

# CHRISTIAN EDUCATOR

A MAGAZINE FOR HOME AND SCHOOL

Vol. VII

January, 1916

No. 5

## CONTENTS

Frontispiece — Native Delegates to the Shanghai Conference	
The Intellectual Awakening in the Far East.....	131
Music as an Educator .....	133
Some of the Practical Problems of the Composition Teacher..	135
Lake Titicaca Indian School .....	138
Editorials	
Local Institutes .....	139
Dealing With State Authorities .....	140
To Lovers of Sacred Music .....	142
Doped Fiction .....	143
The Ministry	
The Ministerial Reading Course for 1916 .....	144
Notes on the Reading Course .....	145
The Normal	
School Meetings .....	148
Helps for the Schoolroom .....	149
Junior Work in Our Schools .....	150
Pedagogical Succincts .....	151
The Wheels Go Round — Some of the Product.....	152
Notes .....	153
Home Education	
“What Can a Boy Do?” (Poem) .....	154
Nature Month by Month .....	155
Story Time .....	157
The Washerwoman (Poem) .....	158
Books and Magazines .....	159

Published Monthly By

**Review and Herald Publishing Association**  
Washington, D. C.



# EDUCATIONAL SUPPLIES

## TEXTBOOKS

Bell's Complete Grammar, Revised .....	\$1.00
Bell's Rhetoric .....	1.25
Bible Lessons for the Elementary School, McKibbin, Nos. 1, 2, each .....	.90
Bible Lessons for the Elementary School, McKibbin, Nos. 3, 4, each .....	1.20
Bible Lessons Outline Maps, Nos. 1, 2, 3, each .....	.05
Bible Nature Series, Cady, No. 1 .....	1.20
Bible Nature Series, Cady, No. 2 .....	1.35
Bible Nature Series, Cady, No. 3 .....	1.50
Bible Nature Outline Patterns, Nos. 1, 2, 3, each .....	.25
Counsels to Teachers .....	1.00
Education .....	1.25
Essentials of English, Rine .....	.90
Manual, Primary Reading, Hale .....	.45
Manual, Bible Lessons, McKibbin .....	.30
Manual, Cardboard based on Household Economy, Robison .....	.50
Nature Study Notebook, Nos. 1, 3, each .....	.40
Nature Study Notebook, Complete .....	.85
New Testament History, Kern .....	1.00
Outline Maps	
Set of 7, including China, Panama and Canal Zone, Australia and Pacific Islands, Asia, South America, Japan and Korea, and India, per set .....	.75
Set of 10, includes set of seven above, and in addition, North America, Europe, and Africa, per set .....	1.00
Reader Card Series	
No. 1—Dissected Alphabet, 4 to 10 of each letter .....	.10
No. 4—Sentence Builder, 434 phrases, 634 words .....	.20
No. 5—Phonetic Builder, 8 cards ruled for cutting .....	.20
No. 11—Word Flash Cards, 100 5½ x 9, per set .....	1.00
No. 15—Phonetic Charts, 3, 22 x 28 .....	.65
Sight Singing, Nos. 1 and 2 combined .....	.35
Sight Singing, No. 3 .....	.25
True Education Reader, Nos. 1, 2, each .....	.60
True Education Reader, No. 3 .....	.75
True Education Reader, No. 4 .....	1.00
True Education Reader, No. 5 .....	.90
True Education Reader, Nos. 6, 7, each .....	1.00

## BLANKS

Form No.	
1-B Pupil's Period Report .....	.01
3-B Church School Treasurer's Annual Report .....	.01
4-B Teacher's Contract .....	.01
5-B Enrollment .....	.01
6-B Superintendent's Report .....	.02
7-A New School Register .....	.25
9-B Certificate of Promotion, eighth grade .....	.05
10-A Certificate of Scholarship, tenth grade .....	.05
14-B Application to Superintendent to Enter Reading Course, per 100 .....	.25
17-A Teacher's Reading Course Certificate, per 100 .....	.50
25-A Teacher's Final Report, per book of 24 sheets (12 sheets duplicated) .....	.35
27-A Period Report, Secondary Schools .....	.03
28-A Opening Report, Secondary Schools .....	.03
29-A Closing Report, Secondary Schools, per 100 .....	.50
30-A Final Report of Scholarship, Eighth Grade, per 100 .....	.30
32-A Elementary School Pledges, pads of 50, each .....	.10
33-A Elementary School Statement, pads of 50, each .....	.15
34-A Pupil's Home Work Report, pads of 50, each .....	.30

## BULLETINS AND PICTURES

(See third cover page)

Note.—Always give the form number when ordering blanks.

ORDER THROUGH YOUR TRACT SOCIETY



## An Excellent Idea

FIELD officers, normal directors, and teachers are always looking for good ideas. They will find a few in CHRISTIAN EDUCATOR each month, but here is an excellent one, passed on by an energetic secretary:—

*If you want really to do thoroughgoing work in increasing the number of EDUCATOR readers, get a list of those who are already subscribers in your territory, then give chase to the rest.*

The publishers will supply the subscription list to any secretary, superintendent, director, or teacher, on application, if the territory desired is specified. Try the plan. Others are at work:—

I am just entering upon a campaign in behalf of the EDUCATOR. I have written our superintendents, urging them to take up the matter with the teachers, and have forwarded to each a list of the subscribers in his territory.—*C. A. Russell.*

I have just sent in eighteen subscriptions for the magazine. Each number is welcome.—*B. B. Davis.*

I am doing all I possibly can to get the EDUCATOR into all the homes where it is needed, and that is *all* homes where there are those who ought to be interested in education.—*Mrs. Carrie R. Moon.*

Inclosed you will find \$5, for which please send the CHRISTIAN EDUCATOR to the inclosed names, and send me by return express the large Peerless Globe.—*C. G. Towne.*

CHRISTIAN EDUCATOR is a member of the Teachers' Reading Course this year.





NATIVE DELEGATES TO THE SHANGHAI CONFERENCE

Front row only: Pastors M. P. Keh and T. K. Ang; S. M. Miyake, S. Yamasaki;  
Pastors C. Mon Cook, Ne Keun Ok, and Huang Dzun Dao.



# CHRISTIAN EDUCATOR

Vol. VII

Washington, D. C., January, 1916

No. 5

## The Intellectual Awakening in the Far East

BY A. G. DANIELLS

EVERY observant traveler who visits the Far East is deeply impressed with the marvelous changes he sees taking place. Of this Mr. Sherwood Eddy says:—

During seven months of 1912-13 in a journey across Asia, including India, Burma, Ceylon, the Straits Settlements, China, Korea, and Japan, the writer has been impressed with a great awakening that is sweeping over the whole of that vast continent of Asia. The same principles that created our Western civilization are at work today in the ancient East, bringing about the same great transformations there that they have wrought in the West. So vast and widespread is this awakening that it might well be called "the Renaissance of Asia." And yet it is more than this; it is an intellectual renaissance, a religious reformation, and a nineteenth century of scientific and industrial development all combined. Greater in volume, in depth, and in power, than the Renaissance in Europe four centuries ago, it may prove to be even greater in its significance also. The population in the fifteenth century was less than one hundred millions, while that of Asia today is over nine hundred millions. Greater in rapidity than the awakening in the West, this combined renaissance and reformation is crowding into decades in Asia what was the slow growth of centuries in Europe.

This great awakening has been brought about by the points of contact that have been formed between the West and the East. This contact with Western thought in all its manifestations has given the people in the East new visions of life. The impact has thrown them out of their beaten tracts of thirty centuries, and now they are endeavoring to build on a new foundation.

The present is a period of reconstruction among all the leading nations in the Far East. They are changing their forms of government, their systems of education, their economic and industrial policies, their social customs, and their religions.

The most important part of this reconstruction work is the religious—the turning away from idolatry, with its debasing superstition, to the elevating, uplifting worship of the living God and Saviour of men. It is the knowledge and worship of the true God that has given the Western nations the blessings and advantages they possess above the non-Christian nations in the East.

Next in importance to the great religious changes going on, is the wonderful intellectual awakening that has taken place. This awak-





GRADUATES OF AUSTRALASIAN MISSIONARY COLLEGE, 1914 — A RECRUITING SCHOOL FOR THE NEW ASIATIC DIVISION CONFERENCE

ening is manifested and measured by the great changes that are being made in the educational systems and methods of the different nations. The old artificial and impractical systems are being abandoned for the more modern, up-to-date, practical, and efficient systems of the West. The slow, laborious, unnatural methods of giving and securing education are being changed for Western methods.

It is difficult either to grasp or to state in full measure the influence and effect of this intellectual awakening upon the masses of the Far East. Education is valued, honored. The governments have come to recognize their responsibility for the education of their subjects. Thousands of modern, creditable school buildings are being erected and equipped with practical appliances for teaching. New textbooks on all the subjects being taught in the schools are being produced. Literature is coming into such demand that the out-

put is increasing enormously each year. It is claimed that Japan published more new books during 1913 than either England or America. In Shanghai one mission house alone is circulating more than one hundred million pages of literature annually.

As nearly all the literature now circulated in the Far East is filled with Western thought and ideals, it can readily be seen how rapidly the life, in all its phases, of these Eastern peoples must be changing.

The plastic condition these people are now in, their openness of mind and heart to receive from others the best they may possess, ought to appeal mightily to the people living in more favored lands. As Dr. Mott says, "It can no longer be a matter of indifference to one part of the world-body what happens in any other part." And he adds: "The Christians now living in Western lands should have a realizing sense that this present, unparalleled world situation affords not only the greatest opportunity



the church has ever known, but also, so far as they are concerned, their best and their only opportunity."

When we reflect that in these countries of the Far East where these new, uplifting, thrilling conditions have sprung up, are living

more than one half of the human race, we get some conception of the great service the people of Western lands may now render the people of the East. May this unparalleled opportunity appeal to us as it should, and lead to the response that ought to be made.

## Music as an Educator

BY J. S. WASHBURN

MORE and more is music coming to be regarded as of great value, not only as an accomplishment in a finished education, but as a power in developing the highest faculties of mind and heart.

The president of one of our largest colleges was asked what one study he would have for his child, if only one study could be chosen. He at once replied, "Music." In explanation he said: "Because every faculty is called into play; the moral nature, the intellectual, the physical, the emotional, and the spiritual, without which all else is useless."

This statement is true. Music should have its proper place in the college curriculum on a parallel with chemistry, the languages, and mathematics. This is especially fitting in schools where a Christian education is given, for sacred music is a very important branch of a religious training.

Music, in its deepest significance and as a disciplinary means to the mind, in both its mathematical and esthetic demands, is far more valuable than Latin or Greek, and touches the needs and appreciation of modern civilized life as they are touched by no other science or art. The plea of many young men and

women today is, "Give us less Greek and Latin, and more and better training in music."

An educated, practical musician says:—

Music has never generally been accepted as an educational instrumentality. It has rather been regarded as an accomplishment, or a means of amusement. But music is vastly more than a polite accomplishment or a means of entertainment. The growth of music in a nation slowly enforces the conviction that knowledge of it is very useful, on the one hand, while on the other hand its study is one of the severest and most exacting of mental disciplines. In other words, music comes to be understood both as a fine art and as an exact science.

As a pure art it is found to give exercise to all the powers of imagination and fancy, and at the same time to stimulate and exalt the best emotions known to mankind. As an exact science it is on a par with the study of mathematics in its highest forms. To know the science of music is to follow the same intellectual processes as are evoked in the pursuit of mathematical demonstrations. But the conspicuous merit of such exercises of the mind lies in the circumstance that it may be said on the one hand to be limitless, while on the other it is forever stimulated by the finest exhilaration of art.



This being true, it is apparent that music should be made a part of the educational system of our country. Every nationality has its history written in its arts. As the arts rise and flourish, so rises and flourishes civilization. Among such arts, music has always been and ever will be transcendent.

Regarding music, therefore, in the light of information, it fitly ranks with any other study likely to furnish the mind with matters of historic value. Regarding music as a science, it may be classified with the most efficient instrumentalities of pure mental discipline. Consequently, to place the study of music in any educational system is to put at the disposal of students an inestimably valuable means of information and discipline. But it is also to do a great deal more. It is to cultivate the noblest sensibilities and to promote the purest and most exalted conceptions of truth.

It is to be noticed that some of the most progressive and best educators of the land are advocating the adoption of music as a study in the schools. Indeed, music as a regular study is finding its place in quite a number of the public schools. At first, music was adopted as a mere exercise, a sort of diversion. Then it came to be regarded more seriously. Departments of music in colleges and universities have exercised a profound influence in many ways. The influence thus engendered is finding its response in the serious attempts throughout the country to make music an optional study in the public schools. The merit of the attempt is certain not only to justify it, but ultimately to make music a serious study in all the schools of the land. As an abstract utility, the value of music cannot be measured. Much might be profitably said relative to this view of music. But thoughtful minds everywhere recognize the danger to

national character in directing energy solely to considerations of abstract utility. It is recognized by the safest minds that there is something more in life than abstract utility, and that every system of education which excludes the culture of the best sensibilities and the highest ideals is a menace. In other words, the best educational system will incorporate some means of discipline that will constantly appeal to an exercise of the higher faculties of the mind, and stimulate its best emotions. The adoption of music in all the schools will accomplish this very thing.

The absolute truth of the foregoing statement, no one can deny. But if this be true of music, as educative in a general way, how much more is it so in Christian education? Music is preeminently the divine art. True music awakens a longing for something higher, sweeter, and better than we may know in this life. Into the heart come swelling tides of longing that never will be satisfied till the soul finds God, the Author of music. The amazing mathematical exactness of the science of music, the wondrous flowing rhythms, the mysteries and wonders of harmony, all show the wisdom of the Master Musician. In studying music, as no other art, we are studying the tender, lovely, wonderful mind of its Author. In other words, we are *studying God*. There is a spiritual uplifting power in music. As a mighty force for good in Christian education, it stands in the first rank. Shall we not make more of music in our educational work than ever before?

**READ OUR EDITORIAL "TO LOVERS OF SACRED MUSIC"**



# Some of the Practical Problems of the Composition Teacher

BY LAURA FOSTER-BATHBUN, ACADEMIC SECTION SECRETARY IN ENGLISH, LAKE  
UNION CONFERENCE

It is well that my subject is limited to some of the problems, for even a glance at the aims set before us, the material to be worked with, and the conditions under which the teacher of composition must work, causes the problems to appear almost as numerous as the stars. They are found on every side, and it is difficult to know where to begin an enumeration.

## Some of the Problems

There are problems to be met with in the choice of a textbook, and how to use it, in the presentation of principles, and in securing an application of them by the students; problems in how to secure interest and keep it; how to correlate the work with other school subjects; how to make successful assignments; how to conduct the criticism of student efforts; how to secure the attention of a student upon his individual faults; how to help those who have credit for preparatory work, but are not up to standard,— these, and many more confront us; and closer study reveals many that are not at first appreciated.

What are the essentials of a good textbook? If one thinks the theory of the subject sufficient, he selects an old-fashioned book with no particular exercises arranged, and has the text recited; the path is plain, the goal certain, and any one who has a fair memory can get a passing grade. In my opin-

ion Bell's Rhetoric is too much of that sort, and is not an ideal textbook by any means.

## Oral Composition

If one believes that a fair share of attention should be given to oral composition, he will select a book with a variety of oral composition work provided for, as well as the written themes, one whose text is a guide to be followed, not recited; such textbooks are Scott and Denney's Elementary Composition for the ninth grade, and Brooks and Hubbard's Composition-Rhetoric for the tenth grade. Do all composition teachers teach oral composition? I wish this discussion might turn into an experience meeting after the order of a Methodist class meeting, and each one tell in turn how he deals with this subject, or answer such questions as the following:—

How are oral themes to be made most profitable?

Do you correct mistakes in grammar and rhetoric while the student is struggling with his thought?

Do your students criticize one another's oral themes freely and helpfully?

It seems to me that oral themes should be given at least once a week, and that the proper criticisms of his mates will often help a student more than those of the teacher. It has been a problem with me how to assign such themes in a way to insure preparation.



and how to conduct the criticism so that the precious minutes of the recitation period shall not be wasted. It is partly solved by having outlines handed in of what the speaker is to say.

#### Written Work

One reason I like the Brooks and Hubbard Composition-Rhetoric is because the principles of composition have been worked out like a chain, and just one link is added at a time; it is clearly explained, and illustrated, constructive work is outlined, focusing the attention upon that new point. More themes are called for than can be well handled, perhaps, and at this point a problem confronts us as well as the student. How much written work should be required? Should it always be in notebooks? Can the teacher profitably turn the correcting of themes over to a reader? I have found it fairly satisfactory to have short written themes every other day, mark the corrections myself in the afternoon, and return the notebooks the following morning. There are three reasons why I feel that I must mark all written work myself: first, to get acquainted with the students; second, to find out whether the lesson has been mastered; and third, when needed, I found no one trained for the work of a reader. I should also like to hear reports of experience with students marking one another's themes.

#### Use of Classics

On the alternate days when no written work is required, I have used American classics — complete

works — to illustrate further the principles studied, for which only extracts can be given in a textbook. I should like to get definite help from other teachers as to what have been found useful classics for tenth-grade work in our schools. It seems to me that the whole subject of selecting classics is an exceedingly important matter, to be considered prayerfully, and decided with the work of this denomination in mind. This year I used with good results Irving's "Westminster Abbey and Christmas Sketches;" "Evangeline;" Hawthorne's "The Great Stone Face;" Bryant's "Thanatopsis," and selected poems, these for both ethical and rhetorical value, and primarily for their practical value; Palmer's "Self-Cultivation in English," a Riverside Educational Monograph too recent to be listed as a classic. This adds variety to the work, and helps to maintain the interest.

#### Marking Themes

But to return to the marking of written work. It used to be one of my problems to know how to concentrate the attention of each student upon his own mistakes; but two or three devices have helped very materially on this point. Occasionally it is well to take time in the recitation period to consider common errors, and drill upon them; but more than this is needed to change a habit. Sometimes I make the corrections, and require the student to make a list stating what is wrong in each error, and why the corrections were made. This list is then handed to me with the composition



on the following day. Sometimes I indicate in the margin the nature of the correction, and require the student to write in the emendations himself. I try to correct as little as possible, in order to preserve the writer's individuality.

#### Dealing With the Content

In the content of compositions there are, of course, particular difficulties with every detail. How may we encourage precision and freshness and range in the choice of words? How develop clearness and variety in sentence structure, and the essential qualities of the paragraph? Robert Herrick in his pamphlet "Methods of Teaching Rhetoric," says that "the worst feature of the English question on the student's entrance to college is not merely bad grammar, bad spelling, bad punctuation, bad paragraphing, but rather a wan, thin vocabulary, undeveloped thought units, lack of power to relate two or three thoughts." What can we do to remedy this "deplorable impotence"? Exercises in discriminating synonyms, and word analysis which includes original illustrative sentences, together with drill on using the new words in literature, will increase the vocabulary. Nothing, it seems to me, but much practice in outlining and writing will train the student to "recognize the natural paragraph divisions of his subject, and to know how to set to work on his subject to develop the thought contained therein." The short themes mentioned above are not sufficient. There must be longer ones, five or six hundred words, once or twice a month.

#### Use of the Library

In connection with these longer themes, the problem arises, How shall we lead young writers to use the library wisely? Some definite instruction is necessary. Baldwin's textbook "Writing and Speaking" devotes a chapter of one hundred pages to "Clearness in Bringing Books to Bear." Exercises should be given to show the value of reading in several books on a subject, rather than in one only, and to show how to use the material gathered. Even after explaining that the thoughts and not the words should be used, it has been my unhappy lot to have a few students who thought it perfectly legitimate to "read up," and copy verbatim large sections of reference material, giving no credit, and piece them together with bits slightly paraphrased.

#### Choice of Subject

The problem of choosing subjects is an interesting one. Especially at first the subjects should be familiar, and those on which the students will be sure to have an opinion. It was intensely interesting to me, for instance, to read what was written, pro and con, on the topic "Reasons Why This School Should Have More Public Entertainments."

Many more problems exist and need solving besides these I have touched upon; but I, at least, shall be grateful for suggestions on oral composition work, the amount of written work, student criticisms, selections from classics, improving the vocabulary, ability in paragraphing, use of books, and choosing subjects.



### Lake Titicaca Indian School

BY F. A. STAHL

THE Lake Titicaca Indian school is located at La Plateria, Peru, in the province of Chucuito, twenty-one miles south of Puno, the railway station. The building is sixty by thirty feet, situated on school land covering one-fourth acre. The cost of land and building up to the present time is \$900. The school has been operating only one year, and during that time has turned out two graduates and been the means of converting



PART OF THE PUPILS

twenty persons, all of whom have been baptized. The average enrollment is 135, and the average age of the pupils attending is fourteen years. Half these children come from Seventh-day Adventist homes. The work taught covers grades one to three.

The faculty consists of one American teacher whose qualifications consist of a common school education, and three native teachers who have completed only the first grade.

Opportunities for self-help are not extensive. Up to the present time, only one student has stayed

at the mission, supporting himself by caring for the mission property and horses. The rest are day pupils; those who live at great dis-



THE SCHOOL BUILDING

tances, make arrangements to stay with people near the mission. No industrial work has yet been done by this school, due to the lack of material with which to carry it on. If the General Department could help us in this matter and also in securing good books for the students, a microscope, etc., it would be a great help.

The need of teachers for this school and for other schools distant from this mission is urgent. The school work among the Indians has a splendid influence, and is calling the attention of many persons to the message who would otherwise never be interested in it.

### Cosmopolitan High School



This school is located at Nassau, Bahama Islands. The total enrollment is fifty-three, mostly colored. G. G. Coffin is the teacher.



# EDITORIALS

## Local Institutes

WE are now in the very interesting period of local institutes for our elementary teachers. We are inclined to look upon the holding of these institutes as one of the most promising features of our efforts toward improvement in teaching efficiency. Three or four days of earnest counsel, prayer, and discussion of vital interests by teachers so isolated in their daily work that they seldom see the face of another teacher from one month's end to another, cannot fail to be productive of great practical good.

Since the local conference is our smallest unit of educational organization, these local institutes correspond fairly well to county institutes in the public schools. Our superintendent represents the county superintendent, and our union secretary the State superintendent. When the machinery of this simple organization is kept active and in good running order, it will not only raise the quality of teaching in our elementary schools, but will command the respect of State authorities that investigate our work.

There can be no question that from now on our school work will be more and more closely inspected. The all but universal compulsory education laws, the better-organized work of attendance officers, and the constant agitation of the democratic ideal of "equal educational opportunity for every American boy and girl," result in-

evitably in looking carefully after every child of school age. And this is right. The State is doing no more than its duty in instituting these thoroughgoing methods. The example it is setting in this respect ought to be a powerful stimulus to our union and local officers to do likewise; for the gospel ideal is as thoroughly democratic as the civil ideal.

May we not hope that the institutes held this winter will include the consideration not only of purely teacher and local school problems, but also of the larger question of methods and means of extending Christian school benefits to every Seventh-day Adventist boy and girl in the conference? This burning question is worthy of earnest study at every educational institute or conference of whatever kind. Who can study it more fittingly and from stronger vantage ground than the very ones who are in closest touch with the homes and churches of the local conference, namely, the teachers and officers who attend our local institutes?

One word more. A good suggestion came to our desk this morning in the form of a news item in the *Lake Union Herald*, announcing the institute for the West Michigan Conference. It is this: *Invite the members of the school board to attend the institute.* This may be done already in some places, but we feel sure that no better step could be taken to awaken a rousing interest in



the Christian education of our children and to infuse a spirit of willingness and sacrifice to provide adequate facilities for their instruction. Giving them a place on the program will help.

The news note says, truthfully, "If school boards met with us for such study, we should have better schools." How much we should personally enjoy attending a dozen of these institutes this winter!

### Dealing With State Authorities

It need not surprise us at all if our schools undergo more investigation by State and county officers this year than ever before. Our schools are growing in number and in enrollment. Some local conferences have as high as twenty-six to thirty schools in session. The Lake Union Conference has added about thirty new schools this year, and other unions presumably in proportion. The State is growing more and more active in extending school privileges to the remotest child, and requiring attendance within certain age limits. The State is taking a school census. Our educational officers are taking a school census if they are carrying out an action to this effect taken at the St. Helena council. The State census includes the children in our census. There is therefore of necessity an overlapping of interests.

But when we say an overlapping of interests, we do not mean a conflict of interests, at least we hope it may not prove to be. In order to avoid conflict, what should be our attitude toward investigation? Let it be most friendly.

Court inspection. The State is exercising its right and duty. We have nothing we are ashamed to have inspected. We have shortcomings, to be sure, which embarrass us even when we are not thinking of inspection at all. But we have no hostile aim or feeling toward the State, and if we can read published facts aright, our general average of school efficiency begins to measure up fairly well with that of the State schools, and we can say, without boasting, that ours is growing apace.

Generally speaking, State inspectors are satisfied when they find the work of a private or parochial school of equal merit with the State schools. Their motive is to see that every child is educated. The flexibility of the school curricula that is gaining substantial headway in the best schools tends to make inspectors less exacting in what particular things an elementary school teaches, provided the common branches are well represented. Some States specify more closely than others, and an inspector or other school officer here and there finds gratification in showing his authority; but such instances are not common, and even these can usually be met successfully if received courteously, or, better, if visited and talked with frankly about the character of our work.

An instance to the point occurred recently in one of our local conferences. Not long after a new school was opened, two of our patrons received notice by letter that they were keeping their children out of school un-



lawfully. Letters in reply assured the officers that the children had been in our denominational school all the time, taught by a thoroughly qualified teacher. One of the patrons was then visited, and told he was subject to a fine of a dollar a day for each pupil, and that the matter must be adjusted that week. Our superintendent was then sent for, and through her tact and good sense, she turned the conflict of interests into cooperative interest.

Taking with her the secretary of our board, she called first on the chairman of the local public school committee; then with the teacher she visited the county superintendent. On his remarking that he had heard they were "running some kind of little school for the purpose of teaching sectarian doctrines," she explained that the school was not a little isolated attempt by local people, but part of a well-organized denominational system, and taught by a normal graduate. Then passing to him a set of our examination questions which she had taken the precaution to bring with her, she remarked, "If you have time to look these over, you will see that although we do teach Bible and Nature in our schools, we are not neglecting any of the common branches." He seemed surprised that we teach U. S. history, civics, grammar, etc., and after looking the set through remarked, "Well, they look like good, thorough work." She then showed him our course of study, — which he asked the privilege of keeping, — and invited him to

visit the school. This he said it was his duty to do, and either approve it or shut it up. "That is just what we desire," she said, "for when you become acquainted with the work we are doing, you will not want to shut it up."

The next week he visited the school, examined our textbooks, remained and watched the work being done, made encouraging remarks to the teacher, offered to furnish her supplies at wholesale prices, and expressed an interest to visit the school again and watch the progress of the pupils.

Let us always bear in mind that the State authorities are acting within their rights when they investigate our schools and require certain educational standards to be met. It is not our place nor our desire to talk against the public schools, for they are doing a great and noble work for the children of all the people. All we want or ask from the State authorities is the privilege of conducting our own schools at our own cost, that we may not only give in them as good a general education as do the public schools, but include the teaching of the Bible and the maintaining of a distinctly Christian and missionary atmosphere, which cannot legitimately be provided by the State.

Let us also seek by every means to make the quality of our teaching equal in every respect to that of the schools about us, and as much superior as lies within us to do. There is nothing so satisfactory to us and to all others as really to do high-grade work.



### To Lovers of Sacred Music

WE desire to call the attention of our readers to two sacred songs recently composed and published by Pastor J. S. Washburn, our Philadelphia evangelist, who is well known to our people. One of these is issued in sheet form and entitled "The Tender Shepherd." With it, as a separate piece, is "Psalm 23" set to music as a chant. Price, 25 cents.

The other song comprises the words of the forty-sixth psalm set to chorus music, and entitled "The Refuge Psalm: A Song for the Time of War and of Trouble." The prices are 25 and 50 cents.

It has not been our privilege to hear either of these songs, but we feel in strong sympathy with this effort to bring forth the rich treasures of the "Hymn Book of the Bible" into usable form for modern lovers of sacred music. With the director of music in one of our colleges, who has ordered fifty-three copies of "The Refuge Psalm," we "feel that sacred music is what we must have in these times." It is one of the four "chief subjects of study" mentioned as taught in the schools of the prophets; namely, the law of God and of Moses, sacred history, *sacred music*, and poetry.

Has sacred music been one of the "chief subjects" taught in our schools? Has *sacred music* been the chief *kind* of music given to our young people in their educational period? If not, why not? Are we missing one of the greatest blessings our schools may enjoy by neglecting to give sacred mu-

sic the place in education for these perilous times that it deserves?

One of the *chief* subjects! What does this mean? As we have been accustomed to thinking and dealing with subjects, any one would readily mention Bible, English, history, and science as our chief subjects now, the others being largely accessories to these. What school or faculty places sacred music in the same rank with these as a means of experiencing the deeper spiritual life and of preparing for missionary service? With much reluctance we have admitted music—just music, not distinctively sacred music—to a paltry one unit of credit in the academic course, and that one optional with drawing. In the college course we are twice as liberal, granting two units for a complete conservatory course in music—just music. We fear, forsooth, that if we gave sacred music as respectable a chance as other "chief" subjects, some one might miss getting advanced arithmetic or French, or our girls might lose out on physics. In view of our profession and aims, the situation would appear ludicrous if it were not so solemn.

"The melody of praise is the atmosphere of heaven; and when heaven comes in touch with the earth, *there is music and song*" — sacred music and spiritual song.

The armies of Israel went forth with songs of praise, and returned singing praise for the victory won.

A hunted fugitive in the caves of the wilderness, David composed and sang some of his sweetest psalms.



In deep repentance of his great sin, David found solace in sacred song.

"With a [sacred] song, Jesus in his earthly life met temptation."

"On that last sad night of the Passover Supper, his voice was lifted" in the chanting of a psalm.

"Amidst the deepening shadows of earth's last great crisis, . . . the song of hope and trust will be heard in clearest and loftiest strains."

Why not regale our souls and the souls of our youth with a blessed antepast of sacred music and spiritual song in our educational effort at preparedness for the times that are coming upon us, and that right early? Why not invite music from the back seat it has so long occupied in our calendars and in our programs, to take a front seat of honor among our "chief subjects"?

### Doped Fiction

WHAT a boy reads is as important as anything else about him. You try to protect him from depraved associations of flesh and blood, but very often you make little enough effort to protect him from depraved associations in print.

You send him to school in the belief that the stuff he absorbs from printed pages forms his mind; but out of school you may let him absorb stuff from printed pages that is not fit to be in a dog's mind.

Time was when you could tell a wrong book for a boy because it was bound in yellow paper and sold for a dime. Nowadays many

wrong books for boys are most respectably bound in cloth. And they are perfectly moral, in the narrowest sense of that abused word. They describe how a fourteen-year-old boy, with a discarded set of harness and an old hoop skirt, made a flying machine and sailed round the earth; or, with a leaky wash boiler and two dollars in cash, built a submarine that destroyed the enemy's fleet; how a lad in knee breeches circumvented a gang of desperate criminals, and so became president of a railroad at sixteen.

These tales of preposterous juvenile achievement are depraved because they are monstrous lies. They do not stimulate a boy's imagination; they drug it. They do not set his imagination usefully at work, but send it off in a weird opium dream. They do not brace and enlarge a boy's mind; they lead it into a vicious, enervating habit of dope taking. They are a sort of psychological whisky drinking that makes the victim unresponsive to wholesome, natural tonics, and begets a flabby craving for the artificial kick.

The crime and shame of this thing is that the boy is not in the least to blame. In ninety-nine cases out of a hundred he would read a good book instead of a bad one if only the good book instead of the bad one were put into his hands. See what your boy—or girl—is reading. If it is a bad book, that is your fault. It is your business to get him a good one in place of it.—*Editorial in Saturday Evening Post of Dec. 4, 1915.*



# THE MINISTRY

## The Ministerial Reading Course for 1916

I. H. EVANS

THOSE who have completed the Ministerial Reading Course for the past two years need no special encouragement to continue in it the coming year. But some, for one reason or another, have not availed themselves of the opportunity afforded by this reading course. It is to such that I wish to write.

The Ministerial Reading Course is conducted by the Educational Department of the General Conference, and their plan is to have a five-year course, beginning with 1914 and closing with 1918. This course will cover Bible studies, denominational literature, history, science, and the work of the ministry. The object of the course is to promote the spiritual, mental, and physical development of the readers. All may not feel the need of these helps, and, therefore, fail to see wherein they will be benefited by pursuing these outlines; but I believe the majority do.

It is not planned that the Reading Course shall be exhaustive, but rather, suggestive. The reader may supplement his reading by selections of his own.

No doubt many will say they cannot afford to buy the necessary books. But surely such cases are rare. Can any young man afford not to take the course? Let me suggest a few reasons why most of us, whether preachers or lay workers, should take this course:—

1. It is good discipline to start

and complete a five-year course of this kind. One benefit to be derived from a college course is the discipline gained by following a definite line of work for a number of years.

2. Taking the Reading Course will enlarge our vision. It will widen our perspective, and furnish available knowledge for use in soul-winning work.

3. It is a mental stimulus. The books selected for this course will make us think, and cause us to hunger for further knowledge.

4. It is also a spiritual stimulus. Sin and wickedness are abroad in the land, and we need a spiritual awakening. The Reading Course will help us to meditate and pray; and, as workers, we greatly need this help.

5. To win souls to Christ is a great and holy work which requires skill and training, but many have not fully realized all that God expects of them. The Reading Course will give us new ideas as to both our duty and our opportunity in this work, and will prove a great help in bringing to us the viewpoint of those who have been strongest in preaching the gospel.

We hope that the workers in the North American Division Conference will earnestly pursue the Ministerial Reading Course, for the great good it will bring to them, and that they may become more efficient in proclaiming the truth.



## Notes on the Reading Course

(CONTRIBUTED BY PROF. M. E. KERN)

### Introduction

GOODSPEED'S "History of the Ancient World" followed immediately by Robinson's "History of Western Europe" makes an excellent survey of general history. The slight overlapping of the books is an advantage, giving the views of both authors on an important transition period.

It is well, before dipping into any book, to read the author's preface or preliminary survey, getting as far as possible a bird's-eye view of the scope of the book and the author's purposes and plans. A careful study of the present author's preface and first chapter will do much to insure a profitable reading of the book. While it may be thought that Professor Robinson is too sympathetic with the men and opinions of the past, he is nevertheless correct in warning the historical student against judging men of the past entirely from the standpoint of the present. We must always take into account the ideals of the age in question, and consider that every man is involuntarily influenced by the spirit of his age. We are told that the all-wise Judge, when he "writeth up the people," will take into account "that this man was born there." Ps. 87: 6.

Note carefully, too, what is said concerning the unity and continuity of history. These facts will help us to be less impatient when we find it impossible to put our fingers on the exact date when some institution or age began. Human institutions are a matter of growth, and it is often quite as impossible to say just when an institution like the Papacy began as it is to tell the day or hour when a boy becomes a man.

While history is "the limitless science of past human affairs," it is often "exceeding vague," and there is no study in which it is necessary to exercise greater care to ascertain the exact facts. If a Congressional inquiry is necessary to determine who was responsible for a victory gained a few months before, what shall we say of exact judgment of events hundreds of years ago?

This emphasizes the great importance of primary sources. While no one person can study the sources of all periods of history, we need to be careful to rely upon those authors only who have examined the sources of the periods of

which they write, as well as to take advantage of the opinions of other scholars who have done the same.

Fortunately, the present-day student has access to many volumes of the primary sources of history in his own tongue. It is very important that every one should read enough from these sources to enter into the spirit of the age being studied, and to test certain facts of special interest to him. This makes history more interesting, too. Robinson has truthfully said, "One who actually talked with Attila, or who witnessed the capture of Jerusalem by the crusaders, is clearly more likely to excite our interest than a writer of our own day, however much he may know of the king of the Huns or of the first crusade." —*Readings in European History.* Vol. I, page 6.

One consideration in choosing the present author for medieval and modern history was the fact that he has also prepared two volumes of sources to accompany his narrative. All who can possibly do so should procure Robinson's "Readings in European History," two volumes. (Prices: Volume I, \$1.40; Vol. II, \$1.50.)

Those who desire to pursue any subject further will find excellent bibliographies of standard histories and of other source material in our reading book and in the "Readings." Many of these can be procured from local libraries.

### Preparation for Christianity

The author's paragraph on this topic (page 18) opens up an interesting line of thought. Jesus came in the "fullness of the time." Gal. 4: 4. On the preparation for Christianity among the heathen, Fisher says: "In the heathen world there was not wanting a preparation for such a Deliverer. The union of all the nations in the Roman Empire had lessened the mutual antipathy of peoples, melted down barriers of feeling as well as of intercourse, and weakened the pride of race. An indistinct sense of a common humanity had entered the breasts of men. . . . In religion there was a drift toward monotheism. The old mythological religion was decaying, and traditional beliefs as to divine things were dissolving. Many minds were yearning for something to fill the void—for a more substantial ground of rest and of hope. They longed for a goal on which their aspirations might center, and to which their exertions might tend. The burden of sin and of suffering that rested on the common



mass excited at least a vague yearning for deliverance. The Roman Empire, with all its treasures and its glory, failed to satisfy the hearts of men. The dreams of philosophy could not be realized on the basis of ancient society, where the state was everything, and where no higher, more comprehensive, and more enduring kingdom could spring into being."—*Brief History of the Nations,* page 170.

### The Rise of the Papacy

No better comment on the "little horn" power of Daniel 8 can be found than the author's strong statements on pages 44 and 49 concerning the Papacy as a world power.

The church at the beginning of the fourth century embraced about one tenth of the population of the empire, with its strongholds in the cities. Constantine, a far-seeing statesman, perceiving the rapid decline of paganism and the growing power of Christianity, allied himself to the latter. "Without condemning heathenism, he recognized Christianity as a legal religion that was to be protected. This step was the beginning of what was to become the union of church and state. And so as the empire learned from Christianity and ultimately embraced it, Christianity, for its weal and for its woe, learned from the empire. As the empire weakened and went to pieces from moral, political, and economic causes, Christianity grew strong and ambitious; became worldly, political, and immoral."—*Moncrieff's "Short History of the Christian Church,"* page 113.

"Christianity became popular, and even fashionable. The numbers and influence of the Christians increased rapidly. The government of the church took on more and more the monarchical form to which it had been tending, and became constantly more powerful as the Roman state was growing weaker. Before the end of the fourth century, paganism was made illegal, and the triumph of Christianity was complete."—*Adams's "European History,"* page 125.

The gradual development of the Papacy is thus outlined by Fisher: "The early Christian societies were assemblies of believers, under the supervision of the apostles, with bishops or elders in each to guide its affairs. Passing beyond the apostolic age, we find in each of the churches a bishop. The bishops are regarded as the successors of the apostles. But there appear early among them differences of

rank. There was the metropolitan system under which the bishop of the capital of each province had a superintendence over the churches within its bounds. A few eminent bishops, first the bishops of Rome, Antioch, and Alexandria, then, also, the bishops of Constantinople, and, as a token of honor, of Jerusalem, were at the head of more extensive districts, some of them being political dioceses. These leading bishops came to be styled patriarchs. But it was early claimed for the bishops of Rome that they were the successors of the apostle Peter, to whom it was believed that Christ had committed the charge of his entire flock. Hence the claim of the Roman see to the primacy, in addition to a patriarchal authority. Moreover, the grandeur of Rome, the fact of the martyrdom there of the two chief apostles, the strength and influence of the Roman Church, aided in securing to the Roman See a growing pre-eminence."—*Brief History of the Nations,* pages 193, 194.

Having decided in favor of Christianity, it was but natural that Constantine take a hand in settling what was orthodox Christianity, which he did at the Council of Nice. The next step was to tolerate no one who disagreed with the form of Christianity sanctioned. An edict in 380 says:—

"We desire that all those who are under the sway of our clemency shall adhere to that religion which, according to his own testimony, coming down even to our own day, the blessed apostle Peter delivered to the Romans; namely, the doctrine which the pontiff Damasus (Bishop of Rome) and Peter, Bishop of Alexandria, a man of apostolic sanctity, accept. According to the teachings of the apostles and of the gospel, we believe in one Godhead of the Father, Son, and Holy Ghost, the blessed Trinity, alike in majesty.

"We ordain that the name of the Catholic Christians shall apply to all those who obey this present law. All others we judge to be mad and demented; we declare them guilty of the infamy of holding heretical doctrine; their assemblies shall not receive the name of churches. They shall first suffer the wrath of God, then the punishment which in accordance with divine judgment we shall inflict."—*Robinson's "Readings in European History,"* Vol. I, pages 23, 24.

The pretensions of Leo the Great are thus set forth in his own words: "A single person, Peter, is appointed from the whole world as a leader in the calling of



all peoples, and is placed above all the other apostles and the Fathers of the church. Although there are many priests among the people of God, and many pastors, Peter should of right rule all of those whom Christ himself rules in the first instance. Great and marvelous, my dear brethren, is the participation in its own power which it has pleased the Divine Excellency to grant to this man."—*Id.*, page 69.

That these early pretensions of the Bishop of Rome were not accepted at first is shown by the following from Jerome, a notable church Father who translated the Bible into Latin (the Vulgate): "If you are looking for authority, the world is surely greater than the city of Rome. Wherever there is a bishop, whether at Rome or Eugubium, at Constantinople, Rhegium, or Alexandria, his rank and priesthood are the same. Neither the power that riches bring nor the humility of poverty makes a bishop higher or lower in rank. All are successors of the apostles. . . . Why urge the custom of a single city?"—*Id.*

The decree of the Eastern emperor Justinian, which is the formal act of the secular power that doubtless established the *supremacy* of the Papacy, is not given by Robinson. It was issued in 533 A. D. The vital part of the document is as follows: "Paying honor to the apostolic see and to Your Holiness, as always has been and is our desire, and honoring Your Blessedness as a father, we hasten to bring to the knowledge of Your Holiness all that pertains to the condition of the churches, since it has always been our great aim to safeguard the unity of your apostolic see and the position of the holy churches of God which now prevails and abides securely without any disturbing trouble. Therefore we have been sedulous to subject and unite all the priests of the Orient throughout its whole extent to the see of Your Holiness. Whatever questions happen to be mooted at present we have thought necessary to be brought to your Holiness's knowledge, however clear and unquestionable they may be, and though firmly held and taught by all the clergy in accordance with the doctrine of your apostolic see; for we do not suffer that anything which is mooted, however clear and unquestionable, pertaining to the state of the churches, should fail to be made known to Your Holiness, as being the head of all the churches. For, as we

have said before, we are zealous for the increase of the honor and authority of your see in all respects."—*Cod. Justin., lib. 1, tit. 1, "Baronii Annales Ecclesiastici," Tom. VII, an. 533, sec. 12. Translated in "The Petrine Claims," by R. F. Littledale, LL.D. (Quoted from Protestant Magazine, Vol. II, No. 2.)*

This decree went into effect in 538 when the power of the Ostrogoths was broken.

That the hierarchy of Rome had difficulties in extending its domination over the church in some of the outlying districts of the empire where it had been established in the earlier and purer days, is shown from the story of the British church, given in chapter 5. George Smith says, "The Scoto-Irish church shone with a brighter because purer gospel light, and spread that light more extensively over what has ever since been the Christendom of Europe, than these centers of the Greek and Latin churches."—"*Short History of Missions," page 62.*

There is evidence of Sabbath keeping in this early Scoto-Irish church, as there is also in the Abyssinian church, which never came under the power of the Pope at Rome.

### The Ten Kingdoms

It must be evident to every reader that the period in which the barbarians were overrunning the Roman Empire was a most complex one. We can hardly expect a brief outline of this period to go into enough detail to enable us without further study to find the so-called "ten kingdoms of Western Europe." It must now be clear, too, how the lists of the ten kingdoms given by different commentators vary slightly, according to the conditions considered necessary to the fulfillment of the prophecy. This subject must be reserved for further private study, or some future reading course. Let me suggest that considering the statements made in regard to Odoacer (page 28) and the great conflict between the Papacy and the Lombards (pages 74, 75, 86), who were Arians, it may be well to question whether or not the Lombards are not one of the three "horns" plucked up by the "little horn." Why should we make the condition that all three must be plucked up before 538 A. D., which really is the beginning of the time during which the saints were "given into his hand," when the prophecy merely says "before whom [in the presence of whom] there were three of the first horns plucked up"?



# THE NORMAL

## School Meetings

C. A. RUSSELL

THE interest has been aroused, the school board elected, the place secured, the pledges made, the books purchased, the teacher hired, and the school program launched.

Look out for the breakers!

The enemy of God's work is not quietly sitting by all this time, complacently watching these plans for snatching away his subjects. "The children are the objects of Satan's especial attacks." "Satan is working by every conceivable means to draw them into his net."

Do not think, when all this preliminary work has been done, that the responsibility for the success of the work rests wholly upon the teacher. Every individual member of the church is responsible. Success means cooperation, and cooperation cannot exist without a mutual understanding.

When will our school boards see the necessity, absolute, imperative necessity, of regularly calling the church members together, that board, teacher, and members may pray and plan for the success of the school? Do not wait until a crisis is reached. These crises may be averted if all will come together, and with a spirit of cooperation unite in seeking divine wisdom in planning the work. In some instances the time of the midweek prayer meeting could very profitably be devoted to the school meeting. The devotional exercises should go on as usual, the school being made the special object of prayer. Then a short program

could be carried out. This might consist of a Bible and Testimony study on child training, on cooperation, on obedience, on home training, on school discipline. Volume VII of "Testimonies for the Church," "Education," "Counsels to Teachers, Parents, and Students," and *Christian Educator* are replete with matter on these and kindred subjects. No one would again criticize the teacher in the presence of the child after reading "Counsels to Teachers." Such topics as proper missionary work for children to engage in, Junior Missionary Volunteer funds, social conditions, absences, tardiness, truancy, necessary supplies, books, lesson assignments, home study, credit for home work and the new blanks used in reporting the same, the boarding place, school gardens (in season), problems involved in going to and from school, and many others of equal importance may be discussed with profit.

Little difficulties and misunderstandings are sure to arise before the school has been long in operation. No better time to have these matters cleared up than at the parents' meeting, or better, the school meeting, since not only parents and patrons, but *all* the members, should take an active interest in the school; for it is to be a *church* school, not a *private* school conducted by a part of the church through the sufferance of the rest. "The lambs of the flock must be fed." "Let all share the expense."

Naturally the chairman of the school board should call these meet-



ings, and preside. Of course he may delegate his powers to another—the elder, the teacher, or another suitable person. But the responsibility for holding them is his.

Your conference educational superintendent will be glad to cooperate with you in the matter of furnishing suggestive programs. Write for suggestions.

Again I plead, do not wait until impending doom impels you to action. Avoid disaster by that mutual understanding which will spell cooperation and make for success. Hold monthly school meetings.

### Helps for the Schoolroom

LYNN H. WOOD

AT the present time there is a large number of manufacturers throughout the United States who realize that the school children of today will become their customers of tomorrow. With this in view, they are publishing leaflets concerning their goods, and putting out educational exhibits showing how these goods are manufactured and placed on the market. They have spared no expense in producing these exhibits, and many of them are excellent for giving the children a knowledge of the economic values of materials in different parts of the country. They can be successfully used in connection with afternoon talks or lectures or with the study of geography. Usually they are sent to the teacher postpaid, but once in a while the company asks the teacher to guarantee the payment of express charges, and in one or two cases, as noted below, there is a charge made for the goods themselves.

**Manufacturers Who Furnish Exhibits**  
Pittsburgh Glass Company, Pittsburgh, Pa.

Pillsbury Flour Company, Minneapolis, Minn.

Joseph Burnett Company, Boston, Mass.

Vanilla Bean (50 cents).

North Star Woolen Mill Company, Minneapolis, Minn.

Diamond Crystal Salt Company, St. Clair, Mich.

Corticelli Silk Company, Florence, Mass.

Silk Culture Cabinet (\$1.25).

Washburn-Crosby Company, Minneapolis, Minn.

Process Exhibit of Flour.

Walter Baker & Co., Dorchester, Mass.  
Exhibit of Cocoa and Chocolate.

Cheney Silk Mills, South Manchester, Conn.

Process School Exhibit; Silk Products.

Standard Oil Company, Broadway, New York.

Petroleum and By-Products and Bottled Exhibits of Things Sold.

Horlick's Malted Milk Company, Racine, Wis.

Box of Sample Bottles.

Huyler's, New York.

Chocolate and Cocoa Exhibit

L. E. Waterman & Co., New York.

Process Exhibit Fountain Pens.

Cassela Color Company, 182 Front St., New York.

Exhibit Dye Stuffs.

S. C. Johnson & Sons, Racine, Wis.,

Hardwood Finished Different Ways.

W. L. Douglas Shoe Company, Brockton, Mass.

Shoe in Various Stages of Manufacture (\$5).

Joseph Gillott & Sons, New York.

Process Exhibit, and Samples of Pens.

Minute Tapioca Company, East Orange, Mass.

Tapioca.

American Sugar Refining Company, New York.

International Harvester Company, Extension Bureau, Chicago.

Twine Exhibit.

Postum Cereal Company, Battle Creek, Mich.

Exhibits of Post Toasties, Postum Cereal, and Grape Nuts.

In addition to these exhibits, there is other help that may be used by the teacher successfully.



A great many times he does not know what sort of decoration to put on the board in the way of stencil designs, calendars, etc. Almost every paint company publishes a book of stencils and stencil materials, and will be only too glad to send its catalogue. The Sherwin-Williams Paint Company, of Chicago, publishes a catalogue entitled "Stencils and Stencil Materials," which will be very helpful in suggesting designs for blackboard use. Stencils are easily made, and the teacher can get many valuable suggestions from these catalogues.

Some schools are already taking advantage of the offer made by Colgate & Co., of New York City, to send any teacher as many samples of tooth paste as he has children in the school. In addition to this they send as prizes for essays to be written by the children, full-sized packages of tooth paste and talcum powder. This makes an excellent opening for bringing in health topics; and wherever it has been tried, the children take hold of it with earnest enthusiasm.

If the school does not have a large map of the United States, such can be obtained free of charge by asking the United States Senator from the respective State for one.

It is the object of this article to give suggestions that will help other teachers throughout the country; and if any know of other exhibits than those given here, it would be well to send in a notice of them, so that this list can be increased from time to time.

## Junior Work in Our Schools

ESTHER FRANCIS

(Continued from December)

ONCE a week, usually on Wednesday, comes the children's Junior meeting, to which they look forward with much interest. The officers are elected by the children for a term of three months. The *Church Officers' Gazette* contains a suggestive program, which is a great help to the teacher who is chairman of the program committee. Every child is a member of the society, and to the roll call of the secretary he is supposed to answer with some item of missionary work for the week. The teacher suggests ways of working, such as sending or giving away papers, helping the sick, and bringing children to Sabbath school. The Scripture lesson is often the review of the Morning Watch verses for the week, given by one of the children in various ways; sometimes by holding up cards with the texts printed on them; or cards on each of which is just one word suggestive of the thought, as, father, mother, brother, friend. Sometimes allow each child to repeat the verse that has been most helpful to him. When the program follows a certain mission field for a few weeks, one child is appointed at each meeting to write up questions to be answered the following week as a review of the previous week's study.

Even the very little children may have their part in choosing the song and collecting the offering. Success lies in causing them to feel that this is their society, that each one is a part of it, and



thus a part of the great world-wide Missionary Volunteer movement. With the children we often find it effectual to work to a definite aim or goal, especially in giving to missions. If it can be an aim which they may hope to reach, it is easy to enlist their efforts. Last year in one school they took as their aim the raising of enough money to support a native Bible worker in Korea one year. Elder Evans told them this would re-



MISS FRANCIS'S SCHOOL AT ST. HELENA

quire about forty-five dollars. There were about fifty children enrolled, and each one determined to earn one dollar toward this offering; so a card with the picture of some Korean students was placed in the back of the room as a daily reminder of their aim. As fast as the children brought in their dollars, their names were written beneath the picture. The silver dollars were stacked in a pile on the teacher's desk, and it was with real interest they watched that dollar pile grow. When school closed, there were forty-two dollars there, and more than enough pledges to be made up in the summer to complete the required sum. Thus each year their hearts and interests may be bound to the mission fields.

*(Continued next month)*

## Pedagogical Succincts

I. C. COLCORD

### Spelling

HAVE the pupils pronounce the word clearly and distinctly before attempting to spell it.

Pronounce the words quickly, clearly, and with distinct enunciation.

In oral spelling require the pupils to make a pause between the syllables.

Fasten the pupil's attention on the "hard place" in difficult words.

One lesson each week should be a review.

Be close and accurate in marking mistakes.

In the newly assigned lesson, the teacher should pronounce the words and the pupils follow in concert.

Make every lesson to some extent a spelling lesson.

Have occasional spelling matches.

Drill on the use of diacritical marks.

Have the children write words on ruled paper as soon as they can command a pencil. Use slant script.

The use of ink may be begun sometime in the second year.

Do not rely on the markings of the pupils entirely.

Place much emphasis upon correct pronunciation.

A few words (two to five) should be selected for definitions.

Neatness in all work should be required.

Make lists of misspelled words and assign for future lesson.

Note the pupils defective in phonics. Give them attention.

Question—Do you believe in giving "head marks"?

Methods—"Broken dishes," "the missing letter," etc.

### Government

"Talks and precepts come to naught if the teacher does not show in herself the habits she would have her pupils grow into. In these matters the pupils will do as the teacher does, rather than as she tells them to do. A teacher sitting behind a disordered desk cannot chide a pupil for lack of neatness; the lazy teacher cannot have a punctual school."

Few and quiet signals are indicative of strength in governing quality.

Confidence in the pupils and sympathy for them encourage like feelings in them. Social tact is preeminently important to the teacher.



"Better to request than to command; choice rather than compulsion."

Never threaten. A warning in the proper spirit may be given.

Cultivate firmness and decision with gentleness.

Avoid censuring and scolding in the class and before the school. "Rebuke before all, that others also may fear," may at times be expedient. Private correction is oftentimes more effective.

Loud and persistent talking by a teacher is a bad sign. Silence at times is golden. "Silence marks the working of the greatest forces of life. No ear hears the sun draw up into the sky the countless tons of water that fall in rain. No man hears the groaning of the oak's fiber as it grows to its strength and height. The great Fisher of men worked quietly."

A sincere and hearty manner is very desirable.

**Method**

Teach *how* to study, and do not forget that the reasoning powers develop slowly.

Make a question go as far as possible. Questions should provoke thought, investigation, and reasoning.

Do not explain what some member of the class can explain. The teacher is a *guide* rather than a lecturer.

Create an interest in the new lesson by the manner of assigning it.

**Department**

Teach children to sit properly, to stand squarely, and to talk clearly and forcibly.

The room, desks, floor, stove, pictures, windows, and general arrangement of the school furniture should be kept as neat and orderly as the best room at home. Avoid ink stains and unnecessary marks and scratches. Make the schoolroom attractive, pleasant, and inviting. Scraps of paper should be put in the wastebasket.

See that the names of the children are well written in all their books. Prevent scribbling in their books, by occasionally inspecting them.

Neatness of dress, clean teeth, and well-kept hands and finger nails have become standard requirements.

Teaching is no sinecure. Be active. Do not let the clock "run down."

**Elocution**

TEACHER: Johnny, what is the meaning of "elocution"?

Johnny: It's the way people are put to death in some States.

WHEN A FELLER NEEDS A FRIEND



THE WHEELS GO ROUND

**Some of the Product**

SELECTED from a compilation by Robert Hildreth in the Philadelphia *Evening Ledger*:—

"To germanate is to become a naturalized German."

"The President takes the yoke of office."

"The press today is the mouth organ of the people."

"The Salic law is that you must take everything with a grain of salt."

"I don't know anything about the Constitution, as I was born in Kansas."

"The spoils system: The place where spoiled things and waste are kept. The board of health has largely taken the place of this."

"Elizabeth ascended the throne in 1588, and died in 1560. She did not have a long reign."

"Horsepower is the distance one horse can carry a pound of water in an hour."

"Gravitation is that which if there were none we should all fly away."

"A vacuum is a large empty place where the Pope lives."

"To kill a butterfly you pinch its borax."

"A ruminating animal is one that chews its cubs."

"Etymology is a man who catches butterflies and stuffs them."

"A deacon is the lowest kind of Christian."

"May Day commemorates the landing of the 'Mayflower.'"



"The Boxers were Corbett, Fitzsimmons, and Bill Johnson." ("Were" is correct.)

"B. Sc. stands for Boy Scout."

"The salaries of teachers are paid from the dog tax."

"Andrew Jackson was called 'Old Hickory' because when he was a boy he was a little tough."

"Tennyson also wrote a poem called 'Grave's Energy.'"

### Likes the Council Plan

SUPERINTENDENT FATTIC writes his observations on the effort to standardize and unify the work of our elementary schools, as follows:—

In my visits to the various schools and societies I have been pleased to note the earnest endeavor that is being put forth to accomplish some definite end. Our Wisconsin schools at this time are, practically without exception, using the same textbooks, and have standardized their work by Bulletin No. 14. It gives me a great deal of pleasure to note the unity of effort and the singleness of purpose and endeavor on the part of all the schools in the State. I like to think, when a week is over, that, with almost no exception, the textbooks being used in the thirty schools throughout the State have all been closed at practically the same pages, and I feel that great good is coming to our educational work through the effort of the teachers to standardize and unify their work.

### Like the New Grammar

M. P. ROBINSON

We have been using the new book three weeks now, and we are very much pleased with it. Last night I asked Miss Holaday, who teaches seventh grade, and Mrs. Tucker, who has the eighth, how they liked the new grammars, and they each spoke very favorably of the book, and felt that it meets a long-felt need. The children like it, too.

The books came too late to place in the hands of my methods class, but I got a copy immediately, and have examined it very carefully, and have used it in connection with the class. We have been using a number of standard textbooks for reference. I am fully convinced that of all the textbooks in the market, Bell's "Natural Method in English," Revised, is

the best in grammar for the upper grades of the elementary school.

I trust that the old feeling toward Bell's Grammars will not keep any of our conferences from adopting the new grammar in all our schools, for it is a marked improvement over Bell's No. 3, overcoming practically all the points which provoked adverse criticism.

### A Happy Thanksgiving

IT is an annual custom at the normal training school of Walla Walla College, for the boys and girls to gather and distribute gifts to the poor at Thanksgiving time. Our readers will be interested to know what was done this year, as told by Director Davis, the moving spirit in this excellent work:—

The gifts were placed in one of the recitation rooms, and when viewed, reminded one of a county fair. In addition to what the children brought, bakery goods, oranges etc., were bought from the children's missionary money, so that a nice Thanksgiving dinner basket could be provided for each of the nine poor families we had on our list. Mr. Harbaugh and Mr. Doleman, our merchants, and other friends, made liberal contributions to our work. Friends helped us with the delivery of our offering by using their autos and rigs as delivery wagons. More than seventy quarts of canned fruit, about five boxes of apples, more than one hundred squashes and pumpkins, besides sacks of carrots, potatoes, parsnips, beets, onions, bunches of celery, lettuce, rice, macaroni, beans, bread, butter, sugar, pies, cookies, cranberries, and many other things were arranged and put into boxes by the teachers and their helpers. Thus each family had about an equal share of gifts. The boys and girls rejoice that they have had a part in making several families happier at this Thanksgiving time.

### A Veteran Teacher

PROBABLY the oldest teacher in active service is J. Scott Moore, who is now teaching school at Essex, Kans. He will soon reach the end of his seventy-fourth year of age. He has been forty years in the public schools and ten in the church school. He says, "I have all along enjoyed the work, yet most for the church."



# HOME EDUCATION

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

## What Can a Boy Do?

WHAT can a boy do, and where can a boy stay,  
If he is always told to get out of the way?  
He cannot sit here, and he must not stand there;  
The cushions that cover that fine rocking-chair  
Were put there, of course, to be seen and admired;  
A boy has no business to ever be tired.  
The beautiful roses and flowers that bloom  
On the floor of the darkened and delicate room  
Are not made to walk on — at least, not for boys;  
The house is no place, anyway, for their noise.

Yet boys must be somewhere; and what if their feet,  
Sent out of our houses, sent into the street,  
Should step round the corner and pause at the door,  
Where other boys' feet have paused often before;  
Should pass through the gateway of glittering light,  
Where jokes that are merry and songs that are bright,  
Ring out a warm welcome with flattering voice,  
And temptingly say, "Here's a place for the boys."  
Ah! What if they should? What if your boy or mine  
Should cross o'er the threshold which marks out the line  
'Twixt virtue and vice, 'twixt pureness and sin,  
And leave all his innocent boyhood within?

Oh, what if they should, because you and I,  
While the days and the months and the years hurry by,  
Are too busy with cares and with life's fleeting joys,  
To make round our hearthstone a place for the boys?  
There's a place for the boys — they will find it somewhere;  
And if our homes are too daintily fair  
For the touch of their fingers, the tread of their feet,  
They'll find it — and find it, alas! in the street,  
'Mid the gildings of sin and the glitter of vice;  
And with heartaches and longings we pay a dear price  
For the getting of gain that our lifetime employs,  
If we fail to provide a place for the boys.

A place for the boys, dear mother, I pray;  
As cares settle down 'round our short earthly way,  
Don't let us forget by our kind, loving deeds  
To show we remember their pleasures and needs;  
Though our souls may be vexed with the problems of life,  
And worn with besetments and toiling and strife,  
Our hearts will keep younger — your tired heart and mine —  
If we give them a place in their innermost shrine;  
And to our life's latest hour 'twill be one of our joys  
That we kept a small corner — a place for the boys.

— *Mrs. Bertha McCullop.*



## Nature Month by Month

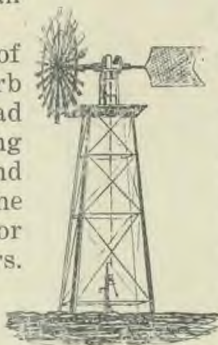
MADGE MOORE

Drawings by W. C. John

"January brings the snow,  
Makes our feet and fingers glow."

MUCH was said in the December study that may be continued in January also. A few new subjects, however, will be suggested for study while almost all nature is resting.

The silent duty of January is to absorb and dissolve the dead vegetation — mixing it with the soil, and thus renewing the earth's strength for its spring labors. The snow helps the soil by preventing the ground from freezing too hard; it keeps in the warmth; and when it occasionally melts, the ground is watered evenly.



### First Week — Seasons and Weather

The "Happy New Year" has rolled in. A review of the principal points learned by the child in nature study during the year would be profitable. A little talk about what goes on in his body in a year's time would help him to try to improve physically, mentally, spiritually, especially if muscle, height, weight, etc., have been noted.

The names and meaning of the four seasons and of the separate months can be learned. Compare the winter season at home with that in other lands. Teach him to tell time, and to notice the length of day throughout this month.

A weather record during Jan-

uary, with the names of birds he sees, and the dates when he sees them, will be good for review at the close of the month. Use a large calendar for January. Let him cut out little umbrellas for rainy days, snowflakes for snowy ones, a pair of skates or a sled for icy weather, and a windmill to suggest a windy day. Made from pattern or free hand, these could be pasted above the figure indicating the day of the month.

### Second Week — Indoor Seeds and Bulbs

When there are no flowers growing outside, perhaps indoor seed germination would be interesting. Taking care of plants teaches carefulness, observation, and tenderness. Children can learn how to read the thermometer, so they may keep the plants in the right temperature. Window boxes filled with leaf mold may be used in which to set geranium plants and bulbs, as the narcissus and jonquil.



#### Directions

**SEEDS.**—Take a fruit jar filled with water. Fit a piece of flannel over the top. Place mustard seeds on the cloth. Put the jar in the dark for a few days, then in the light, and watch the upward and downward growths. Let the children make observations on the growth, temperature, place, and the water used.

**TUBERS.**—Place a large sweet potato in a rose or fish bowl. Cover it with water, except the mere tip. Watch the growth from day to day.

**BULB.**—A Chinese lily bulb in a dish of water is interesting, and shows God's power in bringing beauty out of ugliness. With a magnifying glass see the wonderful beauty of each petal, and teach the parts of a flower with the aid of a glass.



## Third Week — Clouds

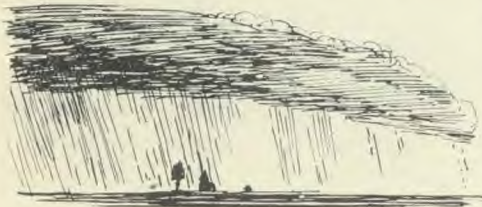
Review the story of the raindrop — its change from a drop of water into many drops of vapor. The steam from the teakettle spout illustrates the vapor, and will help the little ones to realize the composition of the clouds.

Aid them to sense the average distance between them and the clouds, about two and one-half miles, by using something tangible.

Clouds are called ships of the air, and the wind blows them to their destination.

Draw from the children the uses of clouds — to express beauty and to provide moisture for the earth.

Review rain and snow formation with the clouds. Help make it clear why there are so many clouds over



the ocean and large bodies of water.

The four kinds of clouds are interesting,—possibly their names need not be remembered (see Cady's Nature Study Books):—

1. CIRRUS, or curly, cloud — supposed to be of snowflakes.
2. STRATUS — those seen in straight bands at sunset.
3. CUMULUS — looking like cotton piled high.
4. NIMBUS — rain cloud.

The kinds of clouds seen might be indicated also on the weather record. The children might draw pictures of different kinds of clouds—as the stratus clouds with a sunset scene, coloring the clouds brightly.

## Fourth Week — Coal

This is a story about something that helps us to keep warm in January:—

Once long ago there was a beautiful forest of great, tall trees. They were placed there by God to be used to help people. Some men cut down some of them, and made idols, which they worshiped instead of the true God. God also gave

them much gold and silver, but this they used to make themselves look beautiful.

God felt sad because of these things, and sent a heavy rainstorm that lasted during forty days and forty nights, until everything alive was drowned. Only Noah and his family remained alive. Those tall trees were broken down, and the gold and the silver were covered. The land was broken up in pieces, for water came from below, so the Bible says.

This caused the trees to be buried away down deep in the earth. Some are still there, and men are working hard, digging to find them. When they do find them, they are black, and hard as rock, for having been buried so long. We call this buried wood, coal.

So you see God buried these trees that now we may dig them up and have something to burn in our furnaces and stoves. The gold and the silver, too, were buried at the same time, and have to be searched for, the same as does the coal.

So the earth is a wonderful storehouse. Look at a lump of coal and see the print of leaves and twigs upon it.



From being buried in different places, coal is not all the same. *Anthracite* coal is hard, and most people like to use it, as it does not burn up so quickly nor make much smoke and soot. *Bituminous* is the name for soft coal. This burns readily. Over in the old country poor people burn peat—a kind of coal formed of plants that have decayed and been buried.



### Story Time

MRS. C. H. CASTLE

Do you find it difficult to get suitable stories to tell the little ones? I am sure I hear you say, "Yes, indeed." One thing above all others that my children look forward to with great pleasure is story time. Sometimes I am at quite a loss to know just what I should tell them. Longfellow has truthfully and beautifully said:—

"Between the dark and the daylight,  
When the night is beginning to lower,  
Comes a pause in the day's occupation  
That is known as the children's hour."

In nature we can find many things of great interest to young minds, affording opportunities for lessons on the care and protection of the dumb creation. Let your children have gardens; let them have pets; let them feel as do the characters in the following stories, that real joy—the real business and happiness of life—is the care for the weaker things. These two stories were selected from *American Motherhood*.

#### What Kept the New Chimney Waiting

A new chimney was going to be built on grandpa's house, and the boys were in a state of high glee. They were always excited when something was going on, and this would be splendid, Harry said.

"Mike's coming, you know, to mix the mortar and carry it up the ladder to the mason. He'll tell us stories at the noonings!"

"Yes," said Clarence, "and I say, Harry, let's go and get the hod, and play we are hod carriers, with mud for mortar, you know. Come on!"

"Come on!" shouted Harry. "It is leaning up against the barn where he left it when he brought the things over."

On the way to the barn they saw grandpa harnessing old Molly to the big, blue cart. That meant a beautiful, jolly ride down to the orchard, and the boys forgot all about playing hod carriers. They climbed in, and jolted away.

"Mike's coming tomorrow, you know, grandpa, and the mason," said Clarence, his voice quiver-quavering over the jolts. But dear old grandpa shook his head.

"Not tomorrow, boys; you will have to wait a bit longer. I sent word to the mason and Mike last night that they couldn't come for a few weeks longer. I have decided to put the chimney off."

Both little voices were shrill with disappointment. Both little brown faces fell. Grandpa did not speak again at once; he was driving old Molly carefully out at the side of the cart road. The boys saw a little crippled butterfly flutter along in the wheel track—that was why grandpa had turned out. Grandpa's big heart had room enough in it for every live thing. Back in the track again, farther on, grandpa said: "When we get home, boys, I will show you why we have to wait for the new chimney. You will agree with me, I know. It is a case of necessity." And grandpa's eyes twinkled under his shaggy brows.

"A little bird told me," he said, and that was all they found out until they got home. Then the same little bird told them, too. Grandpa took them up to the attic with a great air of mystery. The old chimney had been partly torn down, halfway to the attic floor. Grandpa tiptoed up to it, and lifted them, one at a time, to peer into it.

"Sh!" he whispered, softly. "Look sharp."

And there on a little nest of mud lined with thistledown and straw, that rested lightly on the projecting bricks, sat a little bird. She blinked her bright eyes at the kind faces peering down, as if to say:—

"Oh, dear, no; I am not afraid of you! Isn't this a beautiful nest? So exclusive and safe. There are four speckly, freckly eggs under me. When I have watched them and brought up my family in the way well-educated little chimney swallows should go, then you may build your chimney, but not before."

And that was why grandpa's new chimney had to wait.

#### The Handiwork of the Bee

Uncle Omar and Harry were back on a farm. They had had a glorious time at the seashore, and yet it seemed good to see Aunt Jennie again, and Gerry and Tom, the horses, and all the cows and chickens and other animals. They were out in the orchard, and Uncle Omar had just lifted a frame filled with honey from one of the beehives.



"Isn't it wonderful, Harry," he said, "that the bees can make those even, regular cells, and then fill them with delicious honey?"

"Yes, indeed," replied Harry, "one would think that a bee must have something like a hand to do all that so well."

"The bee has no hands," said Uncle Omar. "She uses different parts of her body for the splendid work which she accomplishes, but nevertheless, I think we can call the cells and the honey the bee's 'handiwork;' for I don't see how she could do much better if she had a real hand."

"How do the bees make the cells and the honey, Uncle Omar?" asked Harry.

"That's quite a long story," said Uncle Omar. "I have brought along two spoons and some crackers. Let's go and sit down under the big apple tree, and talk, and eat honey."

After Uncle Omar and Harry had enjoyed some of the delicious honey, Uncle Omar began the story of the beehive.

"There are three kinds of bees in the hive," began Uncle Omar. "There is the queen, which is cared for and loved by all her subjects. She is the mother of the hive. Then there are a few drones that are the fathers of the hive. They are lazy fellows that never do any work; and when the season grows late, and food is scarce, they are pushed out of the hive, and left to starve."

"Why, how mean!" exclaimed Harry.

"It does seem so," replied Uncle Omar, "but the lives of most of these are short anyway, so perhaps it is not so cruel as it appears. Besides the queen and the drones, there are the workers—thousands of them. They make the cells, store the honey, and take care of the baby bees. The wax comes from their bodies. They shape it into cells with their jaws and legs. In some of these cells the young bees are reared, and in others the honey is stored.

"The queen lays the eggs in the cells, and the workers take care of them. The workers have a great deal to do. They must fly far and near, gathering nectar and pollen. They must feed the young grubs that come from the eggs, and they must be sure to give them the right kind of food. The little princess bees must be fed with 'royal jelly;' for if the workers should make a mistake, and give them just honey and flower pollen mixed, they would never become queens."

"Would they die?" asked Harry.

"No, they would be just ordinary workers instead of queens."

"How funny!" exclaimed Harry.

"All the other young bees must be fed, too, until they are fully developed, and ready to come out of the cells."

"When the hive is too crowded, the workers must get ready for swarming; they must see that there is a new queen to take the place of the old queen when she leaves the hive with part of the bees, and they must prevent the jealous old queen from killing her royal daughter before she comes out of the nursery cell."

"Would she really do that?" asked Harry. "Why, she's like the old-fashioned kind of queens who are always shouting, 'Off with their heads!'"

"She's a bit savage," agreed Uncle Omar. "Well, as I said before, bees do not have hands to accomplish all these wonders, but they have been given just what they need to do their work. They have very long tongues, which they run down into the flowers to gather nectar; they have strong legs and jaws to shape the cells; a honey bag inside of them to hold the honey; 'baskets' on their hind legs for carrying pollen; wings to take them long distances; and stings with which to frighten their enemies."

"I think bees are the smartest and interestingest creatures we've talked about yet," said Harry thoughtfully.

"And the most useful, too," added Uncle Omar.

### The Washerwoman

IN a very humble cot,  
In a rather quiet spot,  
In the suds and in the soap,  
Worked a woman full of hope;  
Working, singing, all alone,  
In a sort of undertone:  
"With a Saviour for a friend,  
He will keep me to the end."

Just a trifle lonesome she,  
Just as poor as poor could be;  
But her spirits always rose  
Like the bubbles in the clothes,  
And though widowed and alone,  
Cheered her with the monotone,  
Of a Saviour and a Friend  
Who would keep her to the end.

Human hopes and human creeds  
Have their root in human needs:  
And I would not wish to strip  
From that washerwoman's lip  
Any song that she can sing,  
Any hope that song can bring;  
For a woman has a Friend  
Who will keep her to the end.

— Selected.



## BOOKS AND MAGAZINES

"ENGLISH LITERATURE," by Walter S. Hinchman, A. M., Master of English in Groton School. 455 pages. The Century Company.

One of the latest books we have seen on this subject, bearing imprint of 1915. The author has sought to lay stress on the facts of the history of English literature rather than on the interpretation of it,—on men, on what they did, and on how they came to do it, not on what the world thinks of their performance. Only such authors are included as pupils are likely to read, thus gaining space for important figures. Unusually well printed and illustrated. Its greatest fault, perhaps, is the author's own diction, but the content and make-up are attractive.

"STUDIES IN THE HISTORY OF MODERN EDUCATION," by Charles Oliver Hoyt, Ph. D., Professor of the History of Education, State Normal College, Ypsilanti, Mich. Illustrated; 223 pages. Published by Silver, Burdett & Co.

The average student of history is often found with closer acquaintance with the more remote epochs of the past than with a definite knowledge of the more immediate. Perhaps this is no less true with respect to the history of education. In the earlier periods the movements are comparatively simple and general. When we come to the modern times, educational history becomes much more difficult of treatment, inasmuch as there is a growing complexity of new movements which found their source in either the Renaissance or the Reformation.

Dr. Hoyt's book meets the demand by giving a clear and brief account of the lives of men whose ideals have a direct contact with the education of today; those who are the principal contributors to present theories and practices in both elementary and secondary education.

The lives of the following men and their specific contributions are discussed:—

Comenius: His relation to realism.

John Locke: A new form of realism.

Rousseau: The apostle of individualism.

Pestalozzi: The psychological method.

Herbart: The science of education.

Froebel: The kindergarten.

Henry Barnard: *The American Journal of Education*.

Horace Mann: School administration.

The book closes with a valuable chapter on European influence on American education.

As a help to the student, the author has introduced groups of questions all through the book, with the necessary outside references. The chapters are carefully summarized, and the completeness of the bibliography will be a source of satisfaction both to the teacher and to the more advanced student. The work is well illustrated with charts, maps, and good portraits.

On the whole, the book will appeal to normal schools and training classes, as well as reading circles. W. C. JOHN.

"HOW TO SHOW PICTURES TO CHILDREN," by Estelle M. Hurl, author of the *Riverside Art Series*. 138 pages; \$1. Houghton, Mifflin Company.

The progressive teacher will be interested in this little book. We must recognize the effect of good and bad art upon the character. The author touches these spiritual phases. She speaks of the instinctive love in the heart of the child for pictures, and carries out the system and grading with this principle in mind.

The book consists of five chapters, discussing the following subjects: The child and the picture; how the picture is made; how to make pictures tell stories; the game of picture-posing; practical suggestions to the mother; use of pictures in the schoolroom; animal pictures; pictures of children; story pictures. The illustrations are exceptionally clear, well toned, and well chosen. The pictures described may be had from the Perry Picture Company, Malden, Mass., for a small sum— one hundred for \$1.

To the teacher interested in composition work in the first three grades, the chapter on story pictures will be helpful. These good pictures tend to aid the child in the development of self-expression.

MAY COLE KUHN.

In *Education* for November, an article on "English Apparatus" asserts that "in English we wrestle not so much with subjects hard in themselves as with wrong habits so firmly fixed that rooting them out is all but impossible;" that "Eng-



# Christian Educator

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

Takoma Park, Washington, D. C., January, 1916

Subscription Price \$1.00 a Year  
 Single Copy, 10 cents

Five subscriptions, one order, one address, \$3.00

No subscription accepted for less than half-year

Published monthly by  
 REVIEW AND HERALD PUB. ASSN.,  
 WASHINGTON, D. C.

Entered as second-class matter, September 10, 1909, at  
 the post-office at Washington, D. C., under the act of  
 Congress of March 3, 1879.

lish teaching is unteaching" to a large degree; that in grammar "a certain few subjects are more important than all the rest together, and infinitely more difficult;" that in case of a certain boy "of most unusual mental abilities, . . . six months of incessant drill was hardly sufficient to destroy his belief that *to be had* [may take] an object;" that "millions of recitations are wasted annually on classification of nouns," while participles and gerunds go undistinguished; that the "42-centimeter howitzer for sentence operations is punctuation;" and that our English apparatus in the near future, especially for the use of young teachers, will make clear what are the vital points to be emphasized in grammar, and the surest way to lead the pupil to their mastery.

The leading feature of the November *Journal of Education* is a symposium on "Dancing in High Schools." The veteran editor and educator, Dr. Winship, says that this is "one of the exceedingly troublesome educational questions of the day." He has therefore collected positive opinions, pro and con, from nine widely distributed educators, and published them in this number. While this question cannot be counted among the "exceedingly troublesome" questions of our schoolmen, yet this symposium makes exceedingly interesting reading to those who desire to keep in touch with educational thought in the public schools. This journal is published in Boston, at \$2.50 a year, 5 cents a single copy.

THE enrollment of Australasian Missionary College for the year recently closed was 230. It requires about 80 students to keep the work of the industrial departments going during the summer vacation. The superintendents of the industrial departments are former students of the school.

## The Jubilee in Sight

"By Jan. 20, 1916," says the financial agent for the Union College district, "we expect to have all money in hand and set 'Old Union' free."

THE "Special White-Hot Thermometer" at Emmanuel Missionary College, forecasts the reaching of the goal to liquidate the college debt by Jan. 6, 1916. The students and teachers are raising \$5,000 as their share, and on December 6 had reached \$4,204.42, with a steady increase of "over \$100 a day."

THE "big fund" of \$150,000 for educational debts and improvements in the Pacific Union College district, at last account, lacked only \$7,000 of its goal, and its promoters confidently expect to reach their mark by the new year.

WITH the help from the five-cent-a-week fund last year, and from the same fund this year much strengthened by the dollar-a-week plan, South Lancaster Academy sees her jubilee coming sometime in January.

AT a constituency meeting of Washington Missionary College, held at Loma Linda in November, the College debt was apportioned among the union conferences of the College district, and a financial agent appointed to promote the work of raising the funds to lift the entire debt.

## Faith in Manual Training

I HAVE great faith in what manual training does for boys and girls. I know that it fits in admirably with the regular old-line school work, and that it gives every boy and girl a training that they absolutely need. For this reason I firmly believe that a well-organized course in manual training, correlated so far as possible with regular school work, is a practical and effective preliminary step to vocational education. Manual training should begin with the kindergarten and continue through the high school, in order that pupils may receive the essential foundation for the vocational work.—*Superintendent Frost, Muskegon, Mich.*



# 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.

## DEPARTMENT PUBLICATIONS

Christian Educator (Monthly — 10 Nos.), one year .....	\$1.00
With premium and club offers.	
Spelling Booklets for Grades 2, 3, 4, 5, — each grade .....	.10
Words selected from pupil's various books.	
Pioneer Pictures, Set 1 (4 Pictures), 10 cents a set; 3 sets .....	.25
James White, Joseph Bates, J. N. Andrews, Uriah Smith.	

## EDUCATIONAL BULLETINS

No. 1. Teachers' Reading Course, First Year, 24 pages .....	\$.05
Based on "Education" and "Waymarks for Teachers."	
No. 2. Blackboard Suggestions for Oral Bible, 12 pages .....	.03
With illustrations and directions for drawing.	
No. 3. Elementary Woodwork, 12 pages .....	.03
With drawn models and directions for work.	
No. 4. Construction Work in the Elementary School, 16 pages .....	.04
With drawings, directions, and weekly assignments.	
No. 5. Language in the Primary Grades, 10 pages .....	.02
With suggestions, drills, and pupil drawings.	
No. 6. Outline Lessons in Prophetic History, 48 pages .....	.15
Covers Daniel and Revelation for the eighth grade.	
No. 7. Teachers' Reading Course, Second Year, 20 pages .....	.05
Based on "Special Method in Reading" and "Mistakes in Teaching."	
No. 8. Lessons in Drawing, 28 pages .....	.07
Directions for work by months, and occupation period by weeks, illustrated.	
No. 9. Outline in Geography, 16 pages .....	.04
Based on Morton's Geography and General Conference organization.	
No. 10. Educational Council (1913), 16 pages .....	.05
Report of Council at the General Conference.	
No. 11. Teachers' Reading Course, Third Year, 20 pages .....	.05
Based on "Counsels to Teachers" and "School Management and Methods."	
No. 12. Primary Bible Nature, 42 pages .....	.15
Outlines and Methods for Primary Grades.	
No. 13. Educational Counsel (1915) .....	.05
Courses, standards, and certificates.	
No. 14. Elementary Course of Study .....	.05
Specifications in detail by semesters.	
No. 15. Teachers' Reading Course, Fourth Year .....	.05
Based on "Special Method in Arithmetic," and "All the Children of All the People."	
No. 16. Outline Notebook, Teachers' Reading Course, 1915-16 .....	.15

Order Through Your Tract Society



# UNION COLLEGE



**"The Student's Desire"  
Recognized Everywhere**

---

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