

CHRISTIAN EDUCATION

A MAGAZINE FOR HOME AND SCHOOL

Vol. VI

March, 1915

No. 7

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Washington, D. C.

SCHOOL OF OPPORTUNITY EMMANUEL MISSIONARY COLLEGE

OUR AIM: TO TRAIN FOR THE MASTER'S USE

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TEACHERS.—The faculty consists of a body of strong, united, and consecrated teachers, who are specialists in their various lines. The heads of departments average over thirteen years of experience as teachers.

During the past four years there has been a change in the head of only one department. All our teachers remain for the coming year. By thus avoiding frequent changes, our teachers have been given an opportunity to build up strong departments.

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Seven years of English
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One year of philosophy

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EQUIPMENT.—Nearly one thousand dollars is, this summer, being invested in better equipping our already efficient laboratories.

SELF-HELP.—Over \$15,000 worth of work was given to students last year.

GROWTH.—During the past six years the enrollment of the school has more than doubled.

COLLEGE SPIRIT.—The students, by precept and example, are enthusiastically putting their shoulder to the wheel to roll away the reproach of the debt from the school.

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EDUCATION PREMIUMS

Superintendent Reiswig, of North Dakota, passes along the following report from the teacher of the church school connected with the Sheyenne River Academy:—

“I can tell you that I just now received the geographical chart, given with one subscription to ‘Christian Education’ and 30 cents, and I think it is well worth the cost. This makes the second prize we have received in connection with the magazine. The first was the globe for the five mail subscriptions, which we received at the beginning of the year. Both are very handy. Were our community larger, we would get more subscriptions, but now *nearly every family has one.*”

Miss Clinkinbeard, teacher of the church school at Milton, Oregon, writes that they have just secured enough subscriptions to get our premium globe. Some of our larger church schools have procured two of the globes, while others are still working for their one. We have yet to hear a single note of objection to this excellent premium.

CREDIT FOR HOME WORK

The same church-school teacher at Sheyenne River recently wrote Superintendent Reiswig about school credit for home work, as follows:—

“Please send me a month’s supply of Home Workers’ Report Blanks, for the next month. To state it mildly, we are very much pleased with the plan. The ‘we’ includes parents, children, and me. We have no trouble in keeping our schoolroom clean, getting the fire started, etc. I am sure it is a great factor in character building.”

Director Robison of Union College, who has been very active in developing the home credit idea in his model school, writes in a recent letter: “The public school Parent-Teacher Association of College View has asked me to speak to them Saturday evening on the ‘Home Work Credit Plan.’”

Reports from other places indicate that the idea of giving school credit for home duties well performed is taking root, and is already producing good results.



Courtesy U. S. Bureau of Education

A MONTANA SCHOOLHOUSE AND MASTER

This building is warm and substantial, and artistic withal, but is deficient in light, ventilation, and air space.



Courtesy Bulletin of Bureau of Education

CLASSROOM SHOWING CORRECT LIGHTING

The light should be massed mainly on the left, with window space one fifth to one fourth the floor space. The amount of light can be regulated by the shades to suit bright or gray days. Note position of the teacher's desk.

CHRISTIAN EDUCATION

Vol. VI

Washington, D. C., March, 1915

No. 7

Health Development in Our Schools

BY HARRIET S. MAXSON, M. D.

AS a people we have the largest, grandest work ever committed to man. We have the assurance of the sure word of prophecy that trials and hardships await us. Even now those who are bearing the burden of the work must endure heavy strain, and often be subjected to conditions very taxing to normal vitality.

Of all people in the world we need strong, well-fortified bodies. From this point of view, well has it been said that true health reform—may we not say health development?—is the right arm of the third angel's message. Is not its chief function to fit for their places the workers in the message? For years we fain would have stood exponents of health principles and practice. Have we succeeded? Has there not been some flaw in our methods? May we not learn a lesson from the new departure in attention to health in the public schools, and come to the individual in our own schools with our message of health and how to keep it?

The conviction that a sane and well-balanced mind, clear mental vision, and right judgment can exist only in a sound body is a principle recognized by our forefathers. That the best interests

of the home, of society, and of the nation can be conserved only by persons thus endowed is a self-evident fact. Reaching forward to this end, our educators of the past timidly introduced into their curriculum of the academic course a superficial study of human anatomy and physiology, carefully avoiding the most vital points. Some effort at physical development materialized in a few gymnastic exercises, required alike of the weak and the strong. That good resulted from this beginning is testified by many who have had the wisdom to apply the knowledge there obtained, in after years. But personal hygiene has been taught in a few progressive towns and cities, in the past few years, with a force never known before.

The health development department provides for a medical director, and in all cities and most towns having a department, one or more trained nurses who act as assistants.

The objects of this work are:—

1. To detect and correct physical defects.
2. To detect and exclude cases of parasitic and contagious diseases.
3. To maintain good hygienic conditions in the school.

4. To diagnose and treat cases of mental deficiency.

5. To provide instruction in the most effective way to individual pupils on subjects pertaining to their own health, normal development, and efficiency.

This plan provides for a medical examination of every child entering the public schools. By this means physical malconditions in the form of defective eyesight, adenoids, decayed or malformed teeth, diseased tonsils, general malnutrition, and various other health-destroying conditions, are early recognized, and with the co-operation of parents, which, alas! cannot always be obtained, are properly treated.

The backward child is now saved, who formerly was looked upon as mentally deficient and was left to fall behind his comrades until the habit of failure was fixed upon him, and he dropped out from discouragement or lack of interest, only to become, in the struggle for existence, again a failure, a dependent, or a criminal. Dr. U. K. Foster, health director in the public schools of Oakland, Cal., says, "The fact that the restoration of a retarded child to a normal condition physically is generally followed by greater mental advancement is a convincing argument that the defects are often the cause of the retardation."

Personal contact with the child is emphasized — a few moments spent, a few words spoken, in this way are worth more than hours of general instruction given to the children collectively. The advantages of health, the necessity of

complying with nature's laws, are brought home to the individual. The deleterious effects of alcohol, tea, coffee, and tobacco also may be pressed home, and temperance may be taught in the scientific way that is found to bear fruit.

It is astounding with what physical defects children are allowed to struggle, all unrecognized by the average parent. In this connection the work of the efficient and tactful assistant nurse is exemplified; for it is her duty to follow up these cases, become cordially acquainted with the parents, and induce them to take the necessary steps to correct the evils. The position is one calling for wisdom and tact, and above all, the true missionary spirit of genuine helpfulness and genuine love for humanity.

That even brilliant results are obtained in this work we must conclude from such reports as those given by Dr. Florence Sylvester, examiner of girls in the ninth, tenth, eleventh, and twelfth grades in the schools of Oakland, Cal. Her records show that while many of these girls just entering adolescence are found physically defective in many ways, after having had the advantage of repeated examination and private talks with these directors most of them attain the normal standard in the twelfth grade. Then these young women go forth to their advanced study or to take their place in the world of workers untrammelled by diseases and weaknesses which otherwise would unfit them for the struggle.

It is the child in the first years of life who needs to be started

Start a Health Campaign

right. Here lies our greatest responsibility in this question. Our young people during the close of their preparatory work, those upon whom the message must first depend, should be followed by corrected conditions and right instructions. It is due them and the work to which they are giving themselves. Do our schools not need the efficient, kind, tactful Christian nurse as well as the wise, skillful physician?

If we can provide for the removal of physical defects and give right instruction in personal hygi-

ene, cleanliness, habits of sleep, fresh air, exercise, position, right breathing, diet, and such like, our young people will not fail for lack of strength, nor our missionaries early fall by the way. Our Father created us with resistant forces sufficient to give us dominion over all the earth — every germ in food, air, and water, as well as every beast of the field. Living from early childhood in accordance with nature's laws, fortified with the spiritual power it is ours to command, we should be impregnable.

Hygiene of the Kitchen

BY MRS. S. M. BUTLER

A SANITARY kitchen demands good space for doing the work comfortably, a proper supply of fresh air, plenty of sunlight, needed facilities, and a positive condition of cleanliness.

First of all, a good floor should be provided, preferably of hardwood, varnished and waxed or oiled, and then kept clean and free from dust. This will lend attractiveness to the kitchen that will bring cheerfulness to the worker, and this is always a strong aid to good health and successful effort. Special care should be taken in sweeping not to raise the dust. "The breathing in of dirty air is just as harmful as the drinking of impure water."

The stove or range should be kept clean outside and inside, the sides blackened, the nickel polished, and the top, which perhaps cannot be kept blackened because it is in almost constant use,

washed with soap and oiled with kerosene.

The sink should be kept clean by means of a whisk broom. This may be hung just above the sink, and should be frequently used. Flush the sink well with hot water at least once a day, and during the flushing use ammonia or washing soda over the grating.

Good, clean sinks should be provided for washing dishes, with plenty of water and soap handy for use. After the dishes are well rinsed and drained, wipe them with clean dish towels, which are kept sweet and sanitary by daily washing. The dishes may then be put carefully away on clean shelves in the dish cupboard in a neat, attractive way, each kind by itself. The cupboard will need daily supervision.

The cooking utensils should be of the very best material. Better have fewer and have them good.

Make War on Dirt



Courtesy U. S. Bureau of Education

A SWISS SCHOOL, WITH TEACHER'S LIVING QUARTERS ABOVE

Aluminum is preferable to all others. Granite ware, unless very carefully handled, cracks and chips, often leaving fine particles in the food, which of course are a menace to the health. Aluminum will not do this, is light and durable, easily kept clean, and sanitary. All cooking utensils should be carefully cleaned, dried, and hung up in a position that will be convenient for use when wanted. Often the large skillets become gummy on the outside from the use of oil. Put these into the furnace on a bed of coals for a few minutes and burn off the gum. If this is done once or twice a year and care taken in washing them, they can be kept as sanitary as the crockery ware.

A nice, light, airy storeroom should be next to the kitchen, and in it a cupboard for the food. Cover the cupboard all over with wire screen, so the air may freely circulate through it. It should be large enough to hold not only the daily food, but also boxes of grains and other things that need to be kept away from mice, which sometimes find their way in to an-

noy and pollute. It is also valuable to have such a place for keeping the extra supply of food prepared for the Sabbath. This cupboard should receive a thorough daily inspection, that all food may be kept sweet and clean.

Flour, bread, cake, and grains, when bought in bulk, should be kept in boxes lined with tin, which can be easily cleaned and aired, and which keep the contents free from vermin of all kinds. In fact, all food material should receive most careful handling that it may be kept in a perfectly sanitary condition.

Much could be said about the care and disposal of garbage from the kitchen; for unless this is carefully looked after, flies will gather, and unpleasant odors will be detected. All refuse should be removed *at once* from the kitchen, and put into a garbage can that is fitted with a tight cover. This can should be outside of the kitchen, often emptied, and kept as clean and sanitary as the kitchen utensils.

Let everything about the kitchen be positively clean while food is

Kitchen and Cook Clean

being prepared. The tables should be covered with zinc, which does not "take" grease or stains, and which can be easily cleaned. Remove all litter from the tables upon which the food is to be served when cooked, and keep them carefully wiped. Dish the food neatly, and arrange it tastefully, so that whether it is served on the American, cafeteria, or European plan, it will have the most appetizing appearance.

Nothing has yet been said about the personal habits of the workers in the kitchen. The excellent maxim, "Cleanliness is next to godliness," applies here especially. An untidy person in a tidy kitchen

makes a jarring picture. Everything about the person should show scrupulous care. If a tub dress cannot be worn, its best substitute—a cotton apron, covering the dress—may be used. The hands of course should be decidedly clean, and kept clean. Always keep handy a towel for kitchen use. The hair should be carefully brushed beforehand, and covered with a cap.

Anciently the Lord gave definite instructions to his people about their personal habits, showing that he cared for their physical as well as their moral well-being. It will honor him to be neat and cleanly about our work today.

School Sanitation

BY W. A. RUBLE, M. D.

THERE is so much of importance regarding health principles urged in the Word and by the spirit of prophecy, and such rapidity of progress in scientific knowledge of these principles, that it cannot be expected that students will be thoroughly instructed in them at home. On the other hand, people in their homes must be instructed in these principles through the students. Teachers must become intelligent in these matters, and educate, educate, educate in health principles. The conviction must take possession of instructors that knowledge of the laws of life as well as of other laws of God must be deeply implanted in the hearts of their students. The fact that "it is just as much sin to violate the laws of our being as to break one of the ten commandments"

("Testimonies for the Church," Vol. II, page 70) makes the study of the laws of life a most essential part of the education of a people who profess to be preparing for eternal life. How important that this study of hygiene and the practice of its principles be a prominent feature of our schools!

The means of preventing most diseases may be summed up in the one word *cleanliness*. The instruction of old is, "Be ye clean, that bear the vessels of the Lord." Surely in this age, if ever, this admonition should be heeded.

Boards of health are being organized in every city, town, and municipality in civilized lands. The principal work of these boards is to secure as perfect a condition of cleanliness as possible within their respective domains. The public schools of the

land are all being placed under the special medical supervision of physicians who have power to bring about such conditions as are conducive to health. In respect to cleanliness many of these schools are far in advance of our own schools. How long before we shall come up on these matters?

It is true that many of our schools are conducted in buildings that have been purchased and are not well adapted to school purposes. Others are old buildings constructed with little thought of sanitary requirements. Still others are overcrowded because of larger attendance of students than the buildings were planned to accommodate. The rooms are badly ventilated, the halls are dark, the toilets entirely inclosed, inadequate, and badly ventilated. Even these disadvantages do not excuse insanitary conditions.

There are three grades of conditions from a sanitary standpoint: Third, a condition requiring deodorants to cover up bad smells. It is comparable to the use of perfumes to avoid the bathtub. It is inexcusable. It can be avoided only by cleanliness and ventilation. Second, a condition requiring disinfectants. These are permissible to a limited degree in supplementing cleansing procedures. Certainly no less sanitary measure than this should be tolerated. First, and above all, a condition of complete asepsis, that is cleanliness, keeping clean. This is the ideal, and our schools should maintain it.

What are the conditions in our culinary and dining departments? One of the most noticeable evi-

dences of the sanitary condition there is the presence or absence of flies. Enough has been said in the public press about this pest to make unnecessary a discussion of it here. Screen doors, fly swatters, and traps should be used to the best advantage possible to



Courtesy U. S. Bureau of Education

DRINK TO YOUR HEALTH

keep out the flies for which others are responsible. The only procedure worthy of our schools is to produce such conditions as will eliminate, as far as we are responsible, the fly nuisance. This cannot be done while piles of barn refuse and other decaying organic matter are allowed to accumulate about the premises.

It is desirable that our schools be located, as far as possible, in the country. If they were in the cities, hygienic conditions would be insisted upon by health authorities. Should not our schools of their own will meet the highest re-

quirements for healthful surroundings?

It is further desirable that our schools furnish their own milk and butter supply. How many of the barns, milk pails, cows, and milkers would meet the requirements for the inspected milk supply of our cities? Other conditions that demand careful attention pertain to the water supply; to the ventilation of private, recitation, and public rooms; to proper

systems of heating, drainage, and sewerage; and to tidy grounds.

It is the duty of the faculties conducting our schools to bring about conditions conducive to health. Each school should be provided with literature on hygiene and public health, and the teachers should become so well informed and be so enthusiastic that they will bring up the school to where it may teach the laws of health by precept and by example.

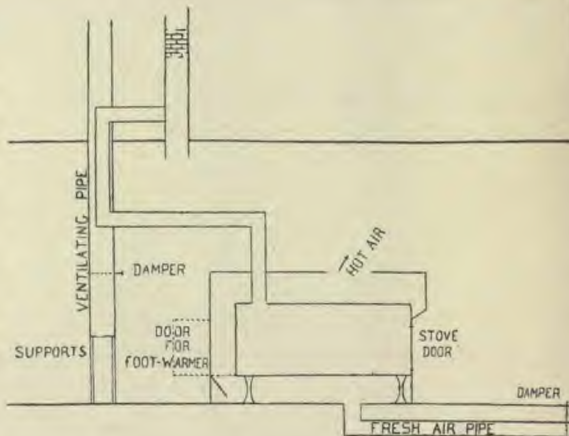
Rural Health Measures

A LITTLE more than a year ago there was held in Buffalo the Fourth International Congress on School Hygiene, the first session of this body to sit in the United States. The proceedings of this congress afford a wealth of information on school sanitation and hygiene. We cull a few pointed paragraphs for this issue:—

HEATING AND VENTILATING.—If it were possible to point out the most objectionable feature of the one-room schoolhouse, it would be that there were not means provided for any ventilation whatever. Many of these buildings are now provided with the "jacketed stove" for warming and ventilating; when a furnace for any reason cannot be installed, with the attending ventilating pipes this method is simple, inexpensive, and satisfactory.

The ordinary wood-burner stove may be surrounded by a casing, or jacket, of galvanized iron, with proper air space of six to nine inches between jacket and stove. Fresh air should be conveyed from the outside of building through tin tube to space under stove. The vent, or foul-air pipe (also of tin), should be set on legs with

an opening at the bottom, twelve inches from the floor, and run straight up through the roof as high as the chimney. This pipe should be placed on the same side of the room as the stove. The stovepipe should enter this at not more than six feet from the floor, passing up as far as possible be-



fore it leaves the vent pipe for the chimney. There should be a door in the jacket at the rear end of the stove, which can be opened for pupils to warm their feet.

LIGHTING.—The window space should be one fourth of the floor space, and must not be less than

one fifth. There must be no more space between the top of the window and the ceiling than is required to finish the building, and the window sill must be four feet from the floor. The light must be so arranged as to fall upon the pupil from the left, or left and back, *never from the front*. There must be curtains of a gray or buff color for all the windows,—two to each window,—hung in the center of the window so that either the upper or the lower half, or both, can be shaded.

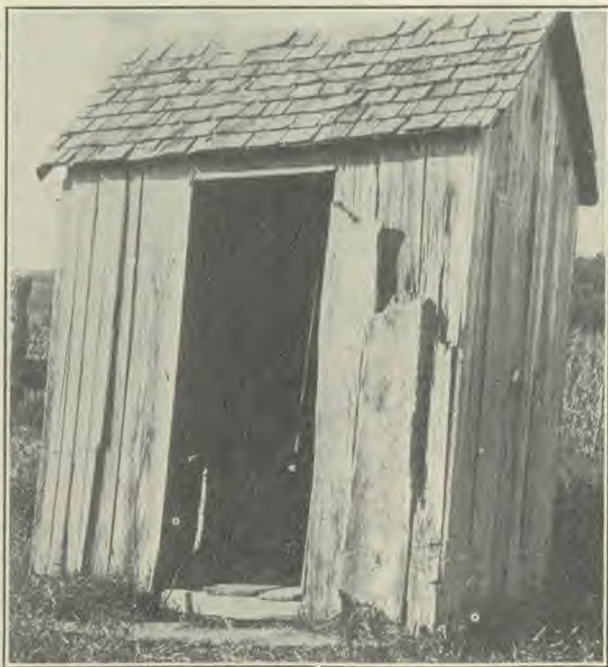
DRINKING WATER.—Individual drinking cups should be provided for the pupils in all schools not having a public water supply, and the drinking supply should be kept in a covered vessel, preferably with spigot at the bottom, and the vessel should be scalded every day, and a fresh water supply secured for every session.

OUTHOUSES.—In locations where it is impossible to construct and maintain water closets, there should be two outhouses provided, at least twenty feet from the school building, with a high board fence between them, so that they can be afforded comparative privacy. Each closet should be provided with a box of dry earth, and a second one of hyperchloride of lime. It should be the duty of the teacher, or some one designated for the purpose, to see that the deposits are covered with these two articles each day. The closets to be cleaned every two to four weeks.

AN INSPECTION REPORT.—As school inspector, I should like

to make a special report in regard to the improvements made in our township:—

1. Use of "no dust" sweeping.
 2. Abolishment of dry dusting.
 3. The placing of additional windows in each schoolhouse to comply with 20-per-cent law.
 4. Window boards.
 5. Jackets around stoves.
 6. Pan of water on each stove.
 7. Placing stools in each room as necessary.
 8. Two new ventilation stoves.
 9. Paper towels in all rooms.
 10. Changing doors to open outward.
 11. Installation of stand water crocks with spigot at bottom—covered.
 12. Individual drinking cups.
 13. Screening and repairing closets.
 14. Liming closets.
 15. Cleaning grounds and closets.
- Let our rural schools see how they stand on this report.



Courtesy U. S. Bureau of Education

A MENACE TO MORALS AND HEALTH AT A WESTERN SCHOOL

Have Everything Clean

EDITORIALS

Educate for Health

THE viewpoint on health development in our schools taken by Dr. Maxson in our leading article this month, is worthy of particular emphasis. Her viewpoint is that we, of all people in the world, need bodies that are well fortified physically, that during the education period of eight to sixteen years our schools bear a large responsibility to bring about a vigorous state of health, and that this result can be accomplished most effectively by bringing health knowledge and health measures to bear upon the individual. As pointed out by Dr. Ruble in another article, our teachers must take the initiative in maintaining a constant warfare on insanitary conditions in and about the school. Let everything be perfectly sanitary to the remotest corner of living rooms, toilets, basements, and back yard. Study the directions for Israel's camp of old. Determine to bring the school camp and campus up to the ancient standard.

When the environment is right, we can consistently educate in personal hygiene. At least one health talk a week ought to be given in every school, with the sexes together or separate as the nature of the case may require. But this is not sufficient. There should be personal inspection by physician, nurse, or tactful, intelligent teacher. The inspection should be made at the beginning, middle, and end of each year, so

that improvement may be noted, and the student go home at the close of school much better fortified in both knowledge and practice than when he came in the autumn.

The moral responsibility, the spiritual solicitude, the financial burden, borne by every worker in this cause, is a constant, severe tax upon the strength of body and mind. Every school is a recruiting station, a drilling ground, a base of supplies for field service. Shall we not rise to our high privilege in the health development of every youth who intrusts himself to our tuition and our confidence?

Good Cooking

IN her excellent article on the hygiene of the kitchen, Mrs. Butler describes the sanitary conditions which are indispensable to good cooking. No good cook can prepare wholesome food for the table without these conditions. The cleanest kitchen in the world will not supply a healthful diet unless the cook has a high standard of personal hygiene and of cleanliness in handling food and in directing the work of assistants.

Good cooking is inseparable from good religion. It has no small part to act in keeping the head clear, the hand strong, and the heart true. Combined with proper exercise, it is the best cure for dyspepsia, with all its accompanying ills—bad breath, headache, the "blues," impatience,

nervousness, dullness, discouragement, failure. Good cooking improves the complexion, brightens the disposition, promotes spirituality.

One of the first essentials to good cooking is that it be plain—ordinary fruits, nuts, grains, and vegetables cooked in the common ways that have stood the test of time. Another is that it be simple—for the most part unmixed and unhashed, each kind revealing its full identity. Another is that ingredients be thoroughly fresh, and dry or baked cereals be kept always crisp. Another vital requisite is that the food be cooked thoroughly done (not scorched) and served promptly,—hot foods reaching the eater hot, and cold foods cold,—nothing lukewarm. (This is the Bible rule for spirituality.) Few desserts are needed in good cooking, for *good* cooking makes common things taste like dessert. Better invest in a high grade of common foods than to waste money in unnamable mixtures that often pass for dessert, whose chief function is to upset digestion.

More than twenty-one years ago, Mrs. E. G. White used the following forceful language in a message to the teachers and students of Battle Creek College:—

Of all the positions of importance in that college, the first is that of the one who is employed to direct in the preparation of the dishes to be placed before the hungry students; for if this work is neglected, the mind will not be prepared to do its work, because the stomach has been treated unwisely and cannot do its work properly. Strong minds are

needed. The human intellect must gain expansion and vigor and acuteness and activity. It must be taxed to do hard work, or it will become weak and inefficient. Brain power is required to think most earnestly; it must be put to the stretch to solve hard problems and master them, else the mind decreases in power and aptitude to think. The mind must invent, work, and wrestle, in order to give hardness and vigor to the intellect; and if the physical organs are not kept in the most healthful condition by substantial, nourishing food, the brain does not receive its portion of nutrition to work. Daniel understood this, and he brought himself to a plain, simple, nutritious diet, and refused the luxuries of the king's table. The desserts which take so much time to prepare are, many of them, detrimental to health. Solid foods requiring mastication will be far better than mush or liquid foods. I dwell upon this as essential. I send my warning to the college at Battle Creek, to go from there to all our institutions of learning. Study up on these subjects, and let the students obtain a proper education in the preparation of wholesome, appetizing, solid foods that nourish the system.

Educational Sabbath

The date set for our first educational Sabbath in 1915 is April 10. When this appointment was made at the autumn council, it was with the understanding that the program should take the place of the regular Second Sabbath Reading on missions, to avoid multiplying special days. The theme chosen for the day is "Education in the Home"—both that given in the home, and the relation of the home to the whole question of properly educating the children. Suitable program material is being prepared for the day, and will be published in con-

venient form for use in all the churches. This will be sent out to all our church elders and educational officers.

The Note of Courage

POSSIBLY no other line of work needs the element of courage to a greater degree than that of the teacher in the church school. The word courage is derived from the Latin word *cor*, meaning heart. One who is possessed of courage has heart for his undertakings. He believes in his mission and in his ability under God to perform it. His heart—his purpose—is so strong that it begets in him a confidence which goes very far toward achieving success.

There are several reasons why this element of courage is particularly essential to the church-school teacher. He is alone in his work, does not have the counsel of associates, and consequently has to solve many problems unaided by those whose work and experience make them sympathetic and helpful in counsel. The range of his work, often extending more or less fully over eight grades, makes it difficult to give that careful and broad preparation which he desires for his many subjects. Again, his position in connection with the general work of the church often requires a large expenditure of energy that he might wish to employ directly in his teaching work. Yet again, he is often greatly handicapped in equipment for the best work, for the support of our church schools is generally the result of sacrifice, and often so large a sacrifice on the part of the patrons that only

the barest necessities for the work can be obtained. And further, in common with all teachers of younger children, he does not always have that hearty sympathy and support from the parents which he not only most naturally desires, but which is a very necessary element to success. For these reasons, if for no others peculiar to the work of the church-school teacher, he needs an abounding supply of courage.

Now true courage is not the result of conditions, but of convictions. The right sort of convictions may be depended upon to produce definite results, and to the Christian teacher, him who knows a definite call from God, that keynote of all courage, "Have not I commanded thee? Be strong and of a good courage," is his. These words were not for Joshua alone, but were spoken also to every worker for God when facing the Jordans and walled Jerichos of his work. The wider and swifter the Jordans and the higher and stronger the walled Jerichos, the more effective the note of courage.

But this word of the Captain is but the keynote, the one governing the composition of the whole song, and upon which it must be sung. It is not a minor key, but a major; and it is the foundation of the strongest harmonies which return constantly to the keynote, "I have commanded thee." The prophet of old who exclaimed, "Rejoice not against me, O mine enemy: when I fall, I shall arise; when I sit in darkness, the Lord shall be a light unto me," based the song of his experience on the true note of

courage. We can believe and think and talk our way into courage.

In its very nature the work of the church-school teacher will always present difficulties peculiar to itself; but then so does every work. Yet the greater the difficulty in any work the greater its reward. While much progress has been made in making effective and easier these peculiar difficulties confronting the church-school teacher, yet some will in the nature of the case always remain, and never can be overcome save by one thing,—a cheery courage. It was when Jehoshaphat had placed the singers in the front of the army, with instructions to say, "Praise the Lord; for his mercy endureth forever," and "when they began to sing and to praise," that "the Lord set ambushments against" the enemy, and "they were smitten," and "every one helped to destroy another." G.

Games and Recreation

ONE of our readers sends in the following questions:—

1. "*Do our academies and colleges generally have baseball grounds and tennis courts, and play match games?*"

We do not have full information on the question, but during a visit last summer to nineteen of our schools, including all the colleges, we observed only two tennis courts (at two of our colleges) and no equipped baseball ground. We were informed that in all cases where these games are played at all, no match games are played with outside persons, and only two or three in the course

of the year inside. We did learn of one or two cases where the academy principal took his boys to see a league game of baseball played, but questions whether he would repeat it or not.

2. "*What do the students in our schools generally do for physical exercise?*"

The most general means used is manual and industrial labor. We regret, however, that in a few instances this is not uniformly required of students, but made optional with them whether they do the work or pay its equivalent in money. It is fundamental in our plan of education that all students, as well as teachers, share in the useful labor required for conducting the school and provided to assist the student in learning a trade or in earning expenses. Such a plan serves several important purposes: physical exercise necessary for health, gaining efficiency in thoroughness and method, moderation of tuition charges, but above all, the testing and building of character and a practical bent for missionary service.

In some of our schools efficient physical training is given, by way of teaching proper posture, carriage, setting-up exercises, and general grace of movement—proper both for health's sake and for their esthetic and social value. We hope to see all our schools develop this important feature of education.

An occasional outing, if well conducted, has much recreational value, and may be given an educational turn of considerable merit.

THE MINISTRY

Self-Improvement

I. H. EVANS

MANY of our ministers have little time for self-culture. Their work is strenuous, and few people work more hours daily than do they. In addition to this, they have family cares, like most others; and they must exercise the greatest economy in the upkeep of their homes, or have nothing left for donations to the cause and for charity.

Because of their meager wages, they have no means which they feel justified in spending on Chautauqua lectures or postgraduate work. Even good, necessary reading matter and books of reference and research are prohibitive, because of a shortage in funds. Then, their time is so fully occupied that they feel compelled to work seven days in a week, and they would not know how to complete the work in hand without constant application.

These conditions many times prevent ministers of the gospel from receiving the necessary help to sharpen their minds, so that they may be said to be growing men.

The General Conference Ministerial Reading Course has been provided and outlined to place within the reach of all who desire to grow intellectually, reading matter which is choice in quality and moderate in cost, that self-improvement may not be hindered. This year, five dollars covers the cost of the literature in the course,

and it does seem that most of our ministers could afford to spend this sum for the Reading Course books. If any one cannot possibly compass the expense himself, would it not be proper for him to consult the officials of his conference for suggestions?

Self-improvement is essential if one is to continue his work. Some have had to give up their work because they have failed to improve and grow intellectually. There are few things more pitiable than to see a man drop the work, in which he once gave promise of succeeding, simply because he failed to improve. Between the ages of fifty and sixty-five years a minister should best serve the cause of God. This is the period of life when all the powers have ripened, when the growth resulting from the study and observation of all the previous years comes to maturity, and the powers of concentration and good judgment are fully developed.

This can be attained only by application to study, research work, and meditation. It is good for a man to break the monotony of a regular round of duties by reading and investigating along lines other than his own work. It requires self-government and economy of time to compass original work; but it pays well.

Some give too much time to study, while their work suffers; others fail to improve, and consequently lose in prestige and power as the years go by.

"Ministers should devote time

to reading, to study, to meditation and prayer. They should store the mind with useful knowledge, committing to memory portions of Scripture. . . . Take a book with you to read on the cars or while waiting in the depot. Employ every spare moment doing something."

"The harmonious, healthy action of all the powers of the body and mind results in happiness; and the more elevated and refined the powers, the more pure and unalloyed the happiness. An aimless life is a living death."

Diseases Due to Insects and Industrial Conditions

H. W. MILLER, M. D.

AMONG the pests that are no fewer today than in former generations are the multitudes of insects. Formerly we objected to them because of their annoyance in keeping us awake at night, disturbing us during meal hours or hours of rest, or causing us discomfort by biting or by physical contact. This was especially the case with the house fly because of its swarming numbers.

There has also been recognized for a long time a close association between certain epidemics and the prevalence of certain insects, but how or why this relationship existed was not known until the microscope revealed the fact that aside from the poisonous bite of the insects many of them are carriers of disease-producing bacteria. The book "Medical Science of Today" shows that a large number of these insect pests are a serious menace to humanity.

Among such may be mentioned the tsetse fly, common house fly, flea, mosquito, itch mite, spider, and other poisonous insects.

It is very important to learn the habitat of these various insects in order to know how to exterminate them. A great deal is said and written today about swatting the fly, but vast armies of people could be employed in this industry alone, whereas the fact is that a very small effort would be required to prevent by sanitation the breeding of flies. It is now definitely known that a great many of our most infectious diseases are carried by flies, fleas, and other insects; for example, typhoid fever, typhus fever, cholera, bubonic plague, diarrhea, and other intestinal disorders.

The science of today has been a very material benefit in protecting the health of working men and women in factories by making conditions more sanitary. The contact of soot, filings, and other dust of machines is found to be very irritating to the tissues of the body. In some industries it is the chemical effect of acids that does the harm, whereas in other lines of work the mechanical effect of those sharp, fine, foreign particles is the source of the greatest irritation.

Large cities are being compelled by their boards of health to burn the soot in order that the air may not be contaminated, and the lungs irritated by breathing and rebreathing this superladen air. Some authorities have gone so far as to say that tubercular bacilli have not the power to penetrate the lining membrane of the tissue

unless that membrane has first been mechanically injured by foreign particles of dust, filings, or sand breaking its continuity. These charges on the industries are not only of incidental interest, but are very practical, indeed.

Known to almost every individual are some articles of food or of drink that are appetizing, and greatly enjoyed by him, and yet those articles may have proved to be poisonous to others. Eggs are generally a much appreciated article of diet, but they are poisonous to certain persons. Some are very susceptible to poisoning under conditions that are very well borne by the majority of persons. This is known as idiosyncrasy. The most common types are dealt with in this book of our Reading Course. In concluding, the book gives a brief but rather comprehensive statement of some of the lines of research which bid fair to benefit the world in the future.

As a result of this reading and of our familiarity with science as its benefits have been brought to us today, may we not endeavor to keep abreast of the times on the subject of hygiene and modern sanitation as it is developed and brought to us through current literature in the future? There are many health magazines which are constantly dealing with these problems, and every public laborer should have the benefit of a knowledge that will help make him both physically and mentally efficient in his work.

March Schedule

Book: "Medical Science of Today,"
Chapters 21-31.

Locusts and Husks

THEOPHILUS

"My opponent has been talking to me about the locusts that John the Baptist ate," said my friend. "He declares that they were a kind of insect similar to our grasshopper. I had always supposed they were the sweet pods of the wild locust tree, but I don't seem to find much proof for it. What does the Greek original say?"

"I just had occasion to look that up the other day," said I, "and I shall be glad to give you the results of my investigation. Then you can draw your own conclusion."

"The word translated 'locusts' is found four times in the New Testament: once in Matt. 3:4 and once in Mark 1:6, both describing the food of John the Baptist; once in Rev. 9:3 and once in Rev. 9:7, both in the symbolic language of the fifth trumpet. The word is *akrides*, plural of *akris*, a word used from the time of ancient Homer to the present day among modern Greeks, with only one meaning, *locust*, the insect. The coincidence of our having in English the same word 'locust' for a tree and for an insect has no parallel whatever in the Greek of this text. The Greek word is used in science to name a family of locusts and grasshoppers, the *Acrididæ*."

"Well! doesn't it seem strange that John should eat insects of this kind?" asked my friend.

"Perhaps so," said I, "but I find that the Septuagint uses the same word in Lev. 11:22, where

the locust and the grasshopper are included among the clean insects, our word being rendered grasshopper in this place. It is used a number of times in the Old Testament, being translated sometimes locust, sometimes grasshopper. If it had been rendered grasshopper in the New Testament, perhaps the controversy over its meaning would never have arisen."

"But did other people eat locusts at that time or later?" inquired my friend.

"I can give you only the testimony of others," said I. "A noted hunter-naturalist in Africa about 1850, describing a huge swarm of locusts he came upon, says that they 'afford fattening and wholesome food to man, birds, and all sorts of beasts,' adding that the natives carried them off on this occasion by the bagful, and that he and his companions roasted them for themselves and their dogs. An article in *Harper's Weekly* about two years ago says: 'In the East, as elsewhere, since the Biblical days of John's locusts and wild honey, locusts have been deemed more or less edible. In Palestine to this day they are considered a luxury.' It says further that the Jews fry them in sesame oil, the Arabians dry and make flour of them or roast them in butter or crush them with camel's cheese and dates, the Madagascans fry and mix them with rice, the Algerians boil and salt them to taste, the Southern Russians smoke them like fish. It is said that locust soup is scarcely distinguishable from beef broth, and that when

these insects are fried in their own oil and slightly salted they take on a pleasing nutty flavor."

"What about the pod of the carob tree that some speak about?" asked my friend with deepening interest.

"That is what the swine fed upon, and the prodigal son, too, when hunger drove him to it," said I. "That is from an entirely different word, *keration*, meaning a little horn, from the resemblance of pods on the tree to hornlets. From a church tradition that this was what John ate, it is called 'St. John's Bread' in Germany, and is sold under that name in some Jewish markets today. In the Authorized Version this word is translated 'husks,' but the margin of the Revised Version gives 'pods of the carob tree.' The Century Dictionary says: 'The "husks" mentioned in the parable of the prodigal son were carob pods, which are long, thin, and husky, but contain much mucilaginous and saccharine matter, and are fed to domestic animals in Syria and elsewhere.'"

"Well, what is the conclusion?"

"I said I should leave you to draw your own conclusion after my giving you the facts. As for me, even if John ate the insect locusts, pronounced clean in the Levitical law, it was not out of harmony with the practice of Jesus and the disciples in eating fish and feeding it to the multitude, so far as a purely vegetarian diet was concerned. Neither case would impose any obligation nor offer any justification for you and me to introduce either locusts or fish into our diet."

Fallen at His Post

WITH deep sorrow we record the passing of a true father in Israel and one of our most faithful readers, Elder O. A. Olsen. He quietly fell asleep in Jesus under the care of friends at Hinsdale Sanitarium, on Friday, January 29. Elder Olsen was a strenuous worker, a devoted minister, and an able counselor and leader. He truly fell at his post; for on the last day of his life, after only two days of rest from labor, he partly dressed himself, with the thought of going to his office. But recent exertions had strained his heart beyond the point of recovery, and it ceased action while he was asleep. He was a charter member of our Ministerial Reading Course, and had already registered for 1915. In a letter recently received from him, he said: "I am deeply interested in this Reading Course, and it would seem to me that none of our ministers, especially the younger ones, should fail to follow the course as planned, in addition to what other reading they may take up."

These From Afar

WE want to urge all our workers to take up the course, and those also who are likely to become workers. For such we are planning a series of class studies for the new year, to prepare them for missionary work in the home field, and the Ministerial Reading Course will be an important aid to them in this preparation.

E. C. WIDGERY, *Danish West Indies.*

I am very anxious to keep in touch with the department, and want to register for 1915. I trust the books will be sent to me as soon as they are in hand. I look forward with pleasure to the 1915 Reading Course. I have sent in my name through the Lucknow office for the new year, and doubtless before this you have my name recorded for next year from the order sent in through the regular channel.

G. W. PETTIT, *India.*

I am enjoying the course very much, and on looking over the list for this year I should judge from the titles of the books chosen that we are in for a feast of good things.

W. E. READ, *Ireland.*

I have finished the Reading Course, and found it very helpful indeed. Most of the reading was done on the road or while waiting in hotels [Korean]. While out among the Korean brethren, I have urged all our workers in Korea who are not already subscribers to take the course for 1915.

RILEY RUSSELL, M. D., *Korea.*

The Reading Course has proved to be a source of great benefit to me already. I could not afford to be without the great help this course is able to impart to its members. I receive both spiritual and educational help, which is the chief aim of the course.

VAINO BERNHARD KOHTANEN, *Finland.*

The book "Monuments and the Old Testament" is indeed a valuable work. I have derived great benefit from the reading of it. Many passages of the Old Testament which before were obscure to my mind have been made clear. I thank God for the discoveries of these monuments, which open to the minds of his children such wonderful revelations of past histories. I am encouraged more and more to pursue the Reading Course.

A. E. RILEY, *British Guiana.*

This Reading Course interests me very much, as I am anxious to constantly improve myself for more serious work in connection with this grand cause. Herewith please find my application slip duly filled out for the \$5 offer.

H. H. DEXTER, *Switzerland.*

I am interested in the Ministerial Reading Course, and trust that you may be able to send the material for 1915 at an early date. Surely no one should be satisfied with his present condition. Our constant aim should be to develop greater efficiency in God's service. This is the desire of my heart.

FRANK S. BOND, *Spain.*

Inclosed please find my registration slip for 1915. Conditions here become worse and worse. Some of our brethren and workers are in exile, and we do not know what may happen next. Still God lives and reigns. At present it is very hard and even dangerous to travel, but the Lord is helping in a wonderful way. We hope and pray that God may soon stop this great and dreadful war.

O. E. REINKE, *Russia.*

Charter Roll February 19, 204.

OUR ACADEMIES

Manumetal Training — No. 4

W. B. TAYLOR, LODI ACADEMY

Third and Fourth Years in Woodwork

ALL students of the normal school should study woodworking during the last two years of school life, that they may be able to teach this subject just as well as others. Their knowledge of cabinetwork at this time should be such that they can join the third-year class.

In the past some schools have required normal students to take ten weeks or in some cases one year in carpentry before receiving their diploma. This is not sufficient, as one cannot more than get a few principles in that time; and if he endeavors to teach woodworking with such a meager knowledge of the subject, he will not be able to bring much enthusiasm into his work.

In view of the fact that we have been told plainly that there should be establishments where the youth could learn trades, we should give more attention to industrial subjects. Every church-school teacher should be able to teach sloyd and first-year carpentry. In order to do so, he should have the knowledge of a three- or four-year course at his command.

For young men there should have been establishments where they could learn different trades, which would bring into exercise their muscles as well as their mental powers.

If the youth can have but a one-sided education, which is of the greater consequence, a knowledge of the sciences, with all the

disadvantages to health and life, or a knowledge of labor for practical life? We unhesitatingly answer, The latter. If one must be neglected, let it be the study of books.—*Counsels to Teachers.*"

Surely if manual training is as important as these words imply, every teacher should be prepared to teach at least one trade.

The student is now far enough advanced to have tools of his own; so all joining this class should be required to purchase a set. The student should be shown how to grind and hone chisels and plane irons, file and set saws, and care for tools in such a way that they will be always in perfect condition. He will become so acquainted with his tools that when he leaves school he will be able to take a place alongside those who have spent years as apprentices.

Directions for Work

The first article made should be a tool box for his tools, with a lock, the interior arranged in such a way that each tool will have its place. General instruction should be given in the principles underlying the construction of bookcases, music cabinets, morris chairs, and other large articles of furniture. In chair work the mortise and tenon joint should be used in place of the dowel, on account of its increased strength. Dowel joints are serviceable for light work where there is no great strain.

Plans of all articles should be drawn to a scale before any material is cut. Students should be encouraged to design articles, thus developing originality. If always given plans to work from, the unwarly student becomes a good copier in place of a thinker. Blue printing may be introduced early in the year. Permit each student to make his own blue prints.

In the fourth year, practical joinery should be thoroughly studied; framing

and details of house construction must be presented in such a way that there will not be a doubt in the mind of the student as to their application. This class should be able to construct an ordinary building from blue prints without making mistakes. If a building is needed on the grounds or in the neighborhood, let the boys build it. If there is no work of this kind to be done, build a miniature house in the shop, beginning at the concrete foundation, using a five, two, and one proportion.

Let the students have a plan-drawing

the cost figured from prices furnished by the teacher.

All material may now be sawed up ready for use, taking dimensions from lists. One-half inch for every inch is about the right dimension for the thickness of lumber for a house of this kind. At this rate a 2 x 4 would be 1 x 2.

Now let the actual work of construction begin. If the class is not too large, all can work on one house.

The steel square should play a very important part in this, and no better time can be found for demonstrating some of



BOOKCASES BUILT BY THE WOOD WORKING CLASS AT LODI ACADEMY

contest, working from suggestions made by the teacher, but using original ideas in details. If an ell is added, it will make the house more attractive, and the problem more interesting. Three views should be given: one of the floor space, called a plan; a front picture of the house, called an elevation; a side view.

After the teacher has chosen the best plan, each student should make from the one chosen a set of blue prints for himself, from which a bill of lumber should be made of every stick needed in the construction of the building. The number of doorframes, doors, window frames, sashes, outside trim, inside casings, stairs, baseboards, drain boards, flour bins, and, in fact, everything needed for the completion of the house, should be listed, and

its many uses. It can be used in the same way that it is used on the building by the mechanic, as this lumber is sufficiently large for laying out in the same way. Be sure that every student knows how to lay out rafters and stairs before leaving these problems, even at the cost of weeks of time. Hand railing need not be dealt with, as it is out of date.

First put on the mudsills, then the floor joists, 2 x 4 uprights, ceiling joists, and rafters; finish the whole frame before putting on the trim. Much instruction should be given by the teacher, and many notes taken by the pupils. Hodgson's "Modern Carpentry," used as a textbook, will help considerably in solving many geometrical problems that are met in building.

THE NORMAL

NORMAL DIRECTORS

Katherine B. Hale, Pacific Union College
Grace O'Neil Robison, Asst., Pacific Union College

B. B. Davis, Walla Walla College

M. P. Robison, Union College

Myrta M. Kellogg, Em. Miss'y College

Minnie O. Hart, Mount Vernon Academy
Mrs. H. E. Osborne, South Lancaster Academy

Marian B. Marshall, Southern Training School

Ada C. Somerset, San Fernando Academy

The Educational Value of Story-Telling

ROSE E. HERR

G. STANLEY HALL has said that the first essential to success in a primary teacher is the ability to tell a story well. Another well-known author says that the telling of a story is as truly a work of art as painting a beautiful picture or writing a poem.

"You can do almost anything with children if you will only tell them stories. You can refine their feelings, touch their emotions, arouse their enthusiasm, kindle their devotion, and enchain their fancy. There is nothing in the broad range of noble living that you cannot bring to their consciousness by means of a story."

This being true, how essential that we know what stories to tell and how to tell them, that the desired results may be obtained. The first requirement has been met for us. We have the outline for oral Bible and Nature as a basis for our stories. Here we have every class of stories that is recommended for children,—stories of nature, science, biography, history, travel, and adventure.

It is generally conceded that for young children stories that appeal to the imagination are best. Very well, truth is stranger than fiction; so instead of fairy tales or Greek

myths, we have the wonderful stories of creation in the beginning, and the marvels of the earth recreated, and the miracles of the Old and New Testaments. These and many other subjects give wide range for the play of the imagination; and besides, what impressions for good may be made upon the plastic mind!

Probably no other class of stories do more lasting good than biographies. Instead of taking the lives of the world's great men, study the lives of Carey, Judson, Morrison, White, Miller, and others who have done great things for God. Besides these, there are the Bible characters, whose lives are faithfully portrayed. Then take the touching stories of the life and sacrifice of Jesus. Though so familiar to the child, no others hold him in such spellbound attention, or do more to kindle his devotion. These stories, if well told, will make impressions for good that time cannot efface.

Here are a few points on how to tell a story that have proved helpful to others, as given by one of experience:—

In preparing your story, see if it has or if you can give it the following qualities:—

1. *Action*.—Is something happening all the time? Does the story move forward continually, not by description or discussion, but by events occurring?

2. *Sequence*.—Do these happenings link into each other in a strong chain, each one connected with and depending upon the next one?

3. *Distinctness*.—Are they clear pictures? and even where the mysterious is suggested, is the matter familiar enough in general to make distinct impressions?

4. *Rhythm*.—Is there the rhythm that comes from the fascinating repetition of points or details?

Finding that your story has the essential qualities, notice the suggestions on how to tell stories, from the same author.

1. *Know the Story*.—Study the construction of it so you may be sure of the climax and of the steps leading up to it. Except for bits which are to be repeated for rhythm, the story need never be memorized, but should be so vivid in your mind that you cannot but make it real to your listeners.

2. *Enjoy the Story Yourself*.—However childish or trite, do not be grudging in your own enjoyment of it. Remember how you seize on an anecdote that is told with evident relish by a friend, and forget a better one told perfunctorily.

3. *Convey Your Tale*.—See the situations and the people as you talk; and "aim your mind" with quiet force at your youthful listeners, and they will get your story. Just let go of yourself, and you will surely reach your audience.

4. *Tell the Tale*.—Directly, step by step, dramatically wherever possible, but always simply and without much discussion of minor points, let the story progress. Consider that you are telling, not discussing or acting out the story; so let your digressions be brief and your gestures natural and few. Use your natural voice at its best; cultivate a pleasing tone and distinct articulation.

The wise teacher will find many avenues for development leading from the story. He will give the pupil opportunity to learn expression by giving back the story both orally and in writing, and also in drawing and paper cutting or tearing, for seat work. This giving-

back process develops attention; for in order to retell the story, the child must listen. This power to give attention will be an aid to him in all his subsequent work.

Let us determine to make the story hour in our schools all that it can be, remembering that the chief aim is to expand the spiritual experiences of the child.

Home Workers' Klan

OUR readers will recall that the plan of giving school credit for home work as worked out in the normal department of Union College, includes membership in the Home Workers' Klan for those who gain a certain number of credits in six weeks and whose department is 90 per cent or above. The klan is promised an outing once in each period of six weeks. Their first "outing" was taken January 17, as described below by Director Robison:—

This afternoon we had our first function for those who had been faithful in their work and had above 90 per cent in department. I am glad to tell you that a few more than half the school were able to become members of the klan. There were a number of things that tended to cut down the number: six weeks is a long time; the plan was new; the standard set was rather too high for a large number; the holidays broke into the work and made it harder to keep up enthusiasm; and then some children are just plain "lazy."

Friday we handed invitation cards to those who were to come. For some time it had been evident that the weather would permit of nothing outdoors, so we knew whatever we had would have to be inside. I hit upon the term "powwow" for the gathering, as a means of arousing curiosity and interest, and it worked finely.

We had a program furnished largely by the children. Those who arrived early played drop the handkerchief until 2:30. We had several pieces on the grapho-

phone, then recitations and music, and a game with a trick in it. Charades followed, and then lunch. The girls brought sandwiches and the boys apples, I provided a bunch of bananas, and the ladies of the council made fruit nectar. While all were busy eating, a few remarks were made relative to the home work plan, and the following toast was given:—

Here's to those who can,
 To those who are no shirkers;
 Here's to our busy klan,
 Our industrious home workers.

We dismissed at five o'clock sharp. The children were very orderly, and with the help of the older boys we had things cleared up afterwards in about fifteen minutes.

There was a good attendance of parents. This helped very much to give the right mold to the affair. On the whole, I feel much pleased and am greatly encouraged. I think the real results will be seen in the school during the next period.

How the Steel Pen Was Invented

WE owe the steel pen to a man named Gillott,—Joseph Gillott,—an Englishman.

Gillott was a jeweler. He lived in Birmingham. One day, accidentally splitting the end of one of his fine steel jewel-making tools, he threw it peevishly on the floor.

An hour later it was necessary for him to write a letter. Where, though, was his quill pen? He searched high and low, but could not find it. Looking finally on the floor, he discovered, not the pen, but the broken steel tool.

"I wonder if I couldn't make shift to write with this?" he said.

And he tried to write with the split steel, and, of course, he succeeded perfectly.

To this episode we owe the steel pen, which has superseded the quill all over the world.—*Philippine Education*.

Normal Notes

FROM G. O. B.

I HAVE never seen children take a deeper interest in a school missionary society, nor make a more determined effort to accomplish something definite along missionary lines, than the children in our normal training department [P. U. College]. The students in our grammar grades are divided into four working bands—letter-writing band, paper-mailing band, paper-selling band, and Christian Help band. These bands meet outside of school hours, and are in charge of a student-teacher from the training school, who directs and helps them in their work.

Every other week the bands report to the missionary society, and it is interesting indeed to listen to their reports. The letter-writing band has written nearly a hundred letters since school began, and many answers have been received from those whose hearts have been cheered and who have been blessed by the simple message contained in a letter from an earnest boy or girl.

This has opened up the way for sending literature, and so our paper-mailing band is kept busy sending suitable reading matter to those with whom the letter-writing band is corresponding.

Our paper-selling band disposes every month of a club of the *Watchman* and other papers, and the proceeds, above cost of the papers, are turned over to the missionary society.

The Christian Help band has made two beautiful scrapbooks, which it has sent as a Christmas present to a child's hospital in San Francisco.

Since most of our children have little opportunity to earn money, and since we desire to increase our offering to missions, we have decided to hold an exhibit of industrial work about every three months, and offer for sale articles made by the children. Then whatever has been made above the cost of materials will be turned over to the missionary society. We held our first sale just before the holidays. It consisted of articles of sewing, models made by the boys in wood sloyd, calendars and pictures made by the art class, and various articles of food prepared by the cooking class. These things sold very readily, and the proceeds of our first sale amounted to somewhat over thirteen dollars. The children are now beginning to plan for the next sale, which will be held later in the year.

FROM B. B. D.

The summary of the missionary work done the first half of the school year by the children in the training school is:—

Letters written	10
Letters received	9
Missionary visits (personal work) ..	10
Papers sold	17
Papers mailed, lent, or given away ...	213
Books lent or given away	8
Tracts sold	12
Tracts lent or given away	8
Hours of Christian Help work	69
Articles of clothing given away	93
Number of meals provided	9
Bouquets given (also 1 plant)	22
Scripture cards given	86
Quarts of canned fruit given away ...	43
Pop corn balls given away	80
Missionary cash offerings	\$33.63
Toys given away	26
Pound boxes of candy given away ...	25
Christmas stockings of candy and nuts	22

ing school. There is abundant illustration of the topics studied in class. The class in pedagogy also follows the same plan of study.

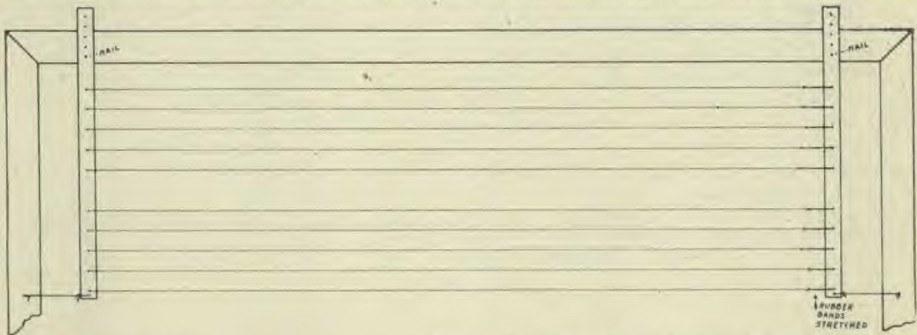
A Time-Saving Music Staff

LOWELL MASON KNAPP

Cut a yardstick in two in the middle. With the gimlet bore five holes through the pieces held together, $1\frac{1}{4}$ inches apart, putting the lowest hole about half an inch from the lower end. From the top or last hole measure $2\frac{1}{2}$ inches up and bore five more holes spaced the same as the others.

Bore five holes at the top ends of the sticks, $\frac{5}{8}$ of an inch apart, making them large enough to slip over the head of a small finishing nail.

Fasten ten strings (common wrapping twine will do) to one of the sticks, making the strings as long as the staff you wish to make, fastening them in the holes.



Dolls given away	6
Pumpkins and squashes given away	22
Pounds of nuts given away	10½
Bushels of apples given away	6

Also the following articles:—

1 cabbage	1 loaf bread
1 sack carrots	½ pound butter
2 cans corn	1 lb. rice
4½ doz. cookies	3 lbs. fruit crackers
3 lbs. honey	1¼ bus. potatoes
½ doz. eggs	7 doz. oranges

And others

Also the Junior Christian Help Band is making 6 suits of clothes for native children in South Africa.

The sixth-grade boys were made happy by the announcement that they were to do shop work for the rest of the year.

At our recent parents' meeting three important questions were considered: Where shall our children be after dark? What shall our children read? and children's parties.

The class in psychology enjoys an occasional class period spent in the train-

ing school. On the other, fasten in the holes ten rubber bands.

Drive two finishing nails, one at one end of the blackboard, in the molding at the top, the other at the other end, or as far as the strings will reach.

Hang the sticks on the nails (best to hang in the lowest of the holes that are $\frac{5}{8}$ of an inch apart at first).

Fasten a string from the lower end of the sticks to the end molding of the board, on a tack, to hold them in a vertical position while the long strings are tied to the ten rubber bands.

These strings move out of the way of chalk and erasers, and are quickly brought back to place by the rubber bands.

Write the music on the board. Drill on it till satisfactory, then move the sticks down one notch on the finishing nails. This will put do in the next space or line above, making it in a different key. Sing it in that key, etc., till the movable do system is understood.

The strings take the place of ruling and reruling the board every time the exercise is erased or changed.

To get it out of the way, swing the bottoms of the sticks up to the right and lay them on another nail, and the strings will still be tight.

This is a simple, inexpensive affair, which will not cost more than five cents.

Study the accompanying drawing.

Clefs, sharps, flats, and ledger lines cannot be used without changing when the staff is moved.

READING COURSE

Book: "All the Children of All the People," by Wm. Hawley Smith.

MARCH

General Suggestions

REVIEW as fully as possible the first six chapters by use of the outline, without reference to the book. When a chapter is completed, all its salient features should be clearly in mind, its arguments understood, and its truths assimilated and differentiated from any errors it may contain. This can be accomplished only by thoughtful study and review.

Chapter Seven

1. What was Dr. Meyer's theory of the "Subliminal Self"?
2. How does this accord with the author's hypothesis upon which he bases an explanation of the "longs" and "shorts" which he has noted?
3. How does this theory explain the conditions producing genius and idiocy?
4. Edison is reported to have said, "Genius is the faculty of hard work." How does this agree with the author's estimate of Edison himself?
5. Why is a genius a poor teacher?
6. What is defined as the very essence of successful teaching?

Chapter Eight

1. What, in a word, is the author's theory regarding the basic causes of genius, idiocy, and insanity, with their variations?
2. What theory on the causes of crime is offered in this chapter?
3. Mention the illustrations given in proof of this theory.
4. Do those who do these wrongs, sin? Give yourself valid reasons for your opinions.
5. What is to be the attitude of the

teacher toward children who seem to have no comprehension of their wrongdoings?

6. Give three reasons why the teacher should study this subject of the effect of the body upon the mind.

Chapter Nine

1. State this "new view of humanity" which our author is suggesting.
2. How are the "shortages" to be overcome by the "longages"?
3. State Lombroso's theories and conclusions.
4. Why is the term "criminal classes" a misnomer?
5. How then are we to account for criminals being in the majority in certain families for generations?
6. How is the case of the boy reported by Dr. Sperry, and also the one recorded in the autobiography of Dr. N. J. Stillman, to be accounted for?

Chapter Ten

1. What solution is offered regarding Dr. Stillman's remarkable case?
2. What is the force of Colonel Parker's "protest" to the theory of the author?
3. What conclusion is the teacher forced to take regarding the physical conditions and development of his pupils?
4. Have you ever personally observed "shortages" caused by physical defects, and what have you been able to do for such?
5. What common error is pointed out in what may be accomplished for idiotic children sent to an institution, and what, in the terms of the author, is idiocy?
6. What is the best that can be done for such?

Chapters Eleven and Twelve

1. What is there about the author's theories that naturally caused him to enter upon the road of doubt and despair?
2. How do the words, "God made the heavens and the earth," offer a way of escape?
3. Why is this theory not fatalism?
4. What, according to his view, is man's great work, and what his relation to his fellow men in the procession of life?
5. Do you regard the element of evolution which he introduces right or wrong, and why?
6. What to your mind is the relation of the grace of Christ to this whole problem?
7. Make a brief review of the points made and the ground so far covered in this book.
8. What foundation for future work has been constructed?

HOME EDUCATION

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

The Wind

I saw you toss the kites on high
And blow the birds about the sky;
And all around I heard you pass,
Like ladies' skirts across the grass —
O wind, a-blowing all day long,
O wind, that sings so loud a song!

I saw the different things you did,
But always you yourself you hid.
I felt you push, I heard you call,
I could not see yourself at all —
O wind, a-blowing all day long,
O wind, that sings so loud a song!



O you that are so strong and cold,
O blower, are you young or old?
Are you a beast of field and tree,
Or just a stronger child than me?
O wind, a-blowing all day long,
O wind, that sings so loud a song!



— Stevenson.

How I Found Time to Take the Mothers' Normal

MRS. B. H. WILSON

FIRST, I felt the responsibility that rested upon me — the need of training my child in the way he should go. Second, I felt my inefficiency. One day, as I was looking in the *Review and Herald* I saw the Mothers' Normal advertised as being taught by correspondence. I sent for a catalogue, and after examining it found that Early Education, a part of the normal, was what I needed. Then I wondered what could be eliminated from my daily routine so as to give me time to take this study, for every day was fully occupied from early morning until bedtime. I finally decided to omit everything of little importance. Then I found that by hurrying a little more during the morning hours I could use the time that my baby slept just before dinner, a period of about one and one-half hours. As far as possible, I had everything ready to

set on the stove to cook so as to have as few interruptions as possible. I chose this time because my brain was clearer than in the evening, after my child retired; and, too, I was less likely to be interrupted by callers than at any other time during the day.

I have now finished the first part of the course Early Education, and cannot recommend it too highly to those in need of such help. It is very practical, and has proved to be very beneficial to me.

I tried to interest nearly every one in the church who had children, in these lessons, but it seems that they did not feel any great need of them. I wish I could get the mothers who have young children to avail themselves of the help these lessons offer. To me the help has been invaluable. I hope to continue my work in the First Grade course just as soon as I can.

Nature Month by Month

MARCH

O, SUCH a commotion under the ground
 When March called, "Ho, there! ho!"
 Such spreading of rootlets far and wide,
 Such whispering to and fro!
 And, "Are you ready?" the Snowdrop
 asked;

"'Tis time to start, you know."

"Almost, my dear," the Scilla replied;

"I'll follow as soon as you go."

Then, "Ha! ha! ha!" a chorus came

Of laughter soft and low

From the millions of flowers under the
 ground—

Yes—millions—beginning to grow.

—*Evolution of Expression.*—

YOU can probably count on just one thing about the March weather,—that is, uncertainty. The smell of the spring is in the air, and the feeling of spring; but the little folk cannot yet spend a great deal of time out of doors, so your ingenuity must be active to keep them happy and busy indoors. In most places it is too early to put seeds into the ground, but this is a splendid time to study the germination of seeds in the house. Here are a few experiments which are simple and interesting, and from which you can teach the effects of heat, moisture, and fresh air upon plants and people. These experiments are merely suggestive; they may be varied to suit conditions.

First Week

EXPERIMENT 1.—*Relation of temperature to germination.* Into each of four jelly glasses pack soft wet paper to the depth of nearly an inch. Put in each glass the same number of soaked peas. Cover closely, and stand the glasses in places where they will be exposed to different but fairly constant temperatures. Take pains to keep the glasses in warm places from drying out. If you have a

thermometer, the experiment can be made more exact by observing and recording the temperatures of the various places. Make a record of the number of seeds sprouted in each of the different glasses, in 24 hours, in 48 hours, in 96 hours.

From this experiment you can teach the value of sunshine to growing bodies. Show the children a potato or other vegetable sprouted and growing in the cellar. Ask why it is so white and sickly looking. Show them how the house plants enjoy the sun, seeming to reach out toward it. Then go a step farther and draw their attention to the Sun of Righteousness. Why is Christ so called?

EXPERIMENT 2.—*Relation of water to germination.* In several glasses or cups arrange beans, peas, or corn as follows:—

In the first put blotting paper that is barely moist; on this place some dry seeds.

In the second put blotting paper that has been barely moistened; on this put seeds that have been soaked for twenty-four hours.

In the third put water enough to soak the paper thoroughly; use soaked seeds.

In the fourth put water enough to half cover seeds.

Place the glasses where they will have the same temperature, and watch the time of germination under the different degrees of dampness.

This lesson on water may be made as long or complicated as you like. Study water as to its many uses—as a means of cleansing the body, as a medicinal agency, as a power of industry. Do you remember the old lady's panacea for all ills?—"Drink water and don't worry." To drink a glass of fresh cold water before breakfast as regularly as they wash their face is a good habit for children to form,—and for older people, too. Most of us drink far too little water.

Little children can be taught to enjoy the tepid sponge bath or hard rub over the face, neck, shoulders, arms, chest, and back. In a warm room, and in tepid water, this is not too vigorous for even rather frail children. It invigorates the body, stimulates circulation, and makes the system less susceptible to attacks of cold, besides being almost a sure cure for "the dumps." I well remember how proud two little girls were when they were taught to tie their little nighties about their waists (by the sleeves) and rub themselves briskly with their hands. To wipe the back by drawing a Turkish towel back and forth over the right shoulder and under the left arm, then changing to the left shoulder and under the right arm, was considered quite a feat, because that was "the way mamma did."

EXPERIMENT 3.—*Relation of air to germination.* Place some soaked seeds on damp blotting paper in the bottom of a bottle, using seeds enough to fill it three-quarters full, and close tightly with a rubber stopper.

Place a few other seeds of the same kind in a second bottle; cover loosely.

Place the bottles side by side, so that they will have the same conditions of light and heat. Watch for results.

I wish all children might become little "fresh-air fiends;" if they were, there would be less complaint of "colds," and of more serious ailments, too. So many people have colds in the spring, not because they are more out of doors and "catch cold" from the fresh air, but because they have had so little fresh air during the winter that their bodies cannot bear being out when the spring comes.

Almost every one knows a few simple breathing exercises, which, if made a game, children would enjoy and derive much benefit from. "The Dumb Whistle" was a cane, which an old Scotchman gave his little granddaughter to "blow" with her lips pressed tightly against its end as she marched about like a little soldier. The game gave the girl a splendid pair of lungs, and better breath control than most of us can boast.

Second Week

The second week may be given to the study of *sap*. If you live in a maple grove district, this will be delightful. If a child has the privilege of tapping a few trees, collecting the sap, and boiling down his own sirup on the kitchen stove, he will be as happy as a king. If there are no maple trees near by, you have still other trees from which to draw lessons. This is the time for making the wonderful willow whistle. Explain why the whistle is best made when the sap is flowing. What is the work of the sap? Compare it to the circulation of our bodies. Put the end of a stalk of begonia or other succulent plant into red ink, and watch the progress of the fluid up the stem.

This lesson may be lengthened by studying the sap of other trees.

Third Week

In many places the time for *bud* study must be taken up even before the third week of March. The buds of fruit trees are best adapted to simple study, being large and of early maturity. Technical, botanical knowledge is not essential in leading in this

study. Point out the difference between leaf buds and blossom buds. Which comes first on the peach trees? on apple? Open different buds, layer by layer, identifying the different parts. Teach the Father-love of God in wrapping the seed so closely away from the cold. Ask questions to lead the children to see what opens the buds. Why can we not hurry the process by tearing away the outer coverings? What lessons in life can we teach from this? A simple magnifying glass or microscope will greatly help in this study; you will need it even more in blossom study.

Encourage the children to bring in to you a specimen of each of the different leaf buds they find. Help them to classify the buds as to position on the stem, as to rapidity of development, and as to structure.

Fourth Week

If you live on the farm, this month will be full of *wonder* for the children. There is so much work to be begun, and the out of doors is so alluring after the wintertime of being shut in!

The "bird record book" must be carried about every day now. In most parts of our country there are many more song birds than we know. If one will make note of the peculiarities of each bird he sees,—color, note, and movements,—he will find that he has been calling different birds by the same name. One of the best bird guides or manuals I have seen is published by Charles W. Reed, Worcester, Mass. It gives one page to each bird, including colored picture of male and female,

call and song, description of nest, eggs, and nesting places.

In the hurry of the spring duties let us not forget to see heavenly lessons in the earthly happenings. A study of the word *wind* from the Bible will be an interesting one. For another Sabbath afternoon,—perhaps a rainy afternoon,—let the children help look up some of the references containing the word *rain*.

As the warm days begin to come back to us, let us be sure to open our hearts to the Sun of Righteousness, that his warmth of love may cause to spring up in our lives the fruits of righteousness.

A True Story

SPEAKING of law and the enforcement of discipline in Yellowstone Park, I heard the story of a bear there which I consider exceedingly important, not only as a comment on the discipline of the park, but as a moral lesson in domestic obedience. The story is literally true, and, if it were not, I should not repeat it, for it would have no value. Mr. Kipling says, "The law of the jungle is—obey." This also seems to be the law of Yellowstone Park.

There is a lunch station at the Upper Basin, near Old Faithful, kept by a very intelligent and ingenious man. He got acquainted, last year, with a she-bear, which used to come to his house every day and walk into the kitchen for food for herself and cubs. The cubs never came. The keeper got on very intimate terms with the bear, which was always civil and well-behaved, and would take food from his hand (without taking the hand).

One day toward sunset the bear came to the kitchen, and, having received her portion, she went out of the back door to carry it to her cubs. To her surprise the cubs were there waiting for her. She laid down the food and rushed at her infants and gave them a rousing spanking. "She did not cuff them; she spanked them," and then she drove them back into the woods, cuffing and knocking them at every step. When she reached the spot where she had told them to wait, she left them there and returned to the house; and here she stayed in the kitchen for two whole hours, making the disobedient children wait for their food, simply to discipline them and teach them obedience.

This explanation is very natural. When the bear leaves her young in a particular place and goes in search of food for them, if they stray away in her absence she has great difficulty in finding them. The mother knew that the safety of the cubs and her own peace of mind depended upon strict discipline in the family. O that we had more such mothers in the United States!—*Selected.*

Tim's Grace

WHEN baby Tim, who's very small,
Says grace for me, and nurse, and Paul,
He asks the Lord to make us all
"Ter-looly fankful."

And if we laugh till we are red,
Nurse strokes his sandy-colored head,
And loves him more because he said
"Ter-looly fankful."

For when he's older, nurse says,
And grown from all his pretty ways,

She'll often miss his funny phrase,
"Ter-looly fankful."

— *The Child-Study Monthly.*

Teaching Girls to Save

THE *Mother's Magazine* has the following suggestions on teaching girls to save:—

The business girl who has no one to account to for her money, frequently fritters it away a little here, a little there, possibly paying for her clothing, but for very little else.

The home girl, whose clothing is usually selected by her mother with an eye to its usefulness only, feels that life is one round of toil. And since youth craves pleasure, she is apt to accept hers where she may. And pleasure that is not paid for in money may still have a price.

Both girls are in danger at least of forming frivolous habits that will do them no good in later life.

It may be safely asserted that the business girl should pay her board, and unless her earning power is very small, or she is saving her money for some specific purpose, she should pay what it is worth.

If the money is not needed at home, it may be saved for the girl herself and invested for her in some way. It will be one way at least of teaching her to save it.

If the girl who earns five dollars a week and pays two and a half for board can be depended upon to put a dollar of the remainder aside, well and good; if not, she should be encouraged, nay, even compelled, to do so. A bank book is a great help in these matters, and if she is not willing to put in a dollar at a time, she should hand it to her mother or father until it becomes five. . . .

And the girl who pays her board and saves a little, is the really self-respecting wage earner. She is neither a spendthrift nor a slave, and she is self-supporting. She is getting more out of her work than the mere occupation or the mere money. She is forming habits of industry, thrift, and independence.

Christian Education

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 J. L. SHAW
 FREDERICK GRIGGS } - - Associate Editors

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"A Home Geography"

THIS little book of 107 pages introduces children of the third grade or thereabouts to the wonders of geography by starting "where we live" and moving on by easy steps into the world beyond. Part One does not go beyond the city or local community, while Part Two leads into the study of the seasons, zones, hemispheres, continents, and the earth as a whole. It is printed in large type, and abounds in diagrams, pictures, and maps to liven the interest. Price, 45 cents. Christopher Sower Company, Philadelphia.

"Hygiene of the School Child"

THIS is one of the best books we have seen on the hygiene of physical and mental growth of the child in relation to its school life. The effort of the author, Mr. Lewis M. Terman, of Leland Stanford, was to summarize and interpret the best scientific literature on the subject, with a view to bringing it within easy, practical range of the teacher. As its title suggests, it does not deal with the sanitary construction, equipment, and care of buildings, but concentrates upon the personal well-being of the child itself. Its chapters deal with such practical topics as Laws of Growth; Educational Significance of Physiological Age; Malnutrition; Physiology of Ventilation; Teeth of School Children; Nose and Throat; Defects of Hearing; Hygiene of Vision; Headaches; Mental Hygiene; Speech Defects; Sleep of School Children. At the

end of each chapter are given numerous references for wider reading. Published by the Houghton, Mifflin Company, 1914; pages 417. Price, \$1.65, postpaid.

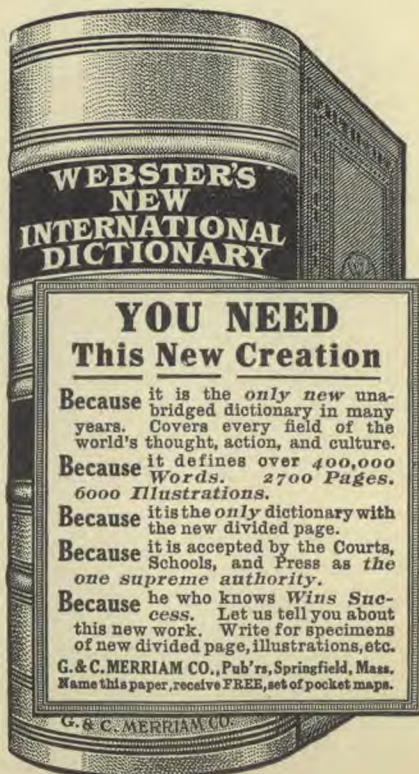
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