated in true education.

The Work for Our Children

1. What kind of schools should be conducted in all our churches?

2. Mention specific things that should be taught in them.

3. What does God want of every child, younger as well as older?

4. Point out essential qualifications of the teacher, both negative and positive.

5. (a) What special part is the Bible to have? Why? (b) The Holy Spirit? Why?

The Work of the Church-School

1. Why has the church a special work to do in educating its children?

2. What is the best way for families to provide Christian education for their children?

3. Show how the character of our church-school work may be of the "very highest order."

4. For what results may we look?

5. Why should children not be confined rigidly to grades?

6. Why is it imperative that the teacher have good physical qualifications?

Christ the Example and Teacher of Youth

1. In what particular ways was Jesus an example to the young?

2. Trace out in detail the exemplary methods and qualities of Christ's teaching.

The Bible Lesson

1. Why are Bible stories of so much importance in the child's education?

2. What aids should be used in the Bible lesson?

3. What does Bible teaching deserve from both parent and teacher?

4. How may the interest of the child be enlisted and sustained?

5. How may the victory of faith be obtained?

Teaching From Nature

1. What is next in importance to the Bible in education?

2. Trace out the reasons for this important assertion.

3. Of what value is the book of nature in teaching the heathen? in teaching others?

4. Make a list of important reasons why the cultivation of the soil should enter into the education of our children and youth.

5. What lessons may be learned from the swallow and the crane? From the ant?

Under Discipline to Christ

1. Enumerate vital reasons why every teacher should keep under discipline to Christ.
2. What object-lesson should stimulate teachers to "patient continuance in well-doing"?
3. What attractive field is open to the teacher?
4. In addition to right principles and correct habits, what indispensable qualifications should a teacher have?
5. What responsibility of learning does the teacher assume?
6. Point out serious dangers in the public schools. (See also the middle paragraphs on pages 204, 205.)
7. Upon what does the success of a church-school largely depend?

Intermediate Schools

1. Why are intermediate schools highly essential? Our colleges?
2. What three things are to be taught in order to serve the "great aim in every intermediate school"? *Answer.*—The Word of God, the true dignity of labor, and the common branches. (See the second paragraph on page 203 and on page 210; also bottom of page 204.)
3. What part is every teacher to take in physical labor? (See also page 208, last full paragraph; page 211, first full paragraph.)
4. Who should study faithfully the purpose for which each of our schools is established?
5. Why is it "no longer safe" to send our children to the public school? (See also pages 205, 200.)
6. What kind of schools should take their place?
7. What emphasizes the necessity of establishing such schools?

Principles Given the Fernando School

1. What two key-words were given the Fernando school? *Answer.*—"Fundamentals" and "practical."
2. What valuable caution is given?
3. What should have greater influence upon patrons than a display of higher courses?
4. (a) What should a school substitute for promises? (b) On what should it keep silence? (c) What should it demonstrate?
5. What are the rewards of studying God's Word?
6. What, in addition to the study of God's Word, will accomplish a great work if well done?

7. (a) What great need is there of thorough training in the use of the English language? (b) Than what is it of more value?

8. Along what lines should the typical intermediate school be conducted?

9. What are those lines? (Read in "Patriarchs and Prophets" the chapter entitled "The Schools of the Prophets.")

10. How are students to climb the ladder of education? (See also page 215, first paragraph.)

11. How are teachers to relate themselves to the school work?

12. Why is it specially important that we have intermediate schools and academies?

School Standards

1. Name one fundamental thing that a new school should do before raising its grade of work.

2. What should be the great aim in every intermediate school?

3. On what sound pedagogical principles are teachers to work? (Read also "Simplicity in Teaching," pages 435-437.)

4. What standard should be kept up in every line of work?

5. What personal qualities must prevail in the teacher?

6. What counsel is given by One in authority?

7. What serious mistake is to be avoided by intermediate schools and academies?

8. What are their faculties to be left free to do?

9. What will not make our schools a power? What will?

10. What kind of man should act as principal?

11. On what condition may many students go directly into the work? In what capacity?

12. What principles should guide the teacher in his work?

Value of the Common Branches

1. What causes the final failure of not a few students, even those who have studied the higher branches?

2. What will make it unnecessary for students to "go back"?

3. What mistake have preparatory students been allowed to make? With what result?

4. By what means should students be classified on entering school?

5. Does the holding of a diploma necessarily excuse a student from examination?

6. What principle should guide teachers in classifying students?

7. How should it be ascertained "what they most need"?

8. What attainment cannot be too strongly emphasized? For what reason?

9. Where and how should voice culture be taught?

10. What will give knowledge a wonderful power?

11. What attitude should be assumed toward drill in the common branches?

12. What motive should stimulate teacher and student to their highest effort?

13. Of what four things have teachers not recognized the value?

14. What wrong is often committed?

15. What important knowledge stands on a par with that of grammar?

16. What excellent counsel is given to every student?

17. What warning does not apply to young boys and girls? Why?

The Influence of Association

1. What three things determine the present usefulness and the future destiny of young people?

2. How are youth affected by the influences that prevail in many schools and colleges?

3. What matter should students consider seriously?

4. Show how the company one keeps is an index to his character.

5. How only may students safeguard themselves against evil?

6. Of what two things does strength of character consist?

7. How are real greatness and strength measured?

8. What two kinds of power has God given us to build with? Who is the architect?

9. Why are grave mistakes made by the youth?

10. What appeal is made to students?

Part II: "School Management and Methods"

CHAPTER X

1. Look carefully through the outline on page 92.

2. Read the chapter through.

3. What effect had the reading of this chapter on your previous ideas of governing power?

4. Do you feel that you have the gift of educative governing?

5. What are you doing to cultivate this gift?

CHAPTER XI

1. Proceed with this chapter as you did with Chapter X.

2. Do you gain a clear idea of an educative motive? Of an educative incentive?

3. What motives of an educative type do you employ in your teaching? What incentives?

4. What attention do you give to the three highest motives?

5. Answer the questions on page 145, paragraph 11.

CHAPTER XII

1. Proceed as you did with Chapter X.

2. Read in "Education" the second paragraph on page 287, and the three full paragraphs on page 290.

3. Define "regulation." Is it a negative or a positive term?

4. In what way has this chapter enlightened you on educative regulations?

5. Consider each regulation in your school in the light of the principles brought out in this chapter.

6. Answer the questions on page 146, paragraph 12.

CHAPTER XIII

1. What is the difference between enforcing rules and developing self-government?

2. Why is quietude essential to effective work in the schoolroom?

3. What new ideas on securing quiet have you gained from this chapter?

4. What is the greatest incentive to regularity?

5. Give some reasons why the habit of promptitude is of great value in practical life; the habit of propriety.

6. Answer the questions on page 146, paragraph 13.

CHAPTER XIV

1. Does the phrase "educative suffering" throw any light on your view of punishment?

2. Have you found it necessary to punish any pupil this year?

3. If so, test your method by the five principles given in this chapter, one at a time.

4. What faults and what virtues in your manner of giving reproof have you been able to discover?

5. To what extent have you employed privation or suspension to effect reform?

6. What is a "hurtful school punishment"?

7. Answer the questions on page 146, paragraph 14.

HOME EDUCATION

Conducted by Mrs. C. C. Lewis, Takoma Park, D. C.

Good Form at Meals

IN the hurry and rush of the farm, the mill, and the shop, the busy father is tempted to pay little regard to his personal appearance at the home table. The mother, too, overworked, and under the pressure of having meals ready on time, often overlooks the untidy child who presents himself at the table. No one seems to have time to notice him, and so the little fellow reaches here and there over the table, and helps himself. He butters a whole slice of bread, and proceeds to eat off one corner. He wants to be like papa, so he loads his fork accordingly, and eats fast. He speaks loudly, and in other ways makes himself quite conspicuous. He is really not so much to blame, but how handicapped he will be a few years hence, as he goes out into the world! His coarse, boorish ways will mark him as unrefined. No matter how solemn and important the work may be in which he is engaged, his uncouth, greedy manners at the table will weaken his influence.

Not all can give their children wealth and fine clothes, but all can teach them personal neatness and polite deportment. The parents should make special effort to have the meal-time pleasant and profitable. It is helpful, where there are several in the family, for the father to appoint John today, and

Mary tomorrow, to bring a news item and relate it for the benefit of all, the father himself taking his turn in contributing to the information and entertainment of the family. The meal-time alone may be a strong factor in the right education of the children. As man rises in the intellectual scale, he comes to pay more and more attention to how he takes his food.

Position

Position at the table is important. "The correct position at table brings the waist within eight or nine inches of the board. It is undignified to cross one's knees, hook the feet about the chair legs, or stretch them out before one as far as possible." So says "Correct Social Usage."

Every child should be early taught the proper position of arms, elbows, and feet at the table. Let your little ones understand that they are to accept the food placed before them without complaint or criticism. They should be taught to eat those things that are best for them. The habit that children sometimes fall into of finding fault with this and that article of food is surely a pernicious one. From infancy they should learn to relish the most nutritious foods.

How to use knife, fork, and spoon is also important. Most foods should be eaten with the

fork, the knife being used only for cutting, and for buttering the bread. The bread must be broken into small pieces, never buttered as a whole slice.

The spoon is used for soup and for certain desserts, such as puddings, sauce, etc.

Use of Napkins

The use of napkins should be insisted upon even in the humblest home. The linen need not be of the finest or most expensive quality. A half-worn table-cloth cut into appropriate pieces and neatly hemmed would answer every purpose of finest damask. Teach the children to be particular about having their own napkin. In "Good Form" I find this instruction concerning the use of the napkin:—

Novelty in napkin folding is not desirable. This savors too much of hotels, restaurants, and cafés. Never tuck the napkin into the top of the waistcoat or gown. Neither is it good form to spread it out over the lap, as if you were a child, likely to drop half of what you were eating. Instead, leave it folded once lengthwise. When you have occasion to raise it to the lips, do so with the right hand only, using merely one corner of the napkin. Wipe the mouth with a corner of the napkin before and after drinking. On no account put even the tip of your napkin in the finger-bowl. The lips may be moistened by touching them lightly with the tips of the first and second fingers of the right hand, which have been delicately dipped in water. After the meal, at a restaurant or formal dinner, lay the napkin unfolded at your place. If you are a time guest in a household and will remain for another meal, you may fold the napkin in its

original creases if the hostess does so with hers.

Of course, at home care should be taken to keep the napkin neat and tidy.

Even small children can be taught to say, "Excuse me, please," on leaving the table. Attention to these seemingly small matters will be a great advantage to the boys and girls as they pass through life.

Who Is Santa Claus?

"MAMA, when will Christmas come?"

"Christmas—well, it will be only a few weeks now."

"Are we going to grandma's to spend Christmas, mama?"

"I think so, dear. Uncle Jack will be home, and Aunt Jennie and the children expect to come home then."

"I wonder what Santa Claus will bring us this year," said Edna.

"Who is Santa Claus, mama?" asked May.

"Santa Claus isn't anybody. He is just a make-believe old man wrapped in a fur coat, who is supposed to come down the chimney on the night before Christmas. They tell us he slips around and puts presents in the stockings of good children. But really, children, Santa Claus is just papa, mama, or auntie. In fact, he is any of our friends who want to show us they remember us and love us by sending us gifts at Christmas-time.

"Now you may think a few moments and see if you have any friends you would like to send greetings to. Christmas is a time

when we want every one to be happy. See if you can think of some one who is sad or lonely; maybe we can bring a bit of sunshine into his life.

"Jesus left his beautiful home on high, and came down to this cold, dark world to show us how to live and be happy. He said we should be light-bearers. He gave up the riches of heaven and became poor so that we might become rich."

"But, mama," said Edna, "even if Jesus did become poor that we might be rich, we are not rich. Nellie Brown has many more play-things than we have, and more nice dresses, too; and I don't know what you mean by getting rich."

"That is because my little girl has not learned what the true riches are. The true riches are love to God and to the people around us. You know the Bible says if we are rich in faith we shall have a part in the heavenly city.

"Now we know about Jesus and his love for us. We know he is coming again to take those who love him to live in the new earth. He has given us home, friends, and health; don't you think we ought to give something to help others to know about him?"

"Mama, if you think my pennies would do any good, I should like to give them," said little May.

"Yes, I once knew of a two-cent tract's leading several persons to give their hearts to God. Edna says she should like to put in half the money in her bank, papa will put in his part, and mama will put in her donation, too. So altogether we shall have quite a sum for our Christmas offering."

"May we make something pretty for grandma?" said Edna.

"Yes, dear, I think you may. There are several pretty things I can think of. We will look them over and decide which one you like best."

"I want to make something for Bertha Brown, 'cause she has been sick a long time, 'most ever since her papa died," said May.

"O, yes, I should like to make something for Mrs. Brown, too; she always looks so sad and lonely," chimed in Edna.

"I think that will be lovely; and we shall have a nice dinner, and shall send them a basketful of good things to eat, just for a pleasant surprise, and to let them know we did not forget them in their sorrow.

"Now, May, should you like to make a pretty picture-book for Bertha? Haven't you some pictures in your box? I think I have some I can let you have.

"And Edna, should you like to make a little silk bag to hold combings, and a hairpin holder to go with it?"

"Why, yes, mama, if you will show me how."

"Well, you may begin now if you like. I will tell you how:—

"Take this tape and cut a round piece of cardboard four and one-half inches across. Get a scrap of your blue silk dress, and cover the cardboard on both sides for the bottom of your box. Take another piece of the silk long enough to go twice around the cardboard, and about five inches wide. Turn down three quarters of an inch, and make a little case for a draw-string. Gather the other side of this piece, and sew it carefully around the piece of cardboard, sew the ends together, put the card into the case, draw it up to the proper size, and tie it securely so it will stand up, and your little hair receiver is complete.

"Here are four small brass rings; you may work a buttonhole-stitch around them. Here is some blue ribbon about an inch wide; cut one piece nine inches long, one seven and a half, and one six inches. Now carefully sew a ring on one end of each piece. Lay them one on top of the other with the longest one at the bottom, and sew them securely into the other ring. This string is to be the hanger. Make a little bow of the ribbon, and sew it on at the top to finish it off. There you have two pretty little gifts, and they are dainty, and useful, too."

"I think I know better than I ever did before what Jesus meant when he said, 'It is more blessed to give than to receive,'" said Edna, as she fondly looked at her new creations.

"Well, dear, I think that is so with all the words the Lord has said to us. When we try to live them out, he makes them clear to us, and makes them true in our experience."

"What a good time we have had! I am glad mama plays with us sometimes, aren't you, Edna?" said May.

"Yes," answered Edna, "I think she is a pretty good playmate, and I think we are going to have the best Christmas we've had yet."

"I think we have had a good time, too. We are going to be Santa Claus this Christmas, aren't we? But we must put our things away, and gather the eggs, feed the chickens, and get in the wood, for it will be late before papa gets home, and he will be tired."

Environment

ENVIRONMENT is the strongest factor in education through the primary years, and this is mainly furnished by the home and the school.—*Mary Stanley Boone.*

What Some Home Schools Are Doing

I THINK it will encourage some, and perhaps shame others, to hear how some mothers persevere in teaching their children at home the principles of Christian education. A superintendent tells us this story in substance:—

It is an isolated family, the mother a cripple, the father not a Christian. There are nine children in this home. The two oldest boys work away from home most of the time, and the two oldest girls, by living with friends, attend a church-school. This leaves five children at home. In the morning one helps the mother get breakfast, two feed the chickens, and one dresses the baby. After breakfast, one helps the mother milk, while the others wash the dishes, tidy the living-room, and do the chamber work; so that by nine o'clock all are ready to go to the schoolroom, which was formerly a bedroom. The opening exercises are spiritual and uplifting. We have reason to believe the class work is performed in the same thorough manner.

This same superintendent tells us of another very interesting home school. She had been in the home only a short time when the small boy urged her to trade at his department store. She says:—

Soon my hands are full of home-made money, and I am buying water for milk or oil and sand for sugar, but the correct measures show it is a lesson in quantity rather than quality. I now go into the dry-goods department, and I am buying cloth, which proves to be only rags, but the yardstick gives the correct measure. I believe this little boy will be a successful Seventh-day Adventist canvasser some day, for he has already sold many copies of the *Temperance Instructor*.

Afterwhile

AFTERWHILE we have in view
 The old home to journey to,
 Where the mother is, and where
 Her sweet welcome waits us there.
 How we'll click the latch that locks
 In pinks and hollyhocks,
 And leap up the path once more
 Where she waits us at the door;
 How we'll greet the dear old smile
 And the warm tears afterwhile.

—James Whitcomb Riley.

Help for the Home School

I HOPE all the home schools are making good use of the many helps appearing in the journal these days. Busy mother, do not falter and think you cannot take time to help the little one with the reading lesson, the Bible story, or even the manual training. Probably the manual training you are giving the children every day is more practical than that described in the journal. Nevertheless the children get a great amount of real joy in making these pieces of furniture, to say nothing of the educational value.

The lessons on Bible nature are full of helpful suggestion. How interesting the farm will become when the children realize that God had a plan in the creation of all his creatures,—the land animals, the water animals, the birds in the air, etc. Think of the variety of matter there is in the study of the domestic fowls, and the birds familiar in every neighborhood, the food of the various creatures, their use to man, and man's relation to them all. These furnish helpful and interesting material for the home school. Tell the Home department how you are getting along.

School Lunches

As we begin another school year, the children will be carrying their dinner to school; and with this practise comes a temptation to use too much pastry. Wherever possible, it is much better for children to go home to dinner. It relieves the teacher, it provides the child a little wholesome exercise, and it gives him the benefit of a warm dinner, all of which advantages are important.

Cold dinners are not good for any one, especially in cold weather. A delicate child may suffer seriously from cold food. If the vitality is low, the heat-producing functions of the body may not be well performed. The circulation may also be imperfect, and the food lie in the stomach undigested. Thus the child is deprived of the nourishment it should receive. If this condition existed rarely, it would not be so serious; but, coming every day, it robs the child of suitable nourishment and results in permanent injury.

Food must be heated to the temperature of the body—ninety-eight degrees—before it can be digested. Unless a person has a vigorous constitution, it has a debilitating effect to rob the body of its natural heat for the purpose of warming the food. We might say a great deal more about the evil effects of cold lunches; but, admitting all this, the question remains, How can the evil be avoided?

First, by the child's going home to dinner if possible. Second, if this is impracticable, then through

the cooperation of parents and teachers, by providing one warm dish at school. One teacher in the management of the cooking class provided one warm dish for each child every day. A small oil- or gas-stove, or even the school stove, could be used. People always find a way to do the thing that needs to be done. What we need to do as parents is to look after the right development of our children. Then our schoolrooms will be properly heated, lighted, and ventilated, and the children will be properly fed and clothed. The results will be better progress in studies, and finally stronger men and women.

Why not help your teacher to have a cooking class this year, and give the children warm dinners?

A Little Talk to the "Every-Day" Woman

HAVE you ever, dear woman-mother, looked about your simple home on an unpretentious street, filled with its worn furnishings, its inartistic array of pots and pans, the overflowing and ever-present mending basket, and thought what a commonplace, unsatisfying life you lead?

Such thoughts come into the minds of many women as they go through the common round that makes up the work of a home. Sometimes, too, the thought goes farther: "If only I had kept on with my music, I might have been a great musician;" or, "If I had kept on teaching, I might today be a popular educator;" or, "If I had never married, I should be independent, free to do as I willed." Soon that seed of discontent finds its way deep down into the heart

of the woman until she can no longer see the blessings and opportunities that are already hers.

It is, indeed, a wonderful thing to be a great pianist or singer, charming the world with flights of melody; it is a wonderful thing to be a great writer or artist, thrilling and uplifting the world with inspiring thoughts or beautiful pictures. But we all cannot be famous, just as all flowers cannot be orchids; a few may know and admire the glowing colors of this rare exotic, but it is the plain garden flower that has the love of the greater part of humanity.

While all may not acquire fame and adulation, all may win love and respect by blooming in whatever unfertile or uninteresting ground they may be planted, cheerfully and sturdily bringing forth all their simple beauty as do the humble garden folk in the back yard.

Susan Coolidge gives us this thought:—

"A commonplace life we say, and we sigh;

But why should we sigh as we say?

The commonplace sun in the commonplace sky

Makes up the commonplace day.

The moon and the stars are commonplace things,

And the flower that blooms, and the bird that sings;

But dark were the world and sad our lot
If the flowers failed and the sun shone not;

And God, who studies each separate soul,
Of the commonplace lives makes his beautiful whole."

Perhaps it is a very commonplace thing to be a mother; every living creature has or has had one. Yes, looked upon in one way, it is very common. But it is also a very great privilege for God to allow

mother-women to work with him, shaping, developing, educating these little atoms into quickening, thinking, reasoning men and women. The true mother does not find any of the most commonplace tasks unpleasant, for she is actuated by love which is augmented by the divine love and care that is working through her own.

Is motherhood, with its consequent cares, commonplace? Ask any public woman who has received the applause, the approbation, of the world, but who never felt the kiss of damp baby lips upon her cheek. If she is honest, or cares to reveal her heart-secret, she will tell you that she would exchange all the world-glory for a soft, pink bundle of baby sweetness that would some day grow into a wholesome man who would lay his hands upon her shoulders, look down into her eyes, and call her "Mother."

The every-day woman, busy with her every-day work, sometimes forgets her many blessings and opportunities. She reads of the accomplishments of women in the big outside world, and longs to be able to "do something," also. She fails to realize that while brilliancy and praise may satisfy the young, the mellowing years bring the longing for more homely and intimate things.

Talking one day with a woman, the mother of one daughter, and with another, a well-known educator who was foremost in all child-welfare and civic-betterment movements, the conversation turned to a common friend, the mother of six beautiful, gifted children.

"O," said the mother, "how wonderful it is to be the mother of such a family! How I have longed for more than the one!"

Then over the face of the other woman, who had beauty, magnetism, success, and humor, flashed a look, just one, which gave us a fleeting glimpse down into her innermost soul as she said, laying her hand on the other's shoulder: "But just think! What if you didn't have any?"

We knew then that this life which seemed so full was incomplete; that in spite of all, there was a longing to be just an "every-day" woman, a mother-woman.

O, little mother-woman in your humble home, surrounded by your healthy, happy children, be glad you are as God made you, for you have found the ideal!

We need the rare, orchid people to lighten up the world's highways, but think how many dismal places there would be if there were no modest-violet, every-day people to brighten and make sweet the byways of life's garden.—*Katherine Kirkwood, in the Mother's Magazine.*

 ♦ If girls were taught how to ♦
 ♦ cook, especially how to bake ♦
 ♦ good bread, their education ♦
 ♦ would be of far greater value. ♦
 ♦ A knowledge of useful labor ♦
 ♦ would prevent, to a great extent, ♦
 ♦ that sickly sentimentalism ♦
 ♦ which has been, and is still, ♦
 ♦ ruining thousands. The ♦
 ♦ exercise of the muscles as well ♦
 ♦ as the brain will encourage ♦
 ♦ taste for the homely duties of ♦
 ♦ practical life.—*Christian Education.* ♦
 ♦*****

Christian Education

J. L. SHAW
W. E. HOWELL

Editors

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Educational Notes

ONE Idaho county has more than 350 boys and girls organized in sewing, cooking, potato, and corn club work.

"In Edinburgh," says Sir James Grant, "the impression is gaining ground that physical culture comes before the humanities, and hygiene is reckoned of greater importance than higher mathematics."

When an epidemic of cholera is raging in the Philippines, the authorities do not close the schools to avoid contagion. They keep them open as centers of hygienic information for preventing the spread of the disease.

In a group of twenty-five boys taking "part-time" agricultural work in five agricultural schools in Massachusetts last year, two earned more than \$300 each, twelve more than \$200, and only three less than \$100, from their farm produce.

Native children in the Alaska schools under the United States Bureau of Education become so enthusiastic over the personal hygiene campaign that they frequently bring their fathers and brothers to school to have them put through the clipping and cleaning process at the hands of the teacher.

"Never should books containing a perversion of truth be placed before children or youth. And if those with mature minds had nothing to do with such books, they would be far safer."—*Vol. VIII, pages 308, 309.*

Avoid Dietetic Fads

A WARNING recently issued by the United States Department of Agriculture against the advice of so-called "dietetic experts," makes this sensible affirmation: "That man's chances of health are best when he eats with moderation a diet made up of clean, wholesome, ordinary foods, well prepared in the usual ways."

Hope for the Children

DURING the debate in Congress on the establishment of a children's bureau in the Department of Labor, Senator Bailey likened such a bureau to a stock-farm. In reply, Senator Borah said: "The senator grasps the idea. We wish to rear our children with the same care that we have bestowed on our hogs and cattle."

Two Facts About Vegetables

IN the Bureau of Plant Industry in the United States Department of Agriculture, there is a subdivision of demonstrations. "Its entire time is given over to teaching two things: first, that *vegetables are essential to the health of the community*; and, second, that *it is possible to have vegetables on the table twelve months in the year.*"

"This bureau teaches canning. Twenty canning outfits are at its constant command, and they are taken all over the country to county fairs, church socials, college lectures, meetings of chambers of commerce, and women's clubs. A demonstrator to conduct the field work goes along with the outfit for the purpose of showing the women how scientific canning is accomplished.

"There are today 75,000 girls who are members of the different canning clubs of the country. They are trained not only to can fruits and vegetables, but are also instructed in the best method of raising the vegetables for use in canning. Thus they come to know truck-gardening, and, if necessary, can use their knowledge of canning to make an independent income.

"How closely this work joins other branches of the Department of Agriculture is shown by the fact that the demonstrators are making their fight against patent medicines as much as anything else. 'Many families,' declared one of the experts, 'fail to eat enough fresh fruit. They clog themselves with meat and eggs, and then dose up on patent medicines. When canning clubs become universal, the call of the patent medicine advertisement will automatically disappear.'"

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