

# CHRISTIAN EDUCATOR

A MAGAZINE FOR HOME AND SCHOOL

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No. 2

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MRS. E. G. WHITE.



Courtesy "Saturday Evening Post"

INNOCENCE GOING ABROAD

"The mother should be the teacher, and home the school where every child receives his first lessons."

"When the child is old enough to be sent to school, the teacher should cooperate with the parents."—*Mrs. E. G. White.*

# CHRISTIAN EDUCATOR

Vol. VII

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## School Credit for Home Work<sup>1</sup>

BY M. E. OLSEN

WHAT is the purpose of Christian education? — To restore the image of God in the soul, to draw out and develop symmetrically the powers of mind and body, and make of the boy or girl a useful worker in the Master's vineyard.

If this is what education ought to do for the child, how is it to be achieved with anything less than an educational scheme that will take in every working hour of the child's time? How can it possibly be accomplished if confined to studying lessons out of books and reciting them to a teacher during certain hours of the day? Is it not immediately evident that such a scheme touches only a small part of the child's life, and that the education thus gained must be more or less artificial and one-sided?

How then may the teacher broaden the scope of his work? How may the system and thoroughness of the school be carried into the home, and there bear fruit that will rejoice the hearts of the parents at the same time that the child himself is learning habits that will be of the greatest benefit to him in after life? In other words, how may the school give returns to the parents out-

side of the book knowledge introduced into the heads of the boys and girls? How may the children themselves get a new vision of loving, cheerful helpfulness, and devote to useful tasks a considerable part of the energy that is usually spent in unproductive channels?

### Searching for an Answer

Some of these questions were uppermost in the mind of Mr. L. R. Alderman, of Oregon, now city superintendent of schools for Portland, when he made his first feeble attempts to give school credits for home work. It was in the year 1901. He was then high school principal in McMinnville, Oregon, and felt keenly the lack of intelligent cooperation between the school and the home. One day while he was pondering the subject, he met on the street the mother of one of his "rosiest-cheeked, strongest-looking" high school girls. The mother looked forlorn and tired as she wheeled a crippled child in a baby buggy. Mary, for all her good looks and abounding health, was one of the poorest students in the class, and spent her time outside of school hours having a good time on the streets. The question occurred to the superintendent, "What value can there be in my teaching that girl quadratic equations and the

<sup>1</sup>In the preparation of this paper the writer has freely drawn from the excellent material in Mr. Alderman's new book on the subject.

nebular hypothesis, when what she most needs to learn is the art of helping her mother?" Let him tell the rest of the story himself: —

"In the algebra recitation next day I asked, 'How many helped with the work before coming to school?' Hands were raised, but not Mary's. 'How many get breakfast?' Hands again, not Mary's. 'I made some bread a few days ago, bread that kept, and kept, and kept on keeping.' How many of you know how to make bread? Some hands, not Mary's. I then announced that the lesson for the following day would consist as usual of ten problems in advance, but that five would be in the book, and five out of the book. The five out of the book for the girls would consist of helping with supper, helping with the kitchen work after supper, preparing breakfast, helping with the dishes and kitchen work after breakfast, and putting a bedroom in order. Surprise and merriment gave place to enthusiasm when the boys and girls saw that I was in downright earnest. When I asked for a report on the algebra lesson next day, all hands went up for all the problems both in algebra and in home helping. As I looked my approval, all hands fell again, that is, all hands but Mary's. 'What is it, Mary?' I asked. 'I worked five in advance,' she replied with sparkling eyes; 'I worked all you gave us, and five ahead in the book.'"

From that day, Mr. Alderman tells us, he was a firm believer in giving children credit at school for work done at home. He did not,

in that first year, work home problems every day; but at various times such tasks were assigned, and hardly a day passed without talking over the home work, and listening to the achievements of the boys and girls. Mary in particular improved greatly in her scholarship, and became an extremely useful member of the household, to the great joy of her overworked mother. A few weeks after the first home credit assignment, Mary brought her luncheon to school. At the noon hour she went up to her teacher and, displaying a well-made sandwich said, "I made this bread." Later she came in a pretty new shirt waist, and told her teacher that she made it herself, and it cost just eighty-five cents. When Mary was graduated from the high school, she taught a country school, boarding at her uncle's. There her practical knowledge of cooking and housework so pleased her uncle that he decided to put her through college.

#### Reduced to a System

Mr. A. I. O'Reilly, teacher of a school of thirty-three pupils at Spring Valley, Oregon, was the first to adopt a systematic form of school credit for home work. He also originated the prize contests for credits, and took care to place personal cleanliness among the requirements. He took the school in the autumn of 1909, renting a farmhouse half a mile away, where he lived with his wife and children. He noticed that there was a great deal of work for the boys and girls to do on the well-kept farms in the neighborhood,

and he also noticed that they did not as a rule do it "with interest and cheerfulness." He accordingly, with the approval of the board of directors, arranged to give school credit for such work. Various tasks were set down in a list, so many minutes of credit being allowed for each. The three pupils earning the largest number of credits were to receive at the close of the year three dollars each; the three next highest, two dollars. The money was to be allowed by the school board, and put into the savings bank to the credit of the winners.

The list of tasks made out by Mr. O'Reilly is as follows:—

List of Duties With Minutes Credit Allowed for Each

	MINUTES
1. Building fire in the morning	5
2. Milking a cow	5
3. Cleaning a cow	5
4. Cleaning out the barn	10
5. Splitting and carrying in wood (12 hours' supply)	10
6. Turning cream separator	10
7. Cleaning a horse	10
8. Gathering eggs	10
9. Feeding chickens	5
10. Feeding pigs	5
11. Feeding horse	5
12. Feeding cow	5
13. Churning butter	10
14. Making butter	10
15. Blacking stove	5
16. Making and baking bread	60
17. Making biscuit	10
18. Preparing breakfast for family	30
19. Preparing supper for family	30
20. Washing and wiping dishes (one meal)	15
21. Sweeping floor	5
22. Dusting furniture (rugs, etc., one room)	5
23. Scrubbing floor	20
24. Making beds (must be made after school), each bed	5
25. Washing, starching, and ironing own clothes that are worn at school (each week)	120
26. Bathing each week	30

27. Arriving at school with clean hands, face, teeth, and nails, and with hair combed	10
28. Practicing music lesson (for 30 minutes)	10
29. Retiring at or before nine o'clock	5
30. Bathing and dressing baby	10
31. Sleeping with window boards in bedroom (each night)	5
32. Other work not listed, reasonable credit	

Mr. O'Reilly had no printed lists, but required each child to write out his home credit work on a sheet of ordinary writing paper. It gave the child some good practice in neat penmanship. Following are two sample lists:—

Tora Mortenson

Jan. 31, 1912

	MINUTES
Prepared supper	30
Washed and wiped supper dishes	15
Made three beds	15
Swept one floor	5
Washed teeth	10
Was in bed at nine o'clock	5
Total	80
(Signed) MRS. EMMA SAVAGE.	

La Vern Holdredge

April 16, 1912

	MINUTES
Fed chickens	5
Gathered eggs	15
Split kindling	10
Carried in wood	15
Swept four floors	20
Fed one horse	5
Dried dishes	15
In bed before nine	5
April 17, 1912	
Washed teeth	10
Swept three floors	15
Put up lunch	10
Total	125
(Signed) MRS. HOLDREDGE.	

Results

The results of this first attempt were most satisfying. "Before this plan was started," said one woman, "I got up in the morning and prepared breakfast for the

family, and after breakfast saw to the preparation of the children for school. Now, when morning comes, the girls insist upon my lying in bed so that they may get breakfast. After breakfast they wash the dishes, sweep the kitchen, and do many other things, as well as make their own preparation for school. I think the plan is a success. My only fear is that it will make me lazy."

"One father said: 'I have two boys — one in the high school, and Jack, here. It was as hard work to get the older boy out in the morning as it was to do the chores, and as Jack was too young to be compelled to do the work, I let them both sleep while I did it. Now, when the alarm sounds, I hear Jack tumbling out of bed, and when I get up I find the fires burning and the stock at the barn cared for; so all I have to do is to look happy, eat my breakfast, and go about my business. Yes, it is a great success in our home.'"

"One man told at a parent-teachers' meeting of the many things that his daughter had done, whereupon it was suggested that she might do so much that her health would be in danger. A pleasant smile flitted across the face of the father as he said, 'Daughter, stand up and let these men see if they think you are injuring your health.' A bright, buxom, rosy-cheeked girl, the very picture of health and happiness, arose while we laughed and cheered."

Mr. O'Reilly's school soon became famous, and the idea spread through the State, wide publicity to the matter being given by an

article written by the State superintendent, Mr. Alderman, and published in the leading Oregon papers. Fifteen thousand copies were supplied to Mr. Claxton, U. S. Commissioner of Education, in the summer of 1912, and by him sent to school superintendents and teachers throughout the United States.

#### Methods Used

The system is now in regular use in hundreds of schools, large and small, in various States of the Northwest. The city of Los Angeles has adopted it, and is reaping very satisfactory results. The children are learning, as one teacher put it, "the honor of labor and the beauty of being useful, willing, and dependable."

"We have given credits," writes another teacher, "for everything from plowing to washing the baby for breakfast. As a result, we have the little girls dressing their own hair for school, the older ones cooking breakfast, washing, ironing, etc. The boys plow, milk, clean stables, cut wood, feed horses, do all kinds of work for credits; doing it, they have become interested in it; and before they know it, a habit has been formed of doing things at the right time in the right way. It is truly wonderful what these children do. Some of them walk three or four miles, and still earn hundreds of credits in a week. Some of my girls milk as many as eight cows twice a day, and the boys plow and harrow acres of ground. They do the work gladly, too.

"Monday mornings we give out blanks to be filled out, signed by parents, and returned the follow-



ing Monday morning. We always go over the cards carefully. I call the names aloud, and the pupils report quickly. If extra work has been accomplished, I always try to praise the effort. It is a happy hour when the reports are rendered.

"At first we agreed that when any pupil earned six hundred or more credits, he should be entitled to a holiday. Thousands of credits have been earned, but no one has asked for the holiday. Frequently, when the pupil has been ill, or forced to miss a day, he has asked that the credits be applied to blot out the absent marks, and this has always been granted."

#### Aid to Health Culture

The encouragement given to personal health culture and cleanliness is a valuable feature. To take a typical example: Nettie, a thirteen-year-old girl, brings in a card showing only 7 per cent out of the 100 per cent given for a perfect record in the personal cleanliness section. She earned more than 210 minutes for the week in the work department, washing dishes, sweeping, feeding chickens, scrubbing, etc. "But Nettie had slept with her window closed," runs the report, "had not brushed her teeth, had not taken a bath, nor had she been in bed at the required hour. Nettie was obviously unhappy over the grade her card received in comparison with the grades of her schoolmates. Before the next report day she had in some way secured a toothbrush, that effective means of promoting civilization, and had made sufficient improvement in

her personal care to secure 65 per cent. Her grade for the third week was 72 per cent and for the fourth, 93 per cent. Her fourth week's report showed a hot bath, tooth brushing twice a day, window open every night, and that she was in bed before nine every night but two. What her reform will mean to the entire family it is interesting to conjecture."

That the parents need instruction in health culture is very obvious. All except two of the pupils in a little town in Washington learned to sleep with their windows open. One girl, it was found upon inquiry, could not possibly open her window, because it was built solidly into the wall, intended to give light but not air. The parents of the other child "absolutely refused to endanger their daughter's health by letting her breathe night air, no matter how many faddists insisted that it was necessary!"

In one neighborhood, the cards that first came in showed that few of the pupils were in bed before nine o'clock. A few months later almost every child in the neighborhood was winning this credit. Who can tell how much incipient immorality was thus avoided?

#### Reaches Children of All Ages

One beautiful feature of the system is that it reaches children of all ages and all conditions. Take a typical case in high school. Joe, a seventeen-year-old boy, attended a year and a half and earned only three academic credits, his other work being below the passing mark. The superintendent interviewed the parents, and found that

Joe was spending his time hanging around a garage near by. He arranged for regular afternoon employment for the boy in that garage, and had his employer fill out a regular blank for his daily work. Result: Joe began at once to improve in geometry, his hardest study, and soon was doing well in all his school work.

Here is the home program of Herbert, a boy of fifteen:—

"He is always up early, for before the day's work begins he milks two cows, feeds three 'skim milk' calves and eight head of cattle, pumps water for them, and feeds nine pigs. He is then ready for a hearty breakfast. One morning in March, Herbert and his father agreed that harrowing was more important than going to school. So he worked five hours, harrowing four and a half acres. Herbert did not lose credit at school, for his teacher approved his morning's work, as he knew how important it was. He was at school before the one o'clock bell rang, had a game of ball with the boys, and was ready for his lessons of the afternoon. At four o'clock he hurried home, and this is what he did before he went to bed: First, he herded six cows for over an hour, milked two cows, fed his 'skim milk' calves, got in the wood, fed the chickens, gathered the eggs, cleaned two barns, fed the eight head of cattle, pumped water for them, fed the pigs, and turned the separator ten minutes."

Mr. Alderman gives another interesting case:—

"A boy in one of the Portland (Oregon) schools had trouble with

his spelling, getting a mark of only  $4\frac{1}{2}$  on a scale of 10. Soon after home credits were put into use by his teacher, he came to her and anxiously inquired if he could help out his spelling grade with a good home record. The teacher graciously assured him that he could. The boy brought in each week one of the very best home record slips, and in some mysterious manner his spelling improved as his hours of work increased. He does not need his home record to help out his spelling grade now, for last month he received more than a passing mark,  $7\frac{1}{2}$  in his weak subject. The knowledge that there was help at hand relieved his nervousness, and gave him confidence."

The system is equally successful in the case of the very youngest children. Here are some typical examples of how these little ones, so likely to be a trouble rather than a help to the tired mother, may earn school credits for home usefulness:—

Johnnie Mahoney

Aged 6

Feeds pigs  
Hunts eggs  
Waters horse  
Told where sow and her new pigs were  
when no one else could find them  
Minds baby  
Hunts firewood

Lovilo Murray

Aged 5

Opens gate for calves  
Gets kindling  
Gets coal  
Takes care of baby  
Closes chicken house door  
Carries wood  
Dries dishes  
Leads horses to plow

### Shall We Adopt the Plan?

So much for the history of the movement, and the practical results that have accompanied the actual working out of the plan. Should we adopt it in our schools? The reply, it seems to me, must be emphatically in the affirmative. In fact, some of our schools have already adopted the system, and Prof. W. W. Ruble, educational secretary of the Central Union, and Prof. M. P. Robison, normal director of Union College, were among the first to prepare a home workers' report blank for the use of the schools in that union. Where given a fair trial, the plan is proving an unqualified success, and there would seem to be the best of reasons for its general adoption in all the schools of the denomination. Our schools were organized to make it possible to combine the acquiring of book knowledge and the building of character. We lay stress on the things of practical importance. We honor useful work with the hands, and desire that our children shall grow up to do so. Our parents are in a position to cooperate with the teacher more intelligently than are most parents. Moreover, they are paying hundreds of dollars of tuition for the education of their children, while other parents send theirs free of charge to the public schools. Therefore it should be a special pleasure to us as teachers to try to make some practical returns to these struggling fathers and mothers in the way of cheerful, enthusiastic help from the boys and girls in carrying the home burdens.

It will take extra time on the part of the teacher, who is already heavily loaded. This is true; but all teaching requires time, and are not the permanent results in character building which grow out of this slight expenditure of the teacher's time as important as the acquirement of certain parts of grammar or mathematics, much of which will soon be forgotten?

But the teachers who have thus far tried the plan all report that it results in increased efficiency in getting regular school lessons. We have said our children are overworked; but in the light of late developments in connection with the working out of this new scheme, possibly some of them are underworked. Perhaps we think they are tired when they are merely bored. School work is often so artificial, so remote from real life, that the best boys and girls do not get interested in it. Once let them come into real, vital relations with their teacher, and feel that all their life duties are understood and duly credited by him, and they face their school problems with new interest and enthusiasm. It is the case of the little boy taking a walk with older people, who complained that his legs just ached, and he couldn't possibly walk any farther. One of the men who understood the child nature spoke up: "Why, sure, you don't have to walk; I'll get you a horse." So he made him a stick horse and a switch. The boy immediately mounted and whipped up his steed and careered back and forth with inexhaustible energy, and returned home from the walk perfectly fresh, having

traveled twice as far as any of the others in the party, just because he was using his legs in a way that was interesting to him. So I firmly believe that the judicious carrying out of the system of school credits for home work will not only bring new order and beauty and the spirit of helpfulness into our homes, to the great relief of overworked fathers and mothers, but with the blessing of God it will give new meaning and value to the book studies themselves, and make the children more proficient in their school tasks.

But if the effects were otherwise, and if the spirit of helpfulness, and a disposition cheerfully to carry burdens had to be cultivated at the loss of a certain amount of book knowledge, it seems to me that we might be reconciled to that loss. However others may think and do, we as Seventh-day Adventists cannot have our children grow up with the idea that they go to school to get an education, and work at home merely because they have to. Neither must our parents ever tell their children that they are to study well at school so they can be able to make a living without working. Such ideas are contrary to the Bible, contrary to all the instruction we as a people have received. We cannot afford to emphasize the artificial at the expense of the real and the natural. For us, the life is more than meat, and the body is more than raiment. Book knowledge occupies a large and important place, but in the Seventh-day Adventist school it must always yield first place to the building of a noble character.

### Tom's Girl

"WHOM are you going to take to the concert tonight, Tom?" asked the boys.

"It's a secret," said Tom, looking up for an instant from his desk, his blue eyes twinkling.

"O, tell us her name! Come, Tom; I always thought there was a girl you liked, for all your pretending not to care for them."

"Sure there's a girl," answered Tom, mischievously.

"Thought so! What's her name?" chorused the crowd.

"That would be telling! Don't you wish you knew?" returned Tom. And no more was to be extracted from him on the subject.

He went home at supper time, smiling to himself as he stopped at the florist's on the way, and whistling a catchy little tune:—

"I want a girl  
Just like the girl  
That married dear old dad."

"That's the girl for me, bless her heart!" said Tom.

And when he walked into the concert hall that evening, the boys, looking around with open curiosity to see whom he was escorting, beheld Tom proudly giving his arm to a sweet-faced, blue-eyed little lady dressed in silvery gray, with the bunch of violets he had bought that afternoon nestling in the lace at her throat.

His mother! The boys looked at each other.

"So that's Tom's girl!" they remarked. "Well, what do you think of that!"—*Selected.*

ALL that I am, all that I hope to be, I owe to my angel mother.—*Lincoln.*

# EDITORIALS

## Home Workers' Plan

WE are gratified to present in our leading article this month a discussion of the plan of giving school credit for home duties well and willingly done. From time to time we have printed brief articles on the subject, but none so full and ably discussed as this one. We commend its careful study to all our readers.

The principles set forth in this discussion make strong appeal from the standpoint of making the influence of our schools felt in a helpful way in the home. We have repeatedly said, and theoretically believe, that the school is fundamentally an annex to the home. As a Christian institution, it was founded by Samuel, the Lord's prophet and teacher in Israel, for the very purpose of taking up the neglected work of the home and of furnishing qualified leaders for the people. If there has been any mistake in the development of the school in our day, that mistake has been too much separation from the home interests—a departure from one of the chief objects that called it forth. It is our work to turn it back as much as may be to this phase of its first work.

That the establishing of the intimate and mutual interests between the home and the school which are implied in the home workers' plan, will do much toward renewing the usefulness of the school to the home, can scarcely be doubted by any one who will study our leading article

and seek to apply the plan. That there are difficulties to be encountered is not denied. There could hardly be a work of progress or reform without meeting obstacles in the way. But the meeting of obstacles does not alarm nor dishearten the true educator once convinced that he is moving in the right direction. Who will question that any effort that tends to set the tide of usefulness from the school toward the home, is a move in the right direction?

Our educational council in California requested the General Department of Education to give further study to the plan of giving school credit for home work. We have now so far proceeded in this study that we felt clear in preparing a home workers' report blank, together with instruction on how to use it, and are requesting our schools to try it out this year. It provides a standard of credits to work by, with a list of duties that may command credit, the latter very similar to that worked out by Secretary Ruble and Director Robison the past year.

Is this work to be confined to the elementary school? Why should it be? With proper discretion the principle may be extended to our secondary schools, especially to day students. Our blank provides for the elementary school only, but we should like to see our secondary teachers give study to the plan, and should be glad to correspond with those who feel an interest in giving it a practical test the coming year.

### The Mother as Teacher

"WHY should any one think that the child's education does not begin until six? All of childhood is a schooling, and the child in his first six years learns more than he will learn hereafter in his entire school course. Is not the distance between the infant and the child of six greater than the distance between the latter and the university graduate? Why should the mother's teaching, which has sufficed until this age, break off just when the sensitive child most needs it?"

Thus wrote Ella Frances Lynch four years ago in the *Ladies' Home Journal*. The growth of the school as a distinct institution in society has tended to influence the minds of parents in two ways: to make them think that education does not begin till the legal school age of six or seven years, and that the school is the only means of educating the child. Both impressions are unfortunate. The school is to blame in no small degree because of its conducting its work with too little regard for the immediate needs of the home. On the other hand, the unthinking or undiscerning parent feels a certain sense of relief in shifting the teaching of his children to some paid professional.

Many a true mother, however, intrusts the teaching of her child to another because she does not feel qualified to do the work herself, or because she thinks she cannot spare time for the purpose from the multitudinous other duties of the day. It is true that no one with ambitions or ideals

has half enough time to accomplish what he desires. This being so, we who wish to make the most of life are shut up to the one guiding principle — *make first things first*. This is a Christian principle. "Seek ye first the kingdom of God, and his righteousness," says the Great Teacher. If this is the first thing for us, it must be the first thing for our children, the last thing to be neglected.

Children are the gift of God. It is the privilege of every mother to say of her first-born, with Eve, "I have gotten a man from the Lord." In the bearing of her child the mother is fulfilling her highest natural function. There is only one higher function she can fulfill — educating her child for God. When should this work begin? In the highest sense, before the child is born — planning definitely for it, living in reference to its highest future welfare, then welcoming its arrival. In a very positive sense, the work of education should not begin later than its birthday.

What mother, then, will deny that the first of all her motherly functions is the teaching of her child — so teaching him as to make sure of the kingdom of heaven as his final home? And further, what mother, after living with and for her boy or girl through the tender, impressible years up to six, can *willingly* turn over her sacred duties to a stranger? She will think and pray and labor long and earnestly before she will yield her highest prerogative to another at the child's most critical age.

### Missionary Volunteer Work in Our Schools

THE purpose of the Missionary Volunteer and Educational Departments is one; namely, to qualify speedily a large army of our children and youth to engage in gospel service. If they are qualified to work in Christ's army, they must be Christians. Christ came to minister to others, not that others might minister to him. True education is no more and no less than acquiring a love and ability for unselfish ministry for others. Work thus done for others is done for Christ. He who gives a cup of cold water, visits the sick, feeds the hungry, goes to those in prison, in Christ's name, does all to him. And in educating for such service these two departments are the complements of each other.

There should be a live Missionary Volunteer Society in every school of every grade, and time should be given for the work of these societies. The work of the society in the Reading Course, Standard of Attainment, financial goals, and all other lines of effort, should be made a part of the activities of the school.

There can be no doubt regarding the value and importance of such teaching in the education of the child whom we expect to enter some field of missionary effort. The ideals and purposes of life are largely formed by and in the school, and school work should hold an aim before the pupil in the use he is to make of the knowledge he acquires, as well as in its acquisition.

The efficiency of this practical teaching is increased manifold if all work in sympathy with definite missionary plans. Better plans of work and better results are obtained by cooperation than when each school is a law unto itself in the matter of its purposes and plans of work.

The busy teacher needs the help which comes from the general Missionary Volunteer Department in presenting standards and goals of Christian effort adapted to the age of the child or youth, and the ways and means of attaining them. To illustrate: One of the most important duties of the teacher is to impart to the pupil a love for good reading. To do this to the best advantage the teacher should have given critical and broad study to those books adapted to the pupils and to the development in them of the highest purposes of life. This the average teacher does not have the time to do, but this is one of the large features of the work of the Missionary Volunteer Department. It not only presents a most valuable course of reading properly adapted to the needs of the pupil, delightful and instructive, but it assists in various ways in encouraging the pupil to complete the course.

Again, let it be said that the work of the Christian teacher involves just the work outlined in detail by the Missionary Volunteer Department. It is such work and such teaching that actuate and make of value the teachings of the class hours. Let this work enter more fully into all our school efforts.

### The Health of the Teacher

THE teacher must be healthy. A school board should inquire regarding this very essential qualification as well as those of education and religion. Only strong, vigorous persons should attempt teaching, and those who would teach but are not robust should betake themselves to the acquisition of this gift of Heaven before attempting or continuing in the work of the schoolroom.

Health can be had by the average person with but small effort. Time should be taken each day as religiously for recreation as for general study and preparation of the day's class work. Exercise out of doors is of utmost importance to the teacher, and it should be vigorous enough to induce perspiration. The air of the schoolroom at best is generally somewhat vitiated: hence the necessity of outdoor pure-air exercise.

Of the forms of exercise, every teacher must choose those best adapted to his circumstances. Among these are work and recreation with students in the advanced schools, and play and such work as may be possible with pupils in the elementary schools. Every one should have some forms of exercise in which the trunk of the body is so twisted and bent that all the abdominal organs are affected. Five minutes' regular, vigorous exercise morning and night will yield large benefits. Walking is an exercise that is both enjoyable and highly beneficial to the healthy person. One writer on the health of the teacher says that "the woman who cannot do five miles a day with comparative ease

needs to get into training, for she has not the physical energy which her daily work demands." A vigorous walk will often help very materially in solving a knotty school problem.

Plenty of open-air sleep, an abundance of good food, sufficient recreation of the happy sort, and a large and increasing fund of that good cheer which "doeth good like a medicine," will form a physical foundation upon which the teacher can do a mighty work.

G.

### A Little but Significant Turn

It takes a very little thing to turn the current of a young person's life. This is witnessed by the testimony of a young man who was graduated from one of our colleges this spring. He was graduated four years ago from the high school. His plans were all laid to enter the State university. He knew but little of our schools, and cared less; but one day there chanced to fall into his hands a copy of the calendar of the union conference college. He read it with interest, observed that strong work was done, and within a week determined to enter this school. He came to the school without hope in God, but in the course of a year or two he fully surrendered to the Lord, and has dedicated himself to the work of the ministry.

If parents, conference laborers, and school people fully realized the great issues at stake in this matter, every one of our children and young people would be stimulated to earnest endeavor to secure a Christian education, and all our schools would be filled to their fullest capacity.

G.



# THE MINISTRY

## The Study of History

M. E. KERN

It is the plan to give our ministers a comprehensive course in general history in a two-book series. The "History of the Ancient World" in the course this year takes us to Charlemagne, A. D. 800. The history chosen for next year will complete the story down to recent times.

History has been defined as the "narrative of the life of humanity." This is a good definition when rightly considered. Too often, however, it is only the abnormal life of man under the curse of sin that is taken into consideration. To understand history rightly, "the student should learn to view the world as a whole, and to see the relation of its parts. He should gain a knowledge of its grand central theme, of God's original purpose for the world, of the rise of the great controversy, and of the work of redemption. He should understand the nature of the two principles that are contending for supremacy, and should learn to trace their working through the records of history and prophecy, to the great consummation."—*Education*, page 190.

True history, then, is the record of the life of humanity from the standpoint of the great conflict between good and evil. Newman, in his "Church History," says: "History, in its broadest sense, is the setting forth in literary or oral form of the development in time of the divine plan of the universe,

in so far as this development has become an object of human knowledge. This definition involves a recognition of the fact that the universe was planned and created and has been sustained and ordered by an infinite God."

This conception of history gives us a much higher purpose in its study than that of those who have not this view. With the thought of God's original purpose in mind, and our eyes fixed on the scheme of human redemption, we study the life of humanity to discover the principles of life as applied to sinful man; to imitate the virtues and avoid the follies of the past; to know God's dealings with men and nations in the past, that we may understand his providences in the present. A study with such a breadth of view will deepen and broaden one's mental and spiritual capacity. As McCurdy says, "History fixes our attention upon the world of men and human society, widens our horizon of sympathetic observation, varies indefinitely the subjects of our reflection, and perpetually changes our point of view. It thus corrects narrow inductions, rectifies hasty judgments, and steadies and sobers the practical imagination for the affairs of life." The effect of such study on the building of character is well expressed by Mrs. E. G. White: "We need to study the working out of God's purpose in the history of nations and in the revelations of things to come, that we may estimate at their true value things seen and

things unseen; that we may learn what is the *true aim of life*; that, viewing the things of time in the light of eternity, we may put them to their truest and noblest use. Thus, learning here the principles of his kingdom and becoming its subjects and citizens, we may be prepared at his coming to enter with him into its possession."

Another purpose in history study is to trace the fulfillment of prophecy. By history, also, we learn of the customs and institutions of the nations with which God's people have had dealings, and are better able to understand the Bible.

The scope of history, then, is very broad. It touches every human interest, social, intellectual, political, moral, and religious. Special emphasis should, we believe, be placed on the last because of its importance and its controlling influence in the life of man. This is the Bible viewpoint, and it is well for us to study very carefully from the Bible those parts of history covered by it, that we may learn the divine philosophy of history. Such study will help us in the consideration of other periods from the proper viewpoint, for rarely do history books assign to the moral and religious elements their rightful place.

We should always keep in mind how history is written. Any writer of a textbook covering any large field of history must necessarily obtain his information secondhand or thirdhand. Those who write authoritatively take a limited field and study all available "source materials"—documents,

inscriptions, buildings, monuments, pictures, utensils, or whatever remains from the period chosen. Even then men write one-sided histories, because of lack of materials or because of preconceived ideas or prejudices. So the ground is usually gone over again and again, and we need to study more than one book on a period, even though it may be a good authority. Our author has specialized in ancient Oriental history, and hence doubtless speaks with more authority in this field.

No student of universal history can expect to go to the "sources" for all his knowledge, but we should understand the limitations of historians, and rely only on the best. It is well to be able to make some investigations in the "sources" on points in which we are especially interested. Fortunately, the revival of "source study" in the schools has resulted in the translation into English of many valuable ancient documents.

Many examples might be given of the danger of accepting unreliable historians, and of the value of going to the sources. Cardinal Baronius, who wrote about A. D. 1600, made the statement that as the year 100 approached, the people of Europe generally believed that the world was about to come to an end. Robertson, a popular Scotch historian of the eighteenth century, repeated the statement, and went on to describe the terrible panic that seized upon sinful men as the awful year drew near. Other writers repeated the statements, and even enlarged upon them. Several years ago a French scholar who had made a thorough

investigation, called our attention to the fact that there is no evidence from the chronicles of the time that the year 1000 was any more portentous than any other year.

As workers, we need to be very careful of our authorities. The fact that an author says what we believe is true is not necessarily any evidence that it is true. It is much to be regretted that we have not always exercised care in this matter. This historical reading course, with its excellent bibliographies and special references, ought to aid our workers greatly in the proper discrimination of history materials.

### The Teacher and the Preacher

THE greatest need of this cause of truth is a large increase of ministers whose souls are aflame with that love of Christ that constrains them to the best and most efficient service. Our message of truth demands workers in many lines,—ministers, teachers, doctors, nurses, editors, business men, accountants, and many other classes,—but no other is so important or so needed as the consecrated minister.

The teachers in our schools have a large share in shaping the life purposes of our youth—an army that, rightly trained, can fight and win battles in the war against evil. To these teachers is given the work of discerning this gift of ministry in young men and women, and encouraging them to prepare for its work. If the ministry of the word is held before students by teachers as it should

be, as God's highest calling to men, there will be a constantly increasing number of our young men entering the ministry and of our young women entering the Bible work. The great cities of the world must have the last message of warning given to them at once, and we need hundreds of preachers and Bible workers to enter them. These workers must be well trained for their arduous and trying work. They must be strong of body, of keen mind, and filled with the Spirit.

No feature of the teacher's work is of more importance than that of directing his student to life's only important work—that of gospel service. The field of this service is a broad one, embracing many lines of activity; so there is abundant opportunity for every talent to be used. Properly to direct the interest of these young people into the channel of work for which they are best adapted is the nicest of all the delicate features of the teacher's work.

Children and young people form their ideals very largely from the life and work of those whom they admire, whether they are acquainted with them personally or by reading. This being so, if there is held before the student the achievements for man and God of the preachers and Bible workers of deep consecration and marked ability, there can be only one result: many of these students, led by the Spirit, will consecrate themselves to a similar work. Let our teachers attach due importance to the work of filling the ranks of the ministry with preachers and Bible workers,

and we shall give a great impetus to the finishing of the "work of the gospel to all the earth in this generation." G.

## The Ministerial Reading Course

### Notes on "History of the Ancient World"

(Contributed by Prof. M. E. Kern)

THIS book is well arranged to give the reader a comprehensive survey of history. The "Preliminary Survey" of each period gives us in brief the general movements; this skeleton is clothed with the details that follow, and the summary again gives a survey of the whole. The author has rightly subordinated details, however interesting, to the general movements of history.

Being a textbook, the matter is put in a brief and comprehensive form. Close attention must be given to every sentence, and the reader should always turn to the cross references found in the text unless he remembers the facts referred to.

We should always have it in mind to study the Bible connections along with the history,—the historical and prophetic portions of the Old Testament that touch ancient history, and the prophecies that meet their fulfillment all along the way.

Those who read "The Monuments and the Old Testament" last year will doubtless find it very profitable to reread parts of it in connection with this month's assignment. Such topics as Joseph and Israel in Egypt, the conquest of Canaan, the kingdom of David and Solomon, other kingdoms of Syria, the wars of Assyria and Babylon against Palestine, the fall of Assyria, the grandeur and fall of the Babylonian Empire, and the Hittites, are more fully treated in that book.

### Map Drawing

Geography is the handmaid of history. Excellent maps are provided in our textbook, and should be constantly used. The pictures and charts are also a great aid to the mastery of the content.

It will doubtless be a help to many to take up some of the map exercises. Every minister should be able to draw maps. It is sometimes helpful to draw a map while the topic under consideration is being explained. The main thing in such free-hand drawing is to have in mind the general proportions, and to give attention only to the larger features of coast lines,

etc. Take, for instance, the map of the ancient East. Make the east coast of the Mediterranean your mental measuring line. Note that the distance from the southeast corner of the Mediterranean Sea to the head of the Persian Gulf is about twice your measure, and that the Persian Gulf is a very little south. The south end of the Caspian Sea is about the same distance from the northeast corner of the Mediterranean. Note the source and general direction of the Tigris and Euphrates Rivers. (The annual rise of the Euphrates is always later than the Tigris. The cause is plain.) Observe the proportion of space on the east end of the Mediterranean occupied by Palestine and the one river and two seas of importance. In marking off Egypt observe the relation of the Red Sea to the southeastern corner of the Mediterranean, and the position of the Gulf of Akabah with reference to the Dead Sea.

The student who desires to study further will find excellent references in the Bibliography in Appendix I, and in connection with topics given for further study at the end of each section.

### Chronology

In a few instances the author suggests dates that seem incredible to those who have relied mainly upon Usher's system of chronology. The question of chronology was considered in a note on "The Monuments and the Old Testament" in the issue of CHRISTIAN EDUCATION for October, 1914. As was pointed out there, the whole question is in a state of some uncertainty. While much history has been unearthed in the last few years to correct our ideas of the ancient world, a satisfactory system of chronology has not yet been worked out. The earlier dates are especially uncertain. Breasted, in his "History of the Ancient Egyptians," says:—

"The extremely high dates for the beginning of the dynasties current in some histories are inherited from an older generation of Egyptologists, and are based upon the chronology of Manetho, a late, careless, and uncritical compilation, the dynastic totals of which can be proved wrong from the contemporary monuments in the vast majority of cases, where such monuments have survived. Its dynastic totals are so absurdly high throughout that they are not worthy of a moment's credence, being often nearly or quite double the maximum drawn from *contemporary monuments*, and they will not stand

the slightest careful criticism. Their accuracy is now maintained only by a small and constantly decreasing number of modern scholars."

The same may be said in substance of the chronology of the Tigro-Euphrates valley. The statement of Nabonidus (550 B. C.), that Naram-Sin, son of old Sargon, lived 3,200 years before his time, which has been the basis for the very high dates for old Babylon, is now generally discredited by scholars.

Without doubt the theory of evolution has greatly influenced the minds of historians in this matter of chronology. The world has been astonished at the advancement of the ancient nations as revealed by the unearthed ruins of the old civilizations (see pages 67 and 78); and holding the theory that civilized man has developed from savagery, the natural result has been to try to push back the beginnings of civilization. The advancement of archeology is, however, leaving less room for speculation, and the present tendency of scholarship is toward the lower dates.

#### Origin of Words

Greek history furnishes good examples of how many words in common use have had their origin,—for example, nautical, aristocracy, ostracism, democracy, demagogue, Areopagus (Mar's Hill), ecclesiastic.

#### Xerxes

Xerxes, the king of Persia who stirred up "all against the realm of Grecia," is now identified as the Ahasuerus of the book of Esther, the identification coming through the Babylonian form of the name.

#### Israel

Doubtless the reader has been impressed, in reading chapter 4, with the providence of God in so shaping the history of the ancient East that Israel had a chance to develop in the land which he chose for them (a land which had been occupied by one and another of the great empires) just at the time of their deliverance from Egyptian bondage.

#### Megiddo

Megiddo, mentioned on page 35, was a place of great strategic importance, commanding the pass through the mountains between the plains of Sharon and Esdraelon. Doubtless because of the many great battles fought there, the name is used in the prophecy of Revelation to designate the battle of the great day of God. Armageddon is "the mountain of Megiddo."

## The Preacher in the Pew

### Young Ministers to Educate Themselves

I have been shown that there is danger of our young ministers entering the field, and engaging in the work of teaching the truth to others, when they are not fitted for the sacred work of God. They have no just sense of the sacredness of the work for this time. They feel a desire to be connected with the work, but they fail to bear the burdens lying directly in the pathway of duty. They do that which costs them but little taxation and inconvenience, and neglect to put their whole souls into the work.

Some are too indolent to make a success of life in business matters, and are deficient in the experience necessary to make them good Christians in a private capacity; yet they feel competent to engage in the work which is of all others the most difficult,—that of dealing with minds and trying to convert souls from error to the truth. The hearts of some of these ministers are not sanctified by the truth. All such are merely stumblingblocks to sinners, and are standing in the way of real laborers. It will take more stern labor to educate them to right ideas, that they may not injure the cause of God, than to do the work. God cannot be glorified, or his cause advanced, by un consecrated workmen, who are entirely deficient in the qualifications necessary to make a gospel minister.

If men fail to educate themselves to become workers in the vineyard of the Lord, they might better be spared than not. It would be poor policy to support from the treasury of God those who really mar and injure his work, and who are constantly lowering the standard of Christianity.

MRS. E. G. WHITE.

# THE NORMAL

## Reading Course Notes

EVIDENTLY we teachers are to have a treat during the next three months — studying ourselves a bit! The subject ought at least to be an interesting one. Self-examination with the proper motive is no mean task. The Bible makes self-esteem the standard of a man's love for his wife, and adds that no man ever yet hated himself. The study of ourselves, then, from a somewhat professional viewpoint, is well worth our time and effort. Perhaps after looking with care into Miss Milner's mirror of the teacher, we shall not go away and forget what manner of persons we are.

Why am I a teacher? By accident? Some important things happen that way, but these are few and far between. To make a living? A modest and honorable livelihood may be gained in this way, but teaching dominated by such a motive descends to the rank of occupation; it is not a profession. As a stepping-stone to something higher? Pray, what is that "something higher"? There may be other callings more desirable to some, others for which some are better adapted, others equally high,— but few, if any, higher, or more deserving of the best that is in us.

Am I teaching for the love of it, for the devotion I have to its ideals, its high aims, its noble fruitage? If this love be the love of Christ constraining me, could I have any higher motive in teaching — teaching for the good I can do?

If this motive is dominant, it will justify and realize all other honorable motives. Especially will such a motive bring out the best qualities that are in us. It will open our eyes to every means of self-improvement within our reach. It will create discontent with being just mediocre, with merely "keeping" school, with our being classed among those who will "just do." If we respond to the promptings of such a motive, it will soon elevate teaching, in our conception and practice, to the rank where it belongs — a gift of the Spirit; and it will soon elevate the teacher to where "good positions will seek you."

One more question: Is there anything about the profession of teaching, viewed from this standpoint, even about elementary teaching, that is not worthy the best steel of *any* young man? Are you of the "sterner sex" willing to stand by and see the word "teacher," in violation of the rule of grammar and the rule of Christian symmetry, gradually becoming the antecedent of the pronoun "she"? The profession of elementary teaching has, it is true, taken on the feminine complexion to a remarkable degree, but that does not mean that this calling has become effeminate. Nor is it in any sense unworthy the virile energies and the God-given prerogatives of manhood. All honor to the women who have won their way, on merit, into ascendancy in this noble calling. We hope always to see them main-

tain a large ratio in number and efficiency. On the other hand, if the school is an annex to the home, and if the home needs both father and mother for the proper rearing of the children, is it maintaining a proper balance in the school if it is taught wholly or largely by women? What do you think, teachers?

### The Elementary Course of Study in Detail

[By request of the summer conventions the elementary course of study has been prepared in detail, and issued as Bulletin No. 14; price, five cents. This outline is based upon the semester plan. Later on, however, we received copy of a suggestive outline on the period, or six weeks', plan, prepared by Miss Sarah E. Peck. Since the period plan is new to most of our teachers, some of them may appreciate a more closely specified plan than is provided in Bulletin No. 14. So we have selected from Miss Peck's outline certain lines of work that are definitely separated into periods, and present herewith those for the first period. By comparing these with the outline in Bulletin No. 14, there will be no confusion. The period plan has been carried out in a few places, such as in Bell's "Natural Method in English," Revised, where Miss Peck had no access to the necessary material to embody in her outline. There are also slight modifications here and there, but the main work is hers.—ED.]

#### First Grade—First Period

**BIBLE AND NATURE.**—All pupils in the first three grades may recite together if

found necessary. The work outlined in Educational Bulletin No. 12 is intended to be strong enough for the Third Grade. In case the Bible and Nature class is taught in separate classes for the first three grades, the outline in Bulletin No. 12 may be modified so as to adapt it to the First or Second Grade. In case the Bible and Nature classes in the first three grades are taught together, the outline for the First, the Second, and the Third Grades may be followed in rotation from year to year.

**Stories 1-17.** Memory verses as outlined, using memory verse cards. Development of memory verse notebook. Encourage oral reproduction of stories by pupils.

**READING.**—True Education Reader, Book One. Blackboard and chart work, with pages 19-28.

**SPELLING.**—(For first and second periods.) Recognition at sight of words as wholes; phonics; word building; series spelling.

**MANUMENTAL.**—(See Bulletin No. 14.) Teachers who have time will find it interesting and profitable to do the following work:—

Observe weather and develop a weather chart. Study thermometer. Observe experiments showing relation of plant to light, moisture, temperature, and soil. Also, by experiment show that plants eat, drink, sleep, and rest. Collect, observe, and classify seeds, (a) common to locality; (b) fruit and nut seeds; (c) flower and vegetable seeds handled in work. Marking out beds, planting the seed, study of plants, gathering and disposing of crops. Encourage missionary gardens at home.

**PENMANSHIP.**—Palmer system. Position: At blackboard, at desk, of book, upright position of hand.

Movement: Arm movement applied to letters and words.

Letter formation: By imitation; reduced from one inch.

Materials: First semester, unruled paper and crayon pencil; second semester, wide-spaced ( $\frac{3}{4}$  inch), single-lined paper.

Results: Legibility.

**SPECIAL MUSIC.**—(See Bulletin No. 14.) Select songs that emphasize and strengthen the lessons in Bible and Nature. Motion songs. Attention to thought and clear articulation. Work to help monotone voices by ear-training and scale exercises. Breathing exercises.

**Second Grade — First Period**

**BIBLE AND NATURE.**—Stories 1-17. Give attention to memory verse drill, notebook work, and oral story reproduction.

**READING.**—True Education Reader, Book Two, pages 9-29, with much review of phonetic and drill work like that of the First Grade. (See Bulletin No. 14.)

**NUMBERS.**—Write numbers 1-12. Use of terms: Horizontal, vertical, diameter, parallel, opposite, diagonal, slanting.

Use of forms: Square, oblong, circle, semicircle, sphere, triangle.

Measurements: Inch, foot, square inch.

Comparison: Larger, smaller, longer, shorter, equal, unequal.

Study and use of foot rule showing inches only. Use Latshaw patented inch rulers, to be obtained of Milton Bradley Company.

Twelve inches make one foot, twelve times make one dozen.

From pages in reader recognize and count numbers to 28.

**PENMANSHIP.**—Palmer system.

Position: Continued from First Grade and improved.

Position of hand: Add third and fourth finger rest and elevated wrist.

Movement: Greater arm control.

Letter formation: By imitation.

Materials: Ordinary lead pencil; uniformly spaced paper ( $\frac{1}{2}$ -inch) in all written work.

Results: Greater legibility; script smaller and more uniform.

**Third Grade — First Period**

**BIBLE AND NATURE.**—Stories 1-17. Learn names of books of Bible in order, and learn to find given texts. For seat work require reading of selected stories from Bible. Find and memorize memory verses from Bible. Writing memory verses from memory in illustrated notebooks. Bible stories reproduced, following logical line of thought. Three written Bible stories each period.

**READING.**—True Education Reader, Book Three, pages 19-58.

**ARITHMETIC.**—Stone-Millis Primary, pages 49-66.

**PENMANSHIP.**—Palmer system.

Position: Of thumb, first and second fingers; direction and slant of penholder; distance of pen from finger.

Movement: Greater arm control.

Letter formation: Definite knowledge of letter forms begun; study of basal forms; forms of figures.

Materials: Begin use of pen and ink. All paper with  $\frac{1}{2}$ -inch spacing.

Results: Excellence in letter and figure formation. Careful application to all written work. Use of ink without soiling the hands or blotting the paper.

**PHYSICAL CULTURE.**—(See Bulletin No. 14.) Give special attention to position while sitting, standing, and marching. Do not allow pupils to stand on one foot or lean on desk or wall while reciting. Attention to good position of body, head, and book in reciting. Give regular exercises ten minutes daily.

**Fourth Grade — First Period**

**BIBLE.**—McKibbin's Bible Lessons, Book One, chapters 1, 2, 3. Creation, Adam, Noah. Diagram of Creation week, the Flood, the Ark, the oral channel of early history of the world from Creation to Abraham. Fill in outline map showing the earth as divided among the sons of Noah. Begin chapter outline of Genesis.

**NATURE.**—Bible Nature Series, Book One, chapters 1, 2, 3, 4.

**READING.**—True Education Reader, Book Four, pages 19-70.

**MANUMENTAL.**—Cardboard. Make from four to eight useful articles involving the use of compass and knife; weaving and designing. Use of sixteenth-inch ruler, using Latshaw patented sixteenth-inch ruler. Pupils work from drawings made from dictation, from copies, and from finished model. Pupils do not cover cardboard in this grade.

Suggestive models: May basket, handkerchief box, letter case, card tray, workbasket, thread winder, sewing portfolio, bookmark, notebook, covers, ornamental mottoes.

**ARITHMETIC.**—Stone-Millis Primary, pages 155-187.

**PENMANSHIP.**—Palmer system.

Position: Of body, hand, and pen should be established by this time. With new pupils develop in same way as in primary grades.

Technical movement: Control of forearm.

Exercises: Lateral slide, vibratory muscular, and ellipses.

Letter formation: Memorize and describe basal forms and classify letters accordingly. Study scale of letter heights.

Materials: Use paper spaced for letters of various heights; also single-spaced ( $\frac{3}{8}$ -inch) paper. Pen and ink.

Results: Freedom in movement. Uniformity in size and height of letters. Good classroom papers.

**MUSIC.**—Do a minimum amount of rote singing. Let most of the songs this year



be learned by note. Review Section One. Finish Sections Two and Three to page 49 in notebook. See that all written exercises are neatly and faithfully done. Let all work in music be in harmony with the principles of Christian education. Teach pupils to appreciate the lofty sentiment of our noble hymns, and to sing with the spirit and understanding.

#### Fifth Grade — First Period

**BIBLE.**—McKibbin's Bible Lessons, Book Two, lessons 1-23.

Develop map of events under the Judges. Diagram of the Judges. Chapter outline of the book of Ruth memorized. Chapter outlines of First Samuel memorized to chapter 16.

**NATURE.**—Bible Nature Series, Book Two, pages 15-76.

**ENGLISH.**—True Education Reader, Book Five, pages 21-71.

**MANUMENTAL.**—Cardboard. Continue work as planned for Fourth Grade. Make from three to five useful articles.

Suggestive models: Hexagon, card tray, square handkerchief box, oblong glove box, picture frame, wall pockets, pencil vase, etc.

**ARITHMETIC.**—Stone-Millis Complete, pages 1-25. Stone-Millis Intermediate, pages 1-25.

**PENMANSHIP.**—Continue as planned for the Fourth Grade.

**MUSIC.**—(See Bulletin No. 14.) Almost all new songs should now be learned by note, not by ear alone. Give faithful attention to all written exercises. Work for clear, musical tones, distinct articulation, and above all a real appreciation of the best in music, remembering that hymn singing "is as much an act of worship as is prayer."

#### Sixth Grade — First Period

**BIBLE.**—McKibbin's Bible Lessons, Book Three, lessons 1-27.

Diagram showing relation of Old and New Testament times, and "The Four Hundred Years." Diagram of "The Four Hundred Years" with maps of Medo-Persia, Greece, and Rome. Diagram of the prophecies to the First Advent.

**NATURE.**—Bible Nature Series, Book Three, pages 15-88.

**READING.**—True Education Reader, Book Six, pages 21-76.

**MANUMENTAL.**—Cardboard. Introduce covering cardboard with paper, leather, or cloth. Box corners closed with muslin. Working drawings of all models made. Make from three to six useful articles.

Suggestive models: Hexagon handkerchief box with cover, oval or round collar box with cover, portfolio, desk blotter pad, book covers.

**ARITHMETIC.**—Stone-Millis Complete, pages 137-158. Stone-Millis Intermediate, pages 137-158.

**PENMANSHIP.**—Palmer system.

Technical movement exercises: Ellipses with horizontal axis, figure 8 with horizontal axis, figure 8 with main slant, the foregoing combined, original and review.

Letter formation: To letters and words across the page, halfway across page, quarterway across page. Use of "Tracing process."

Results: Good arm control; improved blackboard work; alignment of figures in columns; repeated copies of sentences written one under the other.

**MUSIC.**—The learning of songs by note should predominate. Faithfully perform all written exercises. Cultivate memorizing of hymns so that pupils can sing independently of book. Continue articulation and tone work. Give careful attention to time.

#### Seventh Grade — First Period

**BIBLE.**—McKibbin's Bible Lessons, Book Four, lessons 1-20. Chapter outlines of Acts 1-9. Give attention to correct pronunciation of proper names. Map showing early Apostolic History. Work of Peter, John, and Philip.

**GEOGRAPHY.**—Morton's Advanced. Make missionary maps. Emphasize missionary phase of geography in various countries, using "An Outline of Mission Fields," furnished free by Review and Herald Publishing Association. Use also The Field Work department in the *Review*.

**PHYSIOLOGY.**—Coleman's Hygienic, pages 1-78. Correlate with art, making drawings of sections of skin and bone, circulation of blood, manikins of eye, ear, arm, leg, head, or body. Illustrate your work objectively by experiments. Emphasize the principles of health reform in diet, dress, etc., directing the pupil also to the great spiritual truths which the wonderful mechanism of the human body illustrates.

**GRAMMAR.**—Bell's "Natural Method in English," Revised. Lessons 1-25, pages 17-56.

**MANUMENTAL.**—(First and second periods.) (See Bulletin No. 14.)

Sewing for boys: Review hemming, backstitch, overhanding, basting, herringbone stitch, darning, sewing on buttons,

hemmed-down patch, herringbone stitch patch, and flat fell.

Models: Darning at least two pairs boys' stockings, sewing on buttons and patching boys' garments, making carpenter's apron for use in woodwork class. Boys may enter woodwork class as soon as sewing work is finished.

ARITHMETIC.—Stone-Millis Complete, pages 277-317. Stone-Millis Advanced, pages 1-41.

PENMANSHIP.—Palmer system. Review position.

Technical movement: Continued from previous grades. Original designs by teacher and pupil.

Letter formation: Small and capital letters grouped according to similar formation. Memorize proportions of letters. Study detailed construction of letters and numerals. Movement applied to sentence writing.

Materials: Paper spaced for heights of letters, also single space  $\frac{3}{8}$  of an inch wide. Use pen and ink in all written work in all classes. Pencils will be needed for drawing only.

Results: Improved blackboard writing; movement and correct position in all written work, while maintaining legibility of both letters and numerals.

MUSIC.—All new songs learned by note. Cultivate a taste for simple gospel music sung with an appreciation of its spiritual value. Discourage all frivolous music.

#### Eighth Grade — First Period

U. S. HISTORY.—Dickson's "American History for the Grammar Schools," pages 1-99.

Help the pupil to see the hand of God in the rise and development of our nation, using "United States in Prophecy" for supplementary work. Hang the events of history upon the strong thread of prophecy. Give attention to "Things to remember" and "Things to do," at the close of each chapter. Encourage "Things to read" for outside reading. Under "For your notebook" keep up all map work especially. The written compositions may form a part of the language work.

GRAMMAR.—Bell's "Natural Method in English," Revised, lessons 138-162, pages 209-244.

ARITHMETIC.—Stone-Millis Complete, pages 421-448. Stone-Millis Advanced, pages 145-172.

PENMANSHIP.—Palmer system.

Continue work as outlined for Seventh Grade.

Speed: Pupil in this grade should be

expected to write sixty letters a minute, using short sentences, and without impairing legibility. He should increase seven or eight letters a period, maintaining legibility.

#### The Daily Program

OF course the daily program in the elementary school is meant by the heading above. More than that, it is the daily program for eight grades. In those schools where the new standard of six full grades for one teacher's work cannot be reached this year, careful study ought to be given to making the most of the situation. No teacher is willing to sacrifice quality for quantity, yet somehow in this crooked old world we are often obliged to make the most of a situation not of our own choosing. It is to help teachers who find themselves in such a situation this year that we are glad to present here a suggestive program for eight grades taught by one teacher.

This one was worked out by Miss Peck, who has added notes to help in understanding and carrying out the program. We desire also to call the attention of the reader to a program and an article prepared for the same purpose by Mrs. Grace Robison for this magazine some time ago. The article is entitled "Economizing Time in Teaching," and is found on pages 245-247 in the issue of April, 1915. Her suggestive program is found on pages 276-278 in the issue of May, 1915. We feel sure that a study of both programs will prove helpful in making the most of a hard situation. A calm, sweet, patient spirit will be equally helpful.—ED.

## Suggestive Daily Program for Eight Grades

TIME	PRIMARY	INTERMEDIATE	GRAMMAR
9:00- 9:10	Opening Exercises		
9:10- 9:30	Bible and Nature		
9:30- 9:50		Bible	
9:50-10:10			Arithmetic
10:10-10:15	Recreation		
10:15-10:25	Reading 1		
10:25-10:35	Reading 2 or 3		
10:35-10:50		Arithmetic	
10:50-11:10			Grammar
11:10-11:15	Recreation		
11:15-11:40	Man. Tr. and Num.		
11:40-11:50		Reading and Lang.	
11:50-12:00	Written Spelling or Articulation Drill		
12:00-12:30	Noon Recess		
12:30-12:55	Sight Singing and Penmanship (M. W. F.) Drawing (T. Th.)		
12:55- 1:05	Reading 1		
1:05- 1:15	Reading 2 or 3		
1:15- 1:25		Reading and Lang.	
1:25- 1:35		Reading and Lang.	
1:35- 1:55			Geog. or U. S. Hist.
1:55- 2:05	Reading 1		
2:05- 2:15	Physical Culture and Dismiss Primary		
2:15- 2:35			Bible
2:35- 2:55		Nature	Phys. $\frac{1}{2}$ yr. Read.
2:55- 3:15			$\frac{1}{2}$ yr. or Civ. $\frac{1}{2}$ yr.
3:15- 3:25		Reading and Lang.	Agri. $\frac{1}{2}$ yr.
3:25- 4:00	Manual Training and Dismissal		

NOTES.—Bible and Nature 1-3, rotate; also, Bible 5 and 6, and 7 and 8.

Nature 4 and 5 or 5 and 6 may rotate.

Geography and United States history may rotate.

Physiology  $\frac{1}{2}$  and reading  $\frac{1}{2}$  in Seventh Grade may rotate with civics  $\frac{1}{2}$  and agriculture  $\frac{1}{2}$  in Eighth Grade, though it is probable that reading will be needed by both years, in which case this subject could not rotate.

Primary manual training combines with numbers in the same grade, and recites twenty-five minutes daily. Manual training 4 to 8 work at the same period, and this class should have at least forty minutes daily, except Friday during the short winter days.

Penmanship and sight singing alternate with drawing, giving drawing the full time of both these on the alternate days.

Written spelling for all grades may come at the same period. Reading and language 1 should recite three times daily. Reading and language 2, 3, 4, 5, 6, should recite twice daily, though it is not likely that all these grades will fill any one year.

Grammar 7 and 8 may alternate by days, written work occupying the time on days when the class does not recite.

Arithmetic 4 to 6 may come at same time; also arithmetic 7 and 8, some doing board work while others recite, or all at board together.

Physiology 7 and reading 7 may alternate by days, instead of by semesters.

# HOME EDUCATION

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

## “I Stepped in Your Steps All the Way”<sup>1</sup>

A FATHER and his tiny son  
Crossed a rough street one stormy day.  
“See, papa,” cried the little one,  
“I stepped in your steps all the way!”

Ah, random childish hands, that deal  
Quick thrusts no coat of proof could  
stay!  
It touched him with the touch of steel—  
“I stepped in your steps all the way!”

If this man shirks his manhood's due,  
And heeds what lying voices say,  
It is not one who falls, but two—  
“I stepped in your steps all the way!”

But they who thrust off greed and fear,  
Who love and watch, who toil and  
pray—  
How their hearts carol when they hear,  
“I stepped in your steps all the way!”

## The Useful Story

MRS. M. E. KERN

THE influence of the story upon our minds is largely due to the fact that we unconsciously look at things from the standpoint of the narrator. We sympathize when he sympathizes, we blame when he blames, and, for the time being, live in the atmosphere he creates. If his heroes talk flippant slang, smoking cigarettes as a matter of course, and his heroines are society butterflies absorbed in fashion and frivolity, we are apt to view these things with leniency because we are sympathetically following the thread of the story.

A direct attack on truth cannot accomplish the harm for our children that is done by a story which carries an atmosphere of low tone, even with a moral conspicuously attached.

But, on the other hand, the story can be used just as truly to carry home a moral truth, whose entrance in the form of direct instruction might be resolutely barred.

Some years ago I saw a suggestion somewhere—I think in *American Motherhood*—that the hold obtained on our children—and some older people—by the wretched Sunday comic section is due in great measure to the fact that the same characters figure continuously, thus becoming familiar acquaintances. In an article in another number a mother related how she had been able to help her little boy to overcome certain temptations by means of a story in which a soldier (he admired soldiers) was able to do that which he had not attained to.

Putting together the two suggestions,—that of constantly recurring characters, and that of the simple, purposeful story,—I began a series of stories which my little girl calls the Kitty and Johnny stories. At first they were usually told while the tangled hair was being coaxed into order, or as a bedtime story. They were extremely simple, but their simplicity never interfered with their receiving a hearty encore from their in-

<sup>1</sup> Roy Temple House, in *Ladies' Home Journal*.

terested little audience of one. It is not always the great story or the literary gem that grips our interest, but rather the one that deals with our own experiences and unexpressed thoughts. These little narratives dealt with experiences so strikingly corresponding to her own that frequently she would say, "Now, mamma, you're just telling about me, aren't you?"

The stories were built about a little brother and sister named Kitty and Johnny Bell. Their father and mother and several relatives and playmates were necessary at different times, and I found it added to the interest to introduce the same ones frequently.

The purpose of the stories is to instruct in morals, etiquette, or other useful knowledge, and to give her an opportunity to view her own experiences in a disinterested and impartial way.

The following are some of the subjects considered. Some may be combined in various ways, and many more added:—

1. Helpfulness at home, and methods of performing household duties.
2. Courtesy at home and with playmates.
3. How to act when visiting, and how to treat little visitors.
4. Proper and improper behavior in church.
5. Prompt obedience.
6. Taking liberties in neighbors' houses.
7. Chronic borrowing.
8. Care of animals.
9. Noisy crying.
10. What to do in case of fire.
11. Sabbath observance.

12. Taking health precautions—wraps, rubbers, etc.

13. Taking treatment for a cold.

14. Self-control.

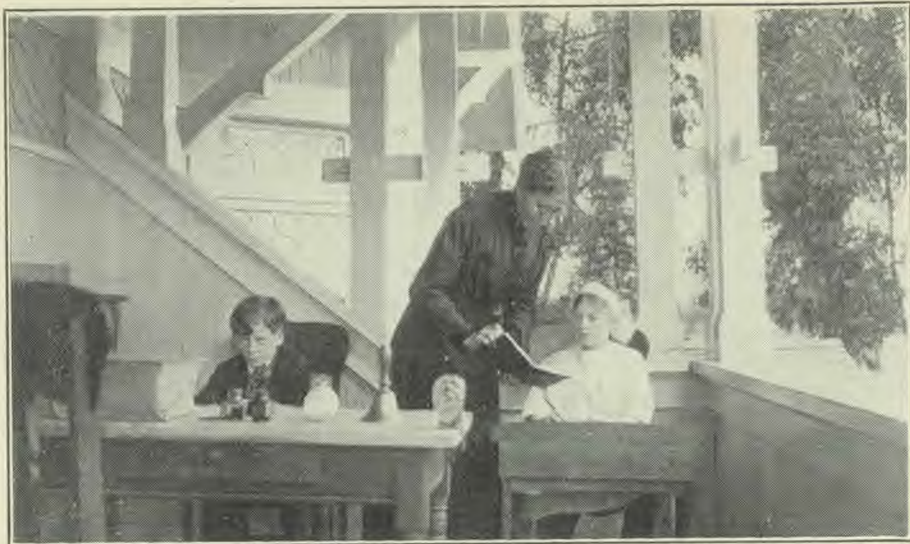
I have found it helpful to deal with some one point in different combinations several times in succession in order really to make an impression. The greatest value of the stories is as a means of suggestion and instruction, but they are also helpful in arousing a desire to overcome faults. The following is a concrete illustration, given, not because I have the gift of story-telling, but because I have not. If some one who had the gift were to tell a story, it might be felt that it accomplished its mission through the ability of the narrator rather than through the power of the child's love of a story. Here is the story:—

#### Kitty and Harriet

When the next Sabbath came, little cousin Harriet went to Sabbath school with Kitty and Johnny. She went into the class with Kitty, but somehow she didn't find the lesson very interesting. I think it may have been because she was trying to make Kitty laugh by pinching her arm when the teacher could not see. Kitty had always been taught that Sabbath school was a holy place, and that it was disrespectful to God to play in class. But Harriet had not had such careful teaching, so she really did not know how wrong it was.

When it was time for church, she wanted Kitty to go to sit with a number of other little girls who did not like to sit with their mammas, but Kitty said, "No, it is ever so much nicer to sit with mamma, I think." So she persuaded Harriet to go with her. They all went in together. Mr. Bell was not at home, so there were only the four—first Harriet, then Kitty, then Mrs. Bell, and last of all, Johnny, because he was the only gentleman in the party.

They had to wait a few minutes for church to begin, and the children sat very quietly. But during the prayer Harriet reached under the seat and pinched



ROSELAWN HOME SCHOOL

Kitty. Kitty found it hard to hold still, but she did the best she could, and tried to listen to the prayer. Then Harriet tried other ways to make her giggle, but Kitty set her lips hard and would not do so.

After the prayer a lady came in with a baby in her arms and a little girl walking beside her. Harriet nudged Kitty to look at them, but Kitty just made her face look straight in front of her. Then the little girl tripped and fell, and before she thought, Harriet laughed aloud. She felt a little ashamed of that, and kept quiet for a while.

By and by she got her handkerchief out and made a doll of it. She held it up for other children to see, and succeeded in making some of the little children laugh. One little girl's mamma shook her head at her, so she put the doll down and tried to get Kitty to help her play with it. Kitty did so want to listen to the minister and try to understand the sermon. She did wish mamma would look around, but she did not want to disturb her.

By and by Harriet began pinching and tickling her again, and as mamma felt her wriggling in her seat, she looked over at Harriet. Mamma saw what was happening, so she beckoned to Kitty to move so she could sit between her and Harriet. Kitty was so glad to move, and she was sorry for Harriet that she had not been taught to behave properly at church. She was glad, too, that Harriet had come to

see them, for she knew that mamma would teach her a better way to do in the Lord's house.

### How Mother Robin Feeds Her Young

A PAIR of robins had their nest in one of our shade trees, and for a day or two I had been hearing the little ones chirping among the branches. Then a day came when the mother robin coaxed them down from their leafy perches for a frolic on the lawn. It must have been near their dinner time, for they seemed very hungry, so much so, in fact, that the mother could hardly gather worms and bugs from the lawn fast enough to keep them from complaining. But the odd part of the story now comes. She would feed only one at a time, and kept feeding that one until it was entirely satisfied. She brought a worm to the fledgling on her right, and it quickly swallowed it; and when she returned with a second worm, the next birdie came crowding up,

thinking that it must be his turn; but not so. She pushed him aside and gave the worm to the same bird she had fed at first. She continued to do this until the little fellow went floundering away over the grass, chirping his thanks as he went. Then she took the second and the third bird and satisfied each one in succession, never giving a worm to the third until the second had ceased to ask for more. — *W. S. Hiigel, in Our Dumb Animals.*

### Touch of a Little Hand

PERHAPS there are tenderer, sweeter things

Somewhere in this sun-bright land;  
But I thank the Lord for his blessings,  
And the touch of a little hand,—

A little hand that softly stole  
Into my own that day,  
When I needed the touch that I loved so  
much  
To strengthen me on the way.

It seemed to say in a strange, sweet way,  
"I love you and understand;"  
And calmed my fears as my hot, heart  
tears  
Fell over that little hand.

— *Selected.*

### A Noble Memorial

"THE Ellen Wilson Fund for the Christian Education of Mountain Youth" is the memorial a group of Southern women have undertaken to set up in honor of the late Mrs. Ellen Wilson, wife of Pres. Woodrow Wilson. These women, desiring to honor Mrs. Wilson's memory in some way, asked the President to what such a fund might be devoted. He answered them that since Mrs. Wilson had been greatly interested in the work for the "mountain whites," and had personally as-

sisted several young people of that section of our country to an education, he should be glad to see a memorial to her devoted to a work to which she would gladly have given her efforts.

### Letter From a Mother-Teacher

DEAR BROTHER: Your letter has been received. You ask about my home school. This is a subject I am intensely interested in, and one that I am sure every mother ought to give her whole soul to. So many times we know we ought to do things and yet do not know how. Getting hold of something definite and knowing how and where to begin is a wonderful help.

I think the most of us find the beginning the hardest. The interest, the love, and the joy you find in your work, after you once begin, spurs you on, takes away the burden, and the work becomes a most delightful pleasure. I have got some fine ideas from visiting other schools and watching different methods of teachers.

In La Harpe, where we last lived, there was a primary teacher who had taught there for more than twelve years, with the greatest success. When I visited her schoolroom, it did not take me long to find the key to her success. The pupils all marched in perfect order, keeping time with the music; and as each one passed the teacher, he would politely bow and say, "Good morning, Miss Ellis." After all were in their seats, she complimented them, telling them how nice they all looked with their hands folded, and began telling them some sweet story, with ev-

ery eye upon her. Then she began to question them to see how many had caught what she was saying, and many eager little hands went up.

Then came class work. On the board was a tree drawn, and on its branches were such words as cat, dog, rat. Each child in turn went eagerly to the board to find something on the tree and name it.

Then the teacher began a drill on the sounds of the letters, by the use of some original charts. She told a story of some children who went for a walk, and of the things they saw that would make a sound to represent the letter. For instance, they met a snake and it hissed at them, giving the *s* sound. Then down at the pond they saw three frogs; one gave the sound of *l*, the second, *g*, and the third, *v*—and so on through the story until every letter was sounded and illustrated by a picture on the chart. She told me she had a story for the vowels that showed their relation to the consonants.

These things may not be of interest to you, but they gave me some new ideas. One strong feature was that it held the attention of the children, and she was thus able to leave a strong impression.

There is so much to be said on child culture, and so much more to be learned, that I almost grow bewildered as I think of it and the great responsibility that it brings to us.

O yes, there is one more thing in Miss Ellis's room I wanted to speak of, and that is a sand box

that extended the whole width of the room, for the purpose of teaching them about rivers and mountains and forms of the earth. Then at one end of the sand pile was a little doll house about three feet high, with furniture, and the little girls were taught to keep their house in order, to make their doll beds correctly, and then they would make the lawn in front of the house, and make flower beds. On rainy days the children played in the sand.

Of course the sand pile is not a new thing; but as I looked at the happy little ones, so interested and eager to learn, I thought how much easier it is to teach by object lessons, as it brings no burden or mental strain, and the children are kept so happy, which is, as we know, essential in mental development.

Really, I do not see very much excuse for mothers' not teaching their children at home, until a certain age at least, with so much help at hand, such as CHRISTIAN EDUCATOR and the special Testimonies on education and character building, and the many gleanings here and there from different things, besides a department in the conference for our help.

Wishing you the greatest success in your work and the blessing of God in it, I remain,

Yours for the work,

MRS. E. T. WILSON.

P. S.—I have been interrupted many times, and I hope you will excuse this rambling letter and mistakes.



### A Mother's Experience in Home Teaching

[In the *Woman's Home Companion* Bertha Bellows Streefer gives the following interesting account of a mother's experience in teaching her child before he went to school.—Mrs. C. C. L.]

ONE day when John was four years old, we visited a friend who had a little girl about my boy's age. Mrs. Warren had arranged a horizontal row of flinch cards so that the numbers ran consecutively from one to fifteen, and Dorothy was entertaining herself by placing the rest of the cards in the pack in vertical rows, similar denominations being above and below the original row. John eagerly joined in the "game;" and when we reached home, he begged for our flinch cards to play by himself.

At first his idea was to place in a row cards bearing similar symbols, then he began to ask what this or that figure was called, until he could count to fifteen. The next stage was reading the numbers on each page of books and magazines; and when he discovered that there were a great many numbers over fifteen, he wanted to know what they were, too.

So, on a large piece of paper I wrote the numbers from one to forty-nine, one under the other, in a straight, even column. Then I pointed out to the child that the last figure in all those numbers was a constant repetition from naught to nine, figures with which he was already familiar. Then we noted that in the first column there was another repetition of the figures, only that there were ten ones together, then ten twos, ten threes, and ten fours.

"Now," I asked, "can you tell me how you think I ought to make the next number?"

The child thought a minute.

"You'd make a five and a naught, wouldn't you?" he asked. "Yes," I assented. "Now, what next?"

"A five and a one, a five and a two"—and he went on describing the numbers to fifty-nine. After a little hesitation he ventured on sixty, and inside of half an hour he had told me how to complete the table up to one hundred, thinking it all out himself from forty-nine up.

The next thing to point out was that the first of the two figures showed how many tens had preceded it, and the child counted the numbers to assure himself of the truth of this statement. After having learned the numbers as far as fifteen with the flinch cards, the rest of the teens were easy. But before entering upon the twenties, I drew his attention to the numbers over forty, for the reason that they afforded a better example of the next thing I wanted to teach, the names given the groups of tens. I explained that instead of saying four tens, we say four-ty, or, more quickly spoken, forty; instead of five-ty, fifty; then six-ty, and he eagerly volunteered the information about seventy, eighty, and ninety.

THE mothers in the home and the teachers in the school should have a sympathetic understanding of one another's work.—*Mrs. E. G. White.*

Read the editorial: "The Mother as Teacher." See page 44.

# Christian Educator

W. E. HOWELL - - - - Editor  
 J. L. SHAW }  
 FREDERICK GRIGGS } - Associate Editors

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## Opening of Schools

WE have heard from only a few of our schools. Union College reports that "the enrollment is larger than at this time last year. The chapel is now, at the very beginning, nearly as full as at any time last year. In some of the departments more have registered for college work than for academic."

At Emmanuel Missionary College "during the opening week the enrollment almost reached two hundred, and the list is rapidly increasing. Approximately one third of the students have never attended here before."

South Lancaster Academy had about an even two hundred the first day. The ladies' dormitory had only one room left, with six more girls coming the next day or two. There are now thirty-two in prospect for graduation.

At the end of the first week Washington Missionary College had enrolled two hundred and six, with two hundred and thirty-four at this writing. Every class offered in English is filled, and every one in Bible except advanced Bible doctrines. There are four classes in history, and eleven classes in foreign languages, distributed over Greek, Latin, French, German, and Spanish, with two years of each and three of French, besides a class in phonetics. All dormitory space is filled.

At Walla Walla College the normal department "has more students this year than for both the two years previous." Director Davis writes with justifiable pride, "I have *seven young men* doing normal work."

## School Register

COPY for a new school register has been adopted by the General Department, and is already in the hands of the printer. We hope to have it ready by the middle of October, and advise all our teachers to secure a copy and use it this year. It will not be a difficult matter to transfer the markings of the first few weeks to the new book. The register is good for one year, and retails at twenty-five cents. It should be ordered as Form 7-B.

## Bell's Revised Grammar

THIS new book is a revision of the original "Natural Method in English," and bears the same title, with the subtitle "A Complete Grammar." It is issued in one volume, contains 475 pages, and retails for \$1. The publishers began to fill orders the third week in September. This book was adopted by the educational council in California for uniform use in our schools.

## Teachers' Reading Course

THIS course begins the first of October and continues through April—seven months. This plan leaves the teacher free during the opening and closing months of the school year to attend to the many details incident to organizing and giving examinations. The reading prescribed for this year is as follows:—

"The Teacher," by Milner .....\$1.25  
 "Health Work in the Schools," by

Hoag and Terman ..... 1.60  
 CHRISTIAN EDUCATOR ..... 1.00  
 Outline Notebook for Reporting .... .15

By special arrangement with the publishers we are able to offer a club rate for the four for \$3.25, thus saving 75 cents to our teachers. Order through the tract societies.

The first book to be read is "The Teacher," with notes in the EDUCATOR.

## Plan for Country Schools

COMMISSIONER OF EDUCATION CLAXTON says that women will be entirely replaced by men in the schools of the United States by 1930.

His plan to supplant women teachers is part of a project which he has outlined to completely change the method of conducting country schools. He intends to provide a teacher who shall be a mature man, with a domicile in connection with the schoolhouse and with a small farm.

This farm he is to cultivate with the help of the pupils, who thus will get valuable agricultural training, while the pedagogue will be able to increase his income by the sale of his products.

# Washington Missionary College



## "THE GATEWAY TO SERVICE"

AT HOME AND ABROAD

*For Calendar, Apply to the President,*

**J. L. SHAW, Takoma Park, WASHINGTON, D. C.**

### THE COLLEGE OF MEDICAL EVANGELISTS, LOMA LINDA, CAL.

Our readers will doubtless be pleased to know of the distribution of the graduates of our Medical College. Long before their graduation, four of these had been chosen for foreign fields. Three of these, Drs. A. N. Donaldson and Dr. D. E. Davenport and wife, will go to China. Dr. Olive Smith, with her husband, who is a graduate nurse, will labor in Burma. Dr. A. R. Dickson has a position as interne in the California Hospital in Los Angeles. The other graduates are all located in various denominational institutions for a time.

The medical course proper having been well established, the faculty has determined to give more special attention to developing and perfecting the medical evangelistic courses. There are two of these courses; one two-year course designed to prepare workers speedily for needy fields. These should be graduate nurses, Bible workers, young ministers, and others who have had some experience in our work but who desire a better preparation for reaching the people with the truth.

The other evangelistic course covers quite fully the complete medical course of four years, but does not require the same preliminary training as the medical course. This course is designed to prepare many with proper qualifications of physicians who need not seek recognition as physicians, but will labor as evangelists. We are told that thousands ought to be given this preparation. Any of our young people desiring further information regarding these courses should send for a calendar to the College of Medical Evangelists, Loma Linda, Cal.

The attention of our readers is also called to the September 15 number of the *Signs of the Times*—a Health number, prepared by the students and faculty of the College of Medical Evangelists.

NEWTON EVANS, M. D., *President.*

# UNION COLLEGE



**“The Student’s Desire”  
Recognized Everywhere**

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**Harvey A. Morrison, President**  
College View, Nebraska