

CHRISTIAN EDUCATOR

A MAGAZINE FOR HOME AND SCHOOL

Vol. VII

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No. 9

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BOOKER T. WASHINGTON

America's greatest Negro educator and race leader. His successor as principal of Tuskegee Normal and Industrial Institute, Maj. R. R. Moton, said of him in a recent memorial service: "Booker T. Washington was most persistent in his efforts that education, whether for farmer, preacher, or teacher, should be linked in a definite, tangible way to life." Ex-President Taft once said that Dr. Washington had worked out this idea and put it into practice in such a remarkable and convincing way that our white educators in the North might well take lessons from what he demonstrated. He died at Tuskegee, Nov. 14, 1915.

CHRISTIAN EDUCATOR

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Educational Progress in China

BY A. G. DANIELLS

AFTER holding to its ancient, impractical system of education for nearly three thousand years, China has recently awakened to the serious defects of its educational scheme, and has abandoned it for the modern system of Western nations. This change has been brought about by the contact of the East and the West during the last century. The school work carried on by missionaries in China, the observations of Chinese ambassadors, students, and travelers in Western lands, commercial intercourse, the inventions of every kind sent into China, Japan's marvelous development through the adoption of Western education,—these have been the chief causes of China's awakening to its needs of a new, practical, up-to-date system of education. The change, when it came, was sudden, radical, marvelous.

The agitation for the adoption of Western methods was begun just prior to the Chino-Japanese war, by no less a personage than Prince Kung, of the imperial family. His appeals to the emperor were supported by a few other men of influence in China, but fiercely opposed by many of the leaders. Japan's victory over China surprised and alarmed the

government of China. Convinced that the Western education the Japanese government had been giving its people was one of the primary reasons for the victories of its army, the emperor of China, Kuang Hsü, determined to bring about an entire change in China's educational system. This was a colossal undertaking, for it brought him into conflict with the majority of the ruling classes in his empire. Mr. Lewis, one of the greatest authorities on the educational problems of the Far East, tells us that when the emperor, in 1898, threw himself into this educational reform movement, he "headed the greatest revolution which has ever broken out in China. It was and is a rebellion against hoary customs more sacred than laws, in which this 'Son of Heaven' turned his back on his ancestors and their beliefs."

In a short imperial edict in 1898, the emperor abolished the old essay system of learning and examinations. This was followed by an edict for the establishment of a "government university of foreign literature and science in Peking." He also made provision for the financial support of the university. Later he extended this new system to the provinces

of the empire, and ordered that temples built by the people should be "turned into schools and colleges for the teaching and propagation of the new learning."

These edicts met a storm of opposition, and on Sept. 22, 1898, Emperor Kuang Hsi was de-throned. But his reform movement did not end. He had cut the nation loose from its old moorings, and it steamed steadily ahead. Two years later the aged empress dowager threw herself into the reform movement for which the emperor had been de-throned. By the strength of her imperious will she swung the nation. Her edict of 1904 abolishing the old system of examinations on the classics, and substituting a "full system of modern education from the kindergarten to the university," is declared to be "one of the great documents in the history of mankind,—the Magna Charta of the intellectual liberties of China."

This great reform is beset with many obstacles — opposition, ignorance, lack of teachers, of textbooks, of school buildings, etc. Yet it is making great progress. Temples are being turned into schoolhouses, the old examination halls are being torn down to be rebuilt into universities and colleges. Teachers are being educated and trained in foreign lands and also in China. The government's educational system calls for a million teachers. The increase in the number of students in the modern schools is marvelous. It is said that during the last ten years the number of stu-

dents in the city of Peking has increased from three hundred to seventeen thousand, and from two thousand to two hundred thousand in the surrounding province.

During a recent visit to China the writer embraced the opportunity to visit the Commercial Press of Shanghai, a publishing house that has been developed to "meet the need for textbooks which the new education in China created." This institution — the factory and its thirty-three branch offices — has a paid-up capital of a million dollars. The main building at the factory has a frontage of 450 feet, and a depth of 65 feet. In the twenty departments of the factory there are employed 1,400 men and women. The business department employs nearly 900 persons, making a total of 2,300. The editorial department is a huge affair, employing 120 editors. "Books on ethics, politics, economics, history, geography, science, mathematics, languages, manual training, dictionaries," etc., are being prepared by these editors. Everything required in school work, from kindergarten supplies to life-size models of the human body, is produced by this house.

In the pressroom 120 presses are installed. The photo-engraving department has the second largest camera in the world, London alone having a larger one. During 1914 there were 60,000,000 copies of bound books shipped from the factory. One book, the National Reader, Vol. I, had a sale of more than a million copies in 1914. The total value of the

output of the factory was \$2,800,000.

These facts concerning a publishing house owned and operated entirely by Chinese, and for the sole purpose of meeting the demands created by the new educational movement, convey some idea of the great intellectual awakening that is taking place in China. It is a most important and favorable development in the interests of foreign mission enterprises. It is popularizing education and everything in the form

of literature. It is rapidly multiplying the number of men and women who can read and write. It is stimulating a desire to investigate that which is new. All this is essential to the highest degree of success in carrying on the work of Christian missions among the millions of China.

We welcome this intellectual awakening in China and throughout the Far East as a gracious providence directed by Him who has sent us into all the world to finish his work in this generation.

Educational Standards and Measurements

MILTON P. ROBISON, SECRETARY NORMAL SECTION

"EFFICIENCY" is the motto of present-day advancement. In every field of activity, great effort is being made to develop standards of efficiency and means for the accurate measurement of results. In all the industries the tasks are being standardized, and system and efficiency are secured by the application of accurate scientific measurement of achievements.

That the work of schools and teachers might be greatly improved by scientific measurement has been advocated by many leading educators during the last few years. The work which they have already done has been marvelous in our eyes, and today it is receiving much attention in every quarter. I quote from the January issue of the *Journal of Educational Psychology*:—

"In no field of educational research has there been greater activity during the past year than in

devising scales for the measurement of attainments in school subjects, and in the application of these scales and standards of measurement to school children. This activity has been fostered by the spread of the school survey idea, and by the demand on the part of the school officials and others for more accurate knowledge of the accomplishment of pupils in school subjects. Among the contributions worthy of special mention are Freeman's and Gray's studies in handwriting; Child's application of the Thorndike drawing scale; Rugg's scale for free-hand lettering; Thorndike's studies in reading, and the Kansas reading tests devised by F. J. Kelly; Ayres's spelling scale, and Sackett's application of the Buckingham spelling scale to an entire school system; the Indiana cooperative studies in arithmetic, involving the Courtis tests; and Starch's studies in reading, writing, spelling, and grammar. It is remarkable that all these studies are limited to elementary school subjects, and that, with the exception of a preliminary investi-

gation in algebra by Walter S. Monroe, nothing has been attempted in the high school field."

That these studies are rapidly coming into general use is shown by the following from the same issue:—

"The Bureau of Educational Measurements and Standards, of the Emporia (Kans.) State Normal School, is rendering excellent service by interesting superintendents and teachers in the use of educational tests and scales. Directions have been drawn up for the use of the Thorndike, Ayres, and Freeman handwriting scales, the Hillegas and Ballow composition scales, the Curtis arithmetic tests, the Buckingham and the Ayres spelling scales, and other scales for evaluation of school work. The bureau has devised record sheets for tabulating the scores obtained from a class, and has thus materially facilitated the use of the tests by school people. The Kansas silent reading test, devised by Dr. F. J. Kelly, is meeting with great favor, and is being widely used by teachers and superintendents in Kansas and adjacent States. In Iowa, for example, it is proposed to standardize the work of school grades in reading by the general use of these tests, and an order has been given for 12,000 copies to be distributed to Iowa schools under the direction of the dean of the

School of Education at the University of Iowa."

A similar work is being done in other States, and much progress has been made.

At each of the four institutes that were held during the winter in the Central Union Conference, a study in measurements and standards was conducted. The teachers and the superintendents were greatly interested, and were unanimous in asking that as fast as possible the elementary schools be put in touch with the developments along this line.

An educational meeting held just prior to the union conference, afforded a good time to give this subject further study. On two afternoons the educational secretary, the superintendents, academy teachers, and others who were interested, met at the college, and the time was devoted to a careful study of tests and scales, and their use.

It is planned to use some of these tests and scales this spring in the elementary schools of the Central Union. The normal department of Union College has been making a special study of this topic, and will assist in carrying on the work.

Fixed for Aye

D. D. REES

A CURLEW stalked by the river's brink,
And stepped on the plastic clay.

The years have flown,
The clay turned stone,
And the tracks are fixed for aye.

A skulking dog on a new-paved walk
Pursued his aimless way.

The soft walk, marred,
Turned flinty hard,
And the footprints are fixed for aye.

A careless lad on youth's white page
Wrote wantonly and gay.

In saner age
He would change the page,
But the record is fixed for aye.

The Teacher and the Selective Function of Education

BY W. C. JOHN

THE school-teacher has a two-fold function, that of giving instruction, and that of control. Giving instruction involves the right choice of subject matter as well as a good method in teaching the subject. Control may mean discipline as ordinarily understood, and in addition, the more indirect means of intellectual and moral guidance.

Unfortunately, the ranks of the teacher's profession often include a number of those to whom teaching is the last stand after a series of defeats in other kinds of work, or by those who are tempting fortune to find out what good things they may perchance pick up; or who are taking advantage of the opportunity to teach till they are able to enter upon their main purpose in life. It is usually true that such teachers are not really teachers in the truest sense of the term; they are but makeshifts, whom the students, parents, and society at large must tolerate until some one better can be found. To this type of teacher the educative function is largely reduced to a mere book study and recitation, the asking of a definite number of set questions, and the exacting of the corresponding answers. With this accomplished, the teacher thinks his work well done, and he collects his meager pay, which, even then, is perhaps scarcely earned. The examinations which he gives are a burdensome formality, being a torture

to the students and a distasteful duty to himself. Such a teacher has a negative influence in all his work.

Another type of teacher is the one who really loves the subject matter for its own sake, and who seriously endeavors to teach and interpret his subject or group of subjects in a meaningful way. A teacher of this character will be respected often for the knowledge he possesses, provided his method of teaching is satisfactory.

We then come to the teacher whose main interest is the pupil himself. The problem of this teacher is not primarily, What do my pupils know of the subject taught? or, How do I impress them with my personality? but rather, What is the effect of all the influences which I as a teacher may control, upon my pupil's behavior in life? It is this enlarged concept of the function of the teacher which projects itself far beyond the daily recitation and the routine tasks, and beholds the finished products of Christian manhood and womanhood.

The moment the teacher begins to grade his pupils, he begins to exercise an important part of the selective function of education. By this we mean that he is telling school officers, parents, and society the value of that individual's knowledge of a specific subject. This function of selection begins in the lowest grade, and usually increases in definiteness and im-

portance as we ascend in the grades. It reaches its fullest meaning when society, the church, or the state asks the school for a man or woman who is adapted for its specific needs. Generally the final selection rests in the hands of the school principal or the president of the college. But this does not diminish in any sense the personal responsibility of the teacher, inasmuch as the principal's selective judgment is, or largely should be, a synthesis of his judgment and the judgments of all the teachers concerned.

Another phase of selection is the teacher's concept of the moral fitness of the pupil. In a word, selection involves the determination of physical, mental, and moral fitness for a specific work. The world at large is continually asking the high schools and universities for men who are qualified for its different problems. Likewise, our church is looking more and more to our academies and colleges for men who will become efficient ministers, teachers, physicians, managers, canvassers, Bible workers, and nurses.

The school is often put in a perplexing situation when it finds a union conference president, a medical superintendent, and a State canvassing agent encamped at the same time within its borders, all hungry for the finished product. Here the wise principal and experienced teacher can be of aid to students who are often placed in an embarrassing dilemma. Here is where a clear and definite knowledge of the stu-

dent's character and purposes counts, and a word rightly spoken may save the pupil from serious mistakes in selecting his life work.

The failure on the part of teachers carefully to watch the developing tendencies in the lives of students often leads to misfit lives. Perhaps unawares the finest talent is slipping through our fingers. Or perchance, due to the exterior roughness of the stone, we do not perceive the diamond beneath. It should never be said of any Christian school, that, because of its neglect, "full many a flower is born to blush unseen, and *waste* its sweetness on the desert air." To discover and direct should be rather its aim.

A true realization of this important function not only helps the pupil, but is a constant source of stimulation for the teacher who is always on the alert to appreciate the different values as they appear. The teacher is God's agent, directing the individual's tendencies to his place in the world's work, and this purposeful view of education gives the true educator the happiness which is often denied others. Stagnation no longer results, but school work takes on increasing interest as the years go by, since it has become a real thing and not a theory. Happy is the young teacher who grows up with this concept in mind, and happy is the teacher who in the closing years of his career can point to scores of rightly taught and directed youth who are doing noble and efficient service for God.

EDITORIALS

Teachers' Cottages

THE movement for teachers' cottages in rural school districts is spreading. The difficulty of finding suitable housing conditions for the teacher in farmers' homes, and therefore of holding the best teaching talent in country schools, is giving impetus to the movement. There are to be found one or two teachers' cottages in every State, while in the State of Washington there are now 108. The teacher's cottage not only assures the teacher favorable conditions for health and efficient daily preparation of his work, but serves also as a social center, where pupils and patrons can be met at suitable times outside of school hours. The experience of one of our own teachers in finding living quarters is told in another column.

A Dollar Kills a Million

"A DOLLAR kills a million" was the slogan adopted at a meeting of the Interstate Anti-Mosquito League held in New York, April 7, for the campaign to exterminate mosquitoes in Greater New York, New Jersey, and Connecticut.

The week of May 1-7 has been set aside as mosquito week in New York City. School children are expected to play the most prominent part in the work of extermination.

If any of our schools are troubled with the mosquito pest, why not join this campaign in a local way? The league will gladly give helpful information.

A Successful School

THERE is a school up in Massachusetts that evidently cost the promoters some persuasion and sacrifice to establish. Not every one knows a good thing till he sees it in concrete form. Others can see it in the germ, and these must help on the weak foresight of their fellows. After this school was started as "the product of faithful, persistent effort on the part of a very few," as many laudable enterprises do start, the superintendent says that the teacher and the pupils "are making the school so good that those who were not in favor of undertaking it at first have been won over, and have become enthusiastic champions of the school."

Now note one feature of the school work that has doubtless contributed much toward winning the support of patrons, and consider whether you as officer or teacher are doing all you might in this direction. The superintendent tells the story thus:—

This school has one advantage over all the other schools of the conference. It has a large room adjoining the schoolroom, which they use for a kitchen and dining room. Here they have a cook-stove, a large dining table, and plenty of chairs. It was most interesting to me to watch the preparations for dinner. During the morning recess the little girls spread the white tablecloth, and set the table in neat order, while Miss C. was busy preparing a mysterious kettle of food, which was left to cook during the remainder of the morning session. I

had the pleasure of being the guest of honor at the table with Miss C. and her 'twelve.' And if those girls learn to make so delicious a vegetable stew as the one which Miss C. served, their families will never need to go hungry for lack of a cook. After dinner all were busy as bees till dishes were washed and put away, floors swept, and everything made tidy. Such a training is worth a great deal to those girls and boys. The girls are also learning to sew and crochet, and the boys are doing good work in chair caning.

"After all," says Commissioner Claxton, "we need to remember that it is the *real things* the child meets that educate him."

The Teacher's Duty

THE following statistics have been compiled for the North Pacific Union Conference, showing the number of young men and women above the eighth grade, who are in our schools, and those who are not.

Conference	In school	Not in school	Total
Upper Columbia	150	180	330
Western Oregon	124	276	400
Western Washington	126	150	276
Southern Idaho	27	63	90
Montana	22	128	150
Southern Oregon	22	50	72
Totals	471	847	1,318

The number of those "not in school" is conservatively approximated, while the number "in school" is of course accurate. Now what are our teachers going to do about this? A letter to, or a talk with, some young person may induce him to attend school. The future of young men and women often turns on a very delicate pivot, their weal or woe determined by a word or even a look.

"The duty that lies next our

church members is to become interested in our children and youth." This lays the duty upon the church as a whole. But our educators must be leaders in this work. We are in the educational work not for a livelihood, but to save our boys and girls, and we must stimulate the church to do its part. Generally speaking, the church-school teacher does exert a strong influence upon the youth of the church where he is working, to attend the academy or the college. Nevertheless these statistics reveal that many are not in attendance,—undoubtedly some in places where we have church schools, but more in those places where there is no church school. What can we do about it? We can write letters to church members where there is no school, either to persons individually or to be read to the church as a whole. We can write articles for our State papers. We can collect statistics which show the influence of the school upon the life of the young man or woman, which we can use in many ways to advantage.

We must not allow the rush of our daily work to hinder us in this broader work. It will often rest us to do something for the "regions beyond," even though those regions are not far away. The teachers of every conference should be banded together under the leadership of the superintendent in a mighty movement for the schooling and salvation of every young man and woman in the conference.

FREDERICK GRIGGS.

A Wholesome Competition

It is true that Union College holds the highest record of scholarships earned by student colporteurs in 1915. But it is also true that two other colleges are close upon her heels. According to information from the Publishing Department, the scholarship records of these three colleges for 1915 stand as follows:—

	Colpor- teurs	Full Schol.	Part Schol.
Union College	46	33	13
Emmanuel Missionary College	54	31	..
Washington Missionary College	45	28	4

These are excellent records, but not the best from one point of view—the proportion of scholarships earned to the number of colporteurs engaged. According to the same source of information, our wholesale competition on this basis stands thus:—

	Colporteurs	Scholarships
German Seminary	16	20
Swedish Seminary	23	17
Union College	46	33

The total number of student colporteurs from colleges and academies of all grades reported in the field last year is 392; total full scholarships earned, 204; total part scholarships, 81. Reckoning the part scholarships at half value, this gives a general average of nearly 62½ per cent success. There was doubtless considerable work done of which we have no account.

There is reason for much gratitude to God for these successes of our young people in carrying the truth to the homes of the people. Mrs. E. G. White says, "The education obtained in this practical way [evangelistic canvassing] may properly be termed higher education."

At Union College all the prospective colporteurs for this season attended a "ten-day course in gospel salesmanship" the latter part of April, and have set for the summer's goal "Seventy-five students in the field and a sale of \$30,000."

At a regular meeting of the Canvassers' Band at Emmanuel Missionary College, attended by 130 students, it was voted to make the coming summer's goal 100 canvassers, 50 scholarships, \$1.50 sales an hour, \$25,000 sales for the summer. A subsequent totaling of individual goals set by students, however, raised the sales amount to \$30,000, thus tallying with that of Union College.

The EDUCATOR hopes and prays that this wholesome competition may result in the full realization of these goals in so noble and worthy a cause.

Consecration Week

OUR only report to date on the consecration week, or week of prayer, recommended at the California council to be held in all our schools in the spring of the year, comes from Union College. In a very neatly printed program in color, for individual use, the week's exercises were shown somewhat as follows:—

Theme: The Whole Armor of God
or

The Christian Equipped for the Conflict
(Based on Eph. 6: 13-17)

March 27 to April 1, 1916

Monday.....The Girdle of Truth

J. N. Anderson
J. A. Tucker

Tuesday.The Breastplate of Righteousness

G. G. Andrews
L. C. Damsgard

Wednesday...The Sandals of Preparation
L. R. Anderson
F. G. Wells

Thursday.....The Shield of Faith
M. P. Robison
A. G. Taylor

Friday.....The Helmet of Salvation
H. A. Morrison
J. A. L. Derby

Sabbath.....The Sword of the Spirit
(Regular service at the tabernacle)
H. C. Lacey

Meetings on school days in chapel
at

10: 15 A. M. and 6: 45 P. M.

President Morrison reports a marked spiritual uplift during the week, with several baptisms.

The Spelling Bee

"How doth the little busy bee
Improve each shining hour!"

WE could wish that the spelling bee would get into everybody's bonnet, and that it would set up and keep up such a buzzing as would result in setting down words as they are. While the Simplified Spelling Board struggles on with its mutilation of our noble language, we can well afford to spend more energy in learning, and having all our students learn, to write out English as she is. Time taken by the forelock in this way would have spared the editor of teachers' papers for our council report much time and labor, as also the editor of this magazine from month to month. We are willing to do our share of the Scripture injunction, "Bear ye one another's burdens," but we hasten to remind the reader of that other injunction of equal authority which says, "Every man shall bear his own burden." Moreover, we think ourselves altruistic enough to speak in behalf of other

like sufferers with us. Whatever other schools may do, is it consonant with the aims of the Christian school to send out poor spellers, especially to graduate them?

Here is an interesting bit of history told by the *Journal of Education*, with this comment, "The only peculiarity about this is that it is in the year 1915:"—

"Not one of a class of twenty-five University of Illinois rhetoric students could spell all these words correctly: accommodate, dissipate, disappoint, laboratory, embarrassment, athletics, lose, courtesy, professor, stopped, precede, harass, companies, equipped, development, occurred, interfered, inferred, noticeable, lovable, proceed, Thackeray, Macaulay, acknowledgment, permissible.

"Only thirteen made a passing grade, and the grades ranged from forty-four to ninety-six. Out of 625 words 441 were misspelled."

We suggest that our college and academy rhetoric teachers test their classes with this list, and send us the result.

Pass Them Along

WILLIAMSDALE ACADEMY expects to graduate 14 out of its 26 students this year, and says, "We hope to see all these at Buena Vista Academy next year." This sentiment suggests a good slogan for our elementary and secondary schools: "Pass them along"—to the next higher school. Every true-hearted teacher and principal feels the same interest in seeing students continue *beyond* his own school as to continue *through* it. We have reached the time of year when some earnest pushing in this direction can be done to advantage.

THE MINISTRY

The Far East

J. L. SHAW

Assistant Secretary General Conference

THERE are four mission themes that the Adventist minister should keep in view:—

1. The commission of our Saviour. Matt. 28: 19, 20.

2. The prophecy of Christ making sure the fulfilment of the commission. Matt. 24: 14.

3. The wide-open doors in heathen and Mohammedan lands.

4. The remarkable progress of modern missions in general, and our own in particular.

It is with the two latter that we shall concern ourselves in this article.

“Lift up your eyes, and look on the fields,” are the inspiring words of the Master. The minister may become engrossed with his own work, limiting his view to his own duties in the conference and in the church. There is a world field and a world problem on our hands, and we need a world vision. Our gospel horizon should extend into the darkest corners of the earth, and to those lands where Providence, opportunity, and urgency make evident that the decisive hour of missions has arrived. Such is the situation in the Far East. We have been moving toward it for a century.

Changes, political, intellectual, economic, social, and religious, which have revolutionized the Far East, demand our study. A hundred years ago there were fewer than 100 Protestant missionaries

in the field; today there are 25,000. Then the Bible was translated into 65 languages; now the number must be many more than 500. At a missionary conference in Washington in 1910 the writer saw a pyramid consisting of 500 printed translations of the Bible, making the Word of God accessible to more than 800,000,000 people. A hundred years ago there were no unmarried woman missionaries, and no one thought a single woman could find a place in foreign missions and hold it; now there are more than 6,000. Then there was not a medical missionary nor a hospital, and the word “sanitarium” had not been coined; today there are more than 700 hospitals, treating annually millions of patients, also more than 500 orphanages and asylums. Then mission schools were just beginning; now there are more than 35,000 schools and colleges, with nearly 200,000,000 pupils. When Carey, Marshman, and Ward began printing at Serampur, India, there was not a press in the mission field. There are now 160 publishing houses and mission presses, and 400 Christian periodicals, to say nothing of tracts, pamphlets, and books published in the field.

A hundred years ago no Protestant denominations except the Moravians were committed to foreign missions, while now many denominations, both large and small, are engaged in foreign mission work. Then there were contributed a few thousand dollars a year; now

\$30,000,000 are given annually to foreign missions.*

The Far East, with its nine hundred million people awaking from centuries of slumber, is an engaging problem. Remarkable changes have been made in recent years. Old faiths are losing their grip, while Western ideas and teachings are being accepted. China, for four thousand years self-concerned and hostile to everything foreign, is now open. Sir Robert Hart, commenting on recent changes, said that during the forty-five years of his residence in China, the country was like a closed room, without a breath of air from the outside world, but the last five years reminded him of being in a room with all the windows and doors wide open, and the breeze of heaven sweeping through. President Lowrie, of the Peking University, insists that the changes in China have been so great within the past decade that it is "almost impossible to describe the contrast with the past without seeming extravagance of language." He calls it "one of the most sweeping and radical revolutions ever effected in any great nation in the history of the world."

That such a movement as this, in such a country as this, should come at such a time as this in which we are living, cannot fail of impressing the thoughtful reader with its weighty significance.

(Concluded next month)

* These statistics are taken from the *Missionary Review of the World*, and "The New Era in Asia," by Sherwood Eddy.

The Need of a Spiritual Ministry

I. H. EVANS

THE tendency of the human heart is to live in open rebellion against God. The drawings of this world, with all its attractions and all its relationships, business, social, and professional, set a current which the Christian must resist if he hopes to gain heaven. When the prophet said, "Ye will revolt more and more: the whole head is sick, and the whole heart faint," he told the experience of every heart unregenerated by the gospel of Jesus Christ.

The moral status of society is the aggregation of the moral condition of the individuals composing that society. The regeneration of society is dependent on reforming the individual. This reconstruction does not depend on civil officers. Lawmakers and executive officials cannot reform society. The public press is a mighty power, but it cannot reach the human heart. The public schools are factors in fitting the young for the duties of citizenship, but none of these powerful agencies can regenerate the human heart.

There is but one known means to regenerate the human heart, and that is the gospel of Jesus Christ. The representative of the gospel is the ministry. It constitutes God's visible power on earth. The apostle Paul calls the ministers "ambassadors for Christ." They are God's messengers to a lost world. On their fidelity and zeal, on their ministry and service, depends the kingdom of God on earth. An-

gels, the Word, and the Holy Spirit are all helpers; but upon God's ambassadors depends the salvation of men.

The gospel of the kingdom is not a mere theory. It is a mighty force, a re-creative power. No theorizing by the laws of logic can be a substitute for preaching the simple gospel; no rhetoric, nor eloquence, nor power of persuasion can ever take the place of the gospel.

No man can preach the gospel whose heart is not in tune with heaven. Simply being a minister does not enable one to preach the gospel. There must first be an experience in the "new birth;" then the messenger must get his message from God. Malachi said, "The priest's lips should keep knowledge, and they should seek the law at his mouth: for he is the messenger of the Lord of hosts." No man can do this work acceptably unto God whose heart is not right with God.

Sin is a deadly poison. There is no human remedy for this fatal potion save the gospel of Jesus Christ. But for this gospel to be effective, it must be administered by a man of God whose own heart has been healed from sin.

A worldly ministry means a lost church. An unconsecrated ministry by example points the highway to hell. The most awful, the most unspeakable evil that can come to God's cause on earth is to have ministers whose hearts are not right with God, but who use human means to accomplish a work which can be wrought only by divine power.

"Be ye clean, that bear the vessels of the Lord," is the command of God. Our only hope of extending the kingdom of God is to eliminate from the ministry those whose lives are a reproach to the name of Christ.

"Be ye holy; for I am holy," is applicable to those who preach the gospel. The power of the gospel depends on the spiritual life of those who preach the gospel. The greatest need in the church today is for a spiritual, sanctified ministry. When we have this, we shall have a live, active, growing church: without it the world is lost in sin, and ruin confronts us.

Reading Course Notes

(CONTRIBUTED BY PROF. J. L. SHAW)

Assignment: "The New Era in Asia," by Sherwood Eddy, chapters 1-4.

MR. SHERWOOD EDDY writes this book after fifteen years of mission work among the educated classes in all parts of the Indian Empire, and extended tours in the Far East, in which he conducted evangelistic campaigns in many large cities, especially in China. He studied the Tamil language to bring him into contact with the largest number of native Christians. In the preface of his book, "India Awakening," Mr. Eddy says, "My home, however, is out among the people many miles from the nearest white man, and I am responsible, when not traveling, for the joint care of five thousand Christians and a half million Hindus and Mohammedans."

In a more recent volume, "The

Students of Asia," Mr. Eddy makes a study of the student life of Japan, China, and India. After reading "The New Era in Asia," the reader will find it not only interesting but also illuminating and helpful to read this later volume, published by the Student Volunteer Movement for Foreign Missions, New York.

The Renaissance of Asia

"We are witnessing today the awakening of Asia. A vast continent is struggling out of the darkness of ignorance and superstition into the light of knowledge; out of poverty and a primitive agriculture into the ways of modern industry and commerce; out of political autocracy into modern democracy; out of the old-world order into the new. Lord Morley's words regarding India are true of Asia as a whole:—

"We are watching a great and stupendous process, the reconstruction of a society, described as a parallel to Europe in the fifth century, and we have now, as it were, before us in that vast congeries of people we call India, a long, slow march in uneven stages through all the centuries from the fifth to the twentieth. Stupendous indeed! and to guide that transition with sympathy, political wisdom, and courage, with a sense of humanity, duty, and national honor, may well be called a glorious mission."—
"The Students of Asia."

Illustrative of the attitude of the Chinese government toward Christian churches in China is the following telegram sent to the Secretary of State, Washington, April 19, 1913:—

"The following message adopted by the cabinet was sent yesterday by the Chinese government to the provincial authorities and leaders of the Christian churches in China:—

"Prayer is requested for the national assembly now in session; for the new government; for the president who is to be elected; for the constitution of the republic; that the government may be recognized by the powers; that peace may

reign within our country; that strong and virtuous men may be elected to office; and that the government may be established upon a strong foundation. Upon receipt of this telegram you are requested to notify all churches in your province that April twenty-seventh has been set aside as a day of prayer for the nation. Let all take part."

"WILLIAMS, *Charge d'affaires.*"

In his stimulating volume, "The Decisive Hour of Missions," John R. Mott makes the following comparison of the fifteenth century Renaissance with the present awakening in so-called non-Christian nations:—

"In the history of Europe there has been no movement which can compare, either in its magnitude or in the greatness of its effects, with the Renaissance of the fifteenth century. 'The world was passing through changes more momentous than any it had witnessed since the victory of Christianity and the fall of the Roman Empire.' The discovery of new countries had enlarged the horizon of the world, and had stimulated a new curiosity and a spirit of discontent and adventure among the nations of Europe. The capture of Constantinople by the Turks had flooded Italy with Greek scholars and teachers, and had given a great impetus to scholarship and learning, so that schools and universities multiplied everywhere. The growing intelligence, the spirit of liberty, restless movements in the social life, together with a quickening of personal religion, resulted in the great Reformation movement which convulsed the whole continent. In every department of life there was change. A current of fresh energy seemed to be flowing through the countries of Europe, and science, literature, art, and religion all entered upon a new period of development. The Western world was passing out of the dark ages of medievalism into the modern era of enlightenment and freedom.

"Great and significant for the future as were the movements of that brief transition time, they are completely dwarfed by what is taking place today. The Renaissance of the fifteenth century affected only Europe, but we are now confronted with a renaissance which is

gradually affecting the whole of Asia and Africa. Throughout the non-Christian world there are unmistakable signs of the awakening of great peoples from their long sleep. Through the whole of Asia a ferment is in process, which has spread from the intellectual leaders, and is fast taking possession of the masses. It affects over three fourths of the human race, including peoples of high intelligence and ancient civilization. The leaders are concerned with the questions of enlightenment, of intellectual and social freedom, of economic development, and of national efficiency. In all history there has not been a period when such vast multitudes of people were in the midst of such stupendous changes, economic, social, educational, and religious. Among innumerable multitudes of the inhabitants of the non-Christian world the forces of youth and age, of radicalism and conservatism, of growth and decay, are seething and struggling for the mastery. As we survey the unparalleled situation in these lands, the question is forced upon us as to what is to be the issue of it all."

The Effects of the War

Speaking of the results of the war, in the March, 1915, issue of the *Missionary Review of the World*, Mr. Eddy says:—

"I expected that this war would cripple the meetings far more than was the case. For instance, in Shanghai I was introduced to the late premier, and I said to him, 'Will you accept Jesus Christ?' He replied, 'When I see Europe drenched in the blood of your so-called Christians, and when I see the foreign city of Shanghai flowing free with opium, six hundred shops, to curse our nation, I do not want to put my foot in that mess that you people have made of Christianity.'

"I hung my head with shame. I expected that this would be the attitude of the students; but it was not. They hardly know that war is wrong. They are ready to listen to the claims of Christ, and are ready to join Bible classes by thousands, and to join the church by hundreds."

Robert C. Speer, speaking of

the effects of the war, in the *Missionary Review of the World*, says:—

"'The sight of eighteen to twenty million men,' says the *Peking Gazette*, 'engaged in the brutish work of slaughter,—in the filth of blood,—is indeed a terrible commentary upon the influence of Christianity in Europe during the past nineteen hundred years.' The situation is so startling in the contrast presented between theory and practice, that a mere pagan is surely permitted to ask, What can our missionary reader urge in defense of events now happening in 'Christian' Europe?"

"One quotation from a missionary letter is representative of many:—

"'What shall we say of this wicked, this most unjustifiable war? Or to put it differently, What do the non-Christians in India say of it? What answer can we give when they say to us, as they do now, '*Tumhara Masih kahan?* (Where now is your Christ?) Why is it that Christianity has failed to save Europe, and even non-Christian India has to come to the rescue and help to stop this unholy war?' Oh, it is sad indeed; our mouths are shut. Dr. — said to me two days ago, I haven't the heart now to preach to the people of India. What can I say to them? Oh, pray for us and pray for the work here, that God may take care of it and remove this terrible reproach.'"

"As one missionary writes from China: 'The war will have a very marked effect on the whole work of the church in foreign lands. I believe we will have a better gospel to preach, however, when we disregard the argument of the great prosperity of those lands that profess Christianity. The outbreak of innate savagery and brutality revealed through this war makes us realize anew how the most advanced modern sciences do not necessarily carry with them more of the spirit of Christ. I believe on all mission fields the missionaries have found themselves driven back to a new study of the life and teaching of Jesus, and a more vital interpretation of many of his words that were glossed over in compliance with the spirit of the age. Christianity will have to become more Christian.'"

THE NORMAL

The Joyous May

BLANCHE DAVIS

SWEET May, in all thy loveliness reborn!
When breezes softly whisper, violets, worn
Throughout the meadows' green and shady place,
Now deck anew the world in simple grace,

While, through the orchard, comes a clearer note,
A flood of melody. The bursting throat
Pours forth its glad response to Maker's love,
The joyous song of bird in praise to Heaven above.

Softly the voice of summer speaks again,
While sweeter laughter echoes through the glen.
The trees that were so lately bare and brown
With leaf and blossom now are weighted down.

The gentle heaven bends with smiling face
To kiss the earth in closer, fond embrace;
While every bud and blossom, bright array,
Joins in the happy chorus of the May.

Plans for School Gardens

Methods of Utilizing Small Spaces for Individual Plots

SPECIALISTS in the U. S. Department of Agriculture have planned two specimen individual gardens, 5 by 16½ feet, for use in schools. One of these is for vegetables alone, and the other for both vegetables and flowers. The average pupil, it has been found, shows a much keener interest in a garden of his own than in one owned in common by all the school. Individual gardens stimulate pride in ownership, and the work of caring for them en-

courages system, skill, and judgment. Participation in the care of a community garden does not develop the idea of individual responsibility, and consequently interest and industry are usually lacking.

The limited area usually available for school garden work makes it imperative that tall-growing, broad-leaved, and climbing plants be excluded. Radishes, lettuce, beans, beets, tomatoes, and other plants which grow in a compact

Plan of Vegetable Garden

Plan of Combination Vegetable and Flower Garden

Radish 2 inches apart in rows	} Followed by Beans.	Radish 2 inches apart in row	} Followed by Tomatoes.
Radish		Radish	
Lettuce 6 inches apart in row		Lettuce 6 inches apart in row	
Lettuce		Lettuce	
Beans 6 inches apart in row	} Followed by Spinach and Turnips.	Beans 6 inches apart in row	} Followed by Beans and Turnips.
Beans		Beans	
Beans		Beans	
Beans		Beets 4 inches apart in row	
Beets 4 inches apart in row		Beets	
Beets		Zinnia 8 to 10 inches apart in row	
Beets		Zinnia	
Tomatoes 20 inches apart in row		Nasturtium 6 inches apart in row	
Tomatoes	Nasturtium		
Tomatoes	Ageratum 8 inches apart in row		
Tomatoes	Cal. Poppy 5 to 6 inches apart in row		
Tomatoes	Cal. Poppy		
Tomatoes	Petunia 6 inches apart in a row		
Tomatoes	Petunia		

bush form are recommended for school garden work.

In the first plan recommended by the government specialists, the rows run the short way of the garden, and with the exception of tomatoes are all a foot apart. Tomatoes are planted 18 to 20 inches apart, thus giving more room for the plants to spread than would otherwise be secured. In order to make the fullest use of the area, a rotation of crops has been arranged. In the accompanying diagram it will be noted that the quick-maturing crops are planted in groups, which provides a considerable area for replanting as soon as the crops mature. A brace includes the names of such crops, and those which are to follow them are at right of the brace.

The second garden is of the same area as the vegetable garden. The rows are one foot apart, with the exception of the radishes, which are 6 inches apart. The plants are grouped according to height of growth, so as to place the tall-growing plants in the center of the garden, with low-growing plants at the ends. In this case it will be noted that tomatoes are used only as a succession or rotation crop following radishes and lettuce.

The children should be allowed to do all the work of preparing the land as well as planting the seed and caring for the plants. This can be accompanied by instruction in soil physics, the teacher explaining the reason for each step. The methods of planting and cultivating the vegetables in the garden, and flowering

plants recommended to beginners, are described in Farmers' Bulletin No. 218, which may be obtained on request from the U. S. Department of Agriculture, Washington, D. C.

Providing Hot Dishes at Noon for School Children

IN the belief that a hot dish at noon, if only a bowl of milk soup or a cup of good cereal coffee, is highly important to school children, many schools throughout the country are either supplying a regular hot luncheon to school children, or are providing a single hot dish with which the children coming from a distance can supplement the cold food in their lunch baskets. In most cases the children bring money with them, and buy the dishes at cost price. Those in charge of the lunchroom see to it that nothing is for sale that would be hurtful to the children, and direct them in their purchases so that they will not buy merely sweets or pastry. This overcomes the danger of the child's spending his money unwisely or patronizing an insatiable shop.

To assist schools wishing to undertake this desirable activity, either through teachers or groups of cooperating mothers, the home economics specialists of the U. S. Department of Agriculture, in Farmers' Bulletin No. 712, suggest the following economical and easily prepared bills of fare for the school lunch (meat items omitted): —

1. Vegetable milk soup, crackers, rolls, fruit, plain cake.

2. Vegetable stew, bread and butter, sweet chocolate.

3. Boiled custard, lettuce sandwiches, fruit, cookies.

4. Ripe olives, crackers, fruit, maple sugar sandwiches.

5. Bean soup, crackers, baked apples, sponge cake.

In addition the school can serve hot cereals, cooked fruits, berries, and liquid or other foods which it is difficult to carry in baskets. Almost any school by the use of paper cups can make good milk available to children at noon. The school can also place on sale good simple cookies, zwieback, or crackers supplied from the outside.

As the serving of an entire luncheon calls for considerable equipment and dishwashing, many country schools will find it easier to supply simply one hot dish, a cup of cereal or a glass of good milk. The milk could easily be provided through arrangements with parents or near-by farmers, and is particularly useful to children in warm weather, when it is impracticable for them to bring bottles of milk in their baskets.

In a number of city schools the pupils are provided with trays, and help themselves to foods placed on a counter. At the end of the meal they return the trays and dishes, and thus reduce the amount of help required. In some large cities a trained supervisor is employed to regulate all the public school lunchrooms. In other schools the preparation of lunch is made a practical exercise for classes in cooking and domestic science.

It is in the small country schools with only one teacher,

however, that the midday meal presents the most difficult problems. Only a teacher with ingenuity and enthusiasm for her work can carry out the plan, and even with such a teacher the active cooperation of parents is highly important.

The simplest equipment includes a large kettle, a measuring cup, spoons, a paring knife, a mixing spoon, dish pans, and towels. The pupils should be willing to bring plates, cups, bowls, and spoons from home. The boys and girls can easily make curtained shelves for the utensils. A fireless cooker, which permits the preparation of stews, soups, and cereal mushes, can easily be made by the pupils as a class exercise.

The older girls, taking turns in groups, commonly prepare the special dish for the day. In good weather the luncheon can be served out of doors, but at other times it may be necessary to serve it on the children's desks. This will not be objectionable if the desks are first cleaned and covered with clean paper or paper towels, and if the building is well ventilated and screened against flies. Water safe for drinking, washing hands, cooking, and washing dishes is essential, and any water that is at all doubtful should first be boiled.

How Are Your Pupils' Teeth?

OUT of 10,230 school children examined in Washington, D. C., more than 9,000 had teeth which required treatment, according to a recent statement by Dr. Harvey W. Wiley, president of the National Mouth Hygiene Association.

80

The appearance of Rip, with his
rusty fowling piece, his uncom-
of name his was what ar-
ed hat cocked the in man
midst the in. Man another

As d'chabod jogged
way his eye, ever o-
tom of culinary ar-
with delight Hudso
the in sounds an

On nearer approach
surprised at the se-
stranger's appearan-
square built form
and awe inspired

A SECTION OF THE AYRES SCALE FOR MEASURING

The complete Scale contains samples of handwriting from the lowest grade, 20%, to the highest, or 90%. The price is five cents. It can be obtained from the Division of Education.

We had not been home long w
 was heard from the distance A
 good before way gave soon gu
 Daughters their with romped
 the with gossiped cottage and

We had not been home
 of music was heard f
 of country cheer good be
 guests the of bashful
 not heard been music

Your mere puny stre
 at the flourish of t
 passed by with in
 claims hankerc
 their at more seer

THE HANDWRITING OF SCHOOL CHILDREN

Russell Sage Foundation, 130 East 22nd. St. New York City. A scale fastened on the wall of the schoolroom will be a continual incentive to improved work in writing.

How One Teacher Solved the Question of Living Quarters in a Country District

HERE is the experience of a young woman during the first year of teaching after she left one of our normal departments. Her school was in the rural district, in a cold climate. The people lived so far away from the schoolhouse that in cold weather it was almost impossible to have school at all, so she found. As to herself, she says:—

"I saw that I could never stand it to drive five or six miles every day, and then live in a two-room house with a family of children, crying baby, etc. So I suggested a way of solving the problem. The people agreed to it, and here I am. They moved a house to within a few steps of the school building, and furnished it. I keep house, do all my own work, and mother six or seven children from Monday morning till Friday afternoon. At noon I have them all for dinner, just twelve. I teach domestic science, table etiquette, and housekeeping, all combined. So you see I am faculty, cook, matron, preceptress, doctor, nurse, organist, chorister, and the leader, teacher, preacher, and even janitor."

Missionary Travel in Honan

ON a recent tour among believers in Honan, China, Director Frederick Lee had a typical experience in Chinese travel, which

he relates in a report as follows:—

"I have just returned from a two weeks' trip among the churches in southeast Honan. I traveled 570 li and visited ten churches and companies. I started out with our cart, but the roads became so bad because of rain that I had to leave the cart and make the rest of my trip by horseback. One day our cart tipped over in the mud, and the next day both horse and cart became stuck in the mud. I had to unhitch and first get the horse out, and then unload and get the cart out. The mud bog must have been an eighth of a mile long. After I left the cart the horse's shoulders became so raw that I could not ride, and had to walk in the mud all day. However, I am thankful that I have strength enough to get out among the brethren again, and help to encourage them in the truth."

Pedagogical Hints

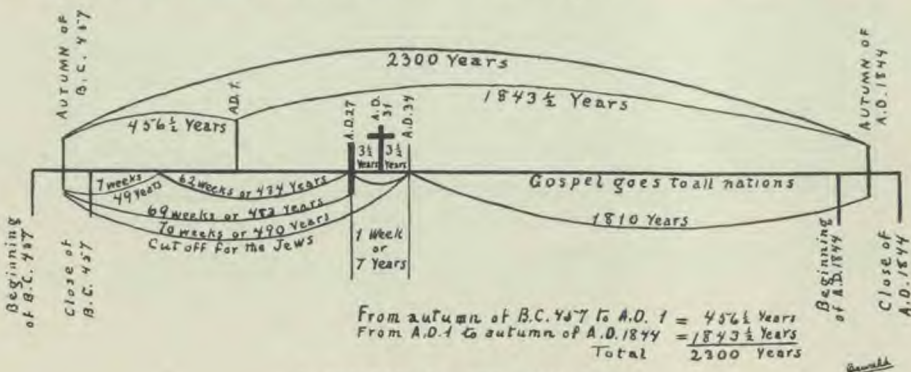
I. C. COLCORD

TEACH your pupils *how* to study. Give them the "cue."

In the mastery of difficult words, have the pupil copy the words on a piece of paper and repeat them over and over. Or he may draw a light line under these words, and have the teacher *sound* them to him distinctly. Let the words "ring in his ear."

Learning is the art of thinking, and thinking is the power that helps to break through the crust of density.

When a pupil is a bit puzzled to get the answer, or is struggling with a word in spelling, change his angle of vision; even a physical change will sometimes start or jar that cell of the brain to activity and win out. Wise suggestions, put at the psychological moment, are the teacher's part.



A DIAGRAM OF THE 2300 DAYS

Our Question Box

ANSWERS BY LOTT A. E. BELL

QUESTION 12.—*What can be done for the child who is permitted to use slang at home, and persists in using it at school?*

Organize a Mothers' Club, and discuss this and other questions. Here is where many a problem is solved for the teacher.

QUES. 13.—*When the school is as interesting as the teacher can make it, and parents have been consulted, what should be done with pupils who are tardy and irregular in their attendance?*

(a) Bring the subject up at patrons' meeting in some form, for instance, "Importance of Regularity and Punctuality in Attendance." (b) Enlist the co-operation of children to place the local school on as good a basis as others in the conference. (c) Solicit help and suggestions from the school board.

QUES. 14.—*When children go down town and stay so long that they are fifteen or twenty minutes late, should the parents be required to send an excuse for them?*

The parents should be in close enough touch with the teacher to know of the tardy mark before the monthly report card reveals it to the home. It might be an unexcused tardiness. There may have been no excuse to offer. In such case the punishment might come by deducting a percentage from the deportment on the report card, or some similar plan.

QUES. 15.—*In exercises at Christmas time is it out of harmony to have recitations concerning Christmas or Santa Claus?*

It seems to me that Santa Claus is rather mythical, but I do not know that a good Christmas recitation expressing Christmas cheer would be seriously objectionable.

QUES. 16.—*What would you do in the case of a child who cries over every little thing? I have three or four girls who do this, and I have tried everything that I can think of to cure them.*

Inspire and cultivate the confidence of the crying child. Study its physical health and home environment. "There's a reason" for tears.

ANSWERS BY G. R. FATTIC

QUES. 17.—*Please suggest some ways whereby children who live in the country can earn mission money in the winter time.*

Raising chickens, raising pigeons, cleaning sidewalks, selling magazines, janitor work in the church and schoolhouse.

QUES. 18.—*Would you tell the pupils the corresponding punishment when a rule is first made?*

Not generally. It is understood that legislation is always attended by provision for fine or punishment, otherwise it is useless.

QUES. 19.—*Would you read to your pupils, or allow them to read, Longfellow's "Evangeline"?*

Do you mean which would be better? If so, I should say that depends on the age of the student. If the question is regarding the merits of "Evangeline," personally I think it a beautiful poem, and when properly placed before students, it could not possibly do harm.

QUES. 20.—*Please give suggestions on how to conduct a school exercise in current events.*

I have always found the little school paper, *Current Events*, a stimulus. Once each week have the students report on what they have read, and what they have heard read. Then the teacher may fill out the time by a good lively review of what he has read or heard read.

QUES. 21.—*What method would you use to induce children who do not like to sing, to use their talent along this line?*

Use chorus work for children, folk songs of the correct character, and action songs. Then put forth special effort in a personal way.

ANSWER BY MYRTA M. KELLOGG

QUES. 22.—*What would you do with children who persist in talking in school without permission?*

It might be a good plan to talk with the child alone, and try to show him that it disturbs the entire school. If that is not sufficient, isolation might help to impress the fact upon his mind. Public opinion is a great help. If the teacher is the leader and can have the other children on her side, there will usually be no more trouble, since the child has lost its audience.

HOME EDUCATION

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

The Catbird in May

IN sober vestment clad, on spreading
bough,
Or swinging on some lightly bending
spray,
The priest of bird kind offers up each day
A gladsome sacrifice of praise. Hast thou
An ear to listen? Canst thou note with
how
Great swelling of the heart ascends his lay
When woods are decked in the fresh green
of May,
And there are whispers of the summer
now

At hand? 'Tis he lifts up the voice of all
The songsters of the grove and field. He
gives
Thanks for the care by which the smallest
lives.
'Tis he repeats each little trill and call,
'Tis he that flings their gayest notes
abroad,
And warbles in the very ear of God.

— *Gulielma Zollinger, in The Mother's
Magazine.*

Nature Month by Month

MADGE MOORE

"Then came fair May, the Fayrest Maye
on the ground,
Deckt all with dainties of her season's
pryde;
And throwing flowers out of her lap
around."

— *Spenser.*

MAY is migration time for the birds. More birds are to be seen during this month than at any other time of year. Few but the residents all the year round are left to await the May migration, for the winter birds have departed for the North.

By the end of this month leaves are fully out on the shrubs, fruit trees, maples, elms, and on a large number of the forest trees. The air is soft and dry, and very fragrant. Life is multiplying on every side. The skipping lambs, flitting butterflies, and humming bees are abundant. The paler flowers of April are surpassed by the brighter ones of May, yellow seeming to be the predominant color.

First Week

The celebration of May Day is of ancient origin, and was a beautiful custom, enjoyed especially by the children. Nature is her loveliest then. In England the people rose early and gathered the hawthorn blossom, called "the May," and the trip after these blossoms was called "going a-Maying." Returning, they decorated houses and churches with them. In every town and village stood a very high pole. Upon this they hung wreaths and garlands, then danced around it. The "queen of the May" was seated under a flower-covered booth, wore a crown of the flowers on her head, and received the adoration of all present.

Let the children make simple little baskets, fill them with flowers tastefully arranged, and carry them to, perhaps first, some sick or aged person, and later to their friends and neighbors.

A wall paper sample book will furnish stiff paper for many pretty designs. A very simple pretty one is a square folded to form a cornucopia. Cut and curl a fringe of some thin bright paper, paste this inside around the top, and then fill with flowers; or if the flower season is late, a tiny cake, cookies, or candy would be a good substitute, with leaves to make it attractive and bright.

Among the flowers will probably be the dandelions, mustard blossoms, yellow and blue violets, marsh marigolds, buttercups, trilliums, daisies, clover blossoms, bluebells, little bluets, forget-me-nots, and the trailing arbutus.

To help the children to see more beauty in creation and the wisdom of God, study the principal parts of a flower with the aid of a magnifying glass. Let them compare one with another. A booklet of pressed flowers containing the name and where found would be of value. From a well-known firm, seed and flower catalogues may be obtained. Hours of enjoyment in cutting, coloring, and pasting to make a flower chart are sure to be experienced.

Flower stencils can be had for a few cents from any of the wholesale school supply houses, as Milton Bradley, San Francisco; A. Flanagan, Chicago; and J. L. Hammett, Boston.

The gardens that have been started will afford opportunity for further study of the cultivated flowers. Caring for and watching them grow will afford many an hour of profit and pleasure.

Second Week

In just a day or so, it seems, the green orchard becomes a mass of fragrant, snow-tinted blossoms, attracting alike bird, bee, and man. The warm May sun has accomplished this.

The members of the rose family furnish us most of our fruit, so it would be well to study them. The apple, cherry, pear, peach, plum, apricot, rose, nectarine, almond, the strawberry, raspberry, blackberry, and dewberry belong to this family. The family characteristics are the "fives:" five petals, five sepals, and usually five pistils. They all have many stamens.



The apple blossom is a perfect member, having five of each, with many uneven stamens. When the petals fall, the sepals and pistil remain to form the apple. It will interest the children to know that the pistil swells and forms the core of the apple, and the calyx thickened is the good part of the apple. Compare it with the pear. Notice what parts of the flower of the other members of this family grow into fruit.

There are other interesting flower families, as the pulse (sweet pea), the orchid (lady slipper), the lily (trillium), the violet (pansy), and also the composite (goldenrod). Let the children classify these in families by comparison and by a knowledge of the general characteristics of each family. It helps to show the system and order of creation: human, flower, animal, insect, and bird families.

The awakening of the flowers illustrates the resurrection. Help the children to see that the wild flowers have degenerated, and show them what cultivation and care has to be taken now to produce beauty. Speak of the beauty and perfection of the flowers of



THE HUMMINGBIRD

the new earth. Those who can, may make booklets, decorated by stencils or free-hand drawings, and in them write brief descriptions of the flowers studied. All through the summer months flowers may be studied. Stories of what cultivation has produced will be interesting, using as illustrations the pansy, sweet pea, rose, nectarine, and others.

Third and Fourth Weeks — Bird Study

By the end of May most of the birds have finished their building and are laying their eggs. Teach the children the economic value of birds, and that they must not destroy eggs or birds.

To study birds, take one kind at a time. Locate some family, and early in the morning make your observations. Move about as little and as quietly as possible, and, if you can, watch them through field glasses.

From "Nature's Calendar" we get the following nesting time of the common birds: —

"The song sparrow, kingbird, barn swallow, and phoebe bird nest the first week of May.

"The vesper sparrow, cuckoos, flicker, and downy woodpecker use the second week for nesting.

"The red-winged blackbird, purple finch, chipping sparrow, and the brown thrasher nest the third week.

"The last to nest in May are the kingfisher, bobwhite, wren, humming bird, blue jay, and the white-breasted nuthatch."

Other interesting birds to observe are the many warblers, vireos, finches, the bobolink, grosbeak, and the scarlet tanager. Leaflets about different birds from any Audubon society will aid in bird study, and will furnish good material for busy work, for outlines for coloring are sent along with the colored plate.

After the Civil War, friends and relatives set a day in which to decorate the graves of the soldiers who died for their country. In



DAME ROBIN

all countries the soldiers' graves have been honored. On the thirtieth of May, during Grant's administration, by act of Congress a day was set apart as a legal holiday in which we honor our nation's dead heroes.

Help the children to realize that we have a cause in which we should be as zealous as were the soldiers during the Civil War, for we are seeking to save men's lives.

How Freddy Found a Hen's Nest

A True Story

"FREDDY," said his mother one day, "the speckled hen is laying away somewhere; I wish you would try to find her nest for me." Freddy was fond of his mother, and was always ready to do her bidding. He was also fond of eggs, and thought hunting for them was great fun.

Specky was a knowing hen, and Freddy soon found that it was no use trying to follow her to her nest. When she saw that she was being watched, she just walked up and down, picking in the grass. When Freddy got tired and turned his back, away she would slip, and a few minutes later he would hear her cackling in the scrub. Off would rush Freddy, only to meet Specky coming out of the scrub looking very pleased with herself.

Not to be beaten, he went all through the scrub patch, and looked in and out of every bush and tussock, but it seemed all to no purpose.

Often when he was scrambling and scratching himself, and feeling quite out of patience with everything, and with Specky in particular, he would hear her cackle quite close to him. When he got where she was, she would be still cackling, but a search around left Freddy more puzzled than ever.

One day after another passed in this way, and the boy was beginning to think that the hen would beat him after all. He went out again for "just one more try," as he said, but soon got tired out,

and sat on the ground to rest and think. He said to himself: "Well, if I don't know where this nest is, I am sure that God does. He knows how much I want to find it, so I will ask him to show me where it is. He says we have only to ask and we shall receive, and a lot more that I don't remember, so I will ask him." He knelt down and asked God to show him where Specky was laying, for he had looked for her nest all he could, and now he wanted God to help him find it.

Freddy had scarcely finished when something happened which gave him quite a start; and what do you think it was? Close beside him he heard a loud cackle-cackle, cackle-cackle, and, turning his head, there was old Specky, making all the noise she could, and walking slowly away.

"Now that is puzzling," he thought; "wherever has she come from?" There were no bushes near where she could have been hiding, yet she must have come from somewhere; of that he was sure. Still staring about him, he at last saw a hole going into the ground, which he had not noticed before. It was but a small hole at the top, not quite the size of the crown of his hat, and went slantwise into the ground. It looked dark inside, but he thought he could see something white at the end. Reaching in his arm, Freddy gave a shout of joy when he felt, not something to bite him, as he half feared, but *eggs*, a whole nestful of them.

Freddy was so full of joy and thankfulness for having had an

answer to his prayer so soon, that he just shut his eyes and lay still.

We can be sure that God was listening to what was in his heart, and that Freddy had learned his first lesson in faith. The Bible says that according to our faith so shall it be unto us.

Freddy is grown up now, and has learned to love and trust the God whom he never doubts heard and answered his first prayer of faith when he was a boy of nine years.—*The Watchman*.

Influence of Environment on Children

SARAH STICKLE

(Concluded from last month)

Thelma

"MOTHER, I wish you wouldn't bother me all the time, just when I get nicely started in a story." It was Thelma that spoke in a voice so rude and unladylike. She was curled up in the big armchair, with the fairy storybook in her hand.

"Don't you know there are other things to do in this world besides reading? Anyhow, I wish you could learn to read something more sensible than those storybooks," was the mother's answer.

Thelma's voice did not soften in the least, as she straightened up and said to her mother, "Well, I should like to know what you kept them here for if not to read. Teacher lets us read stories like this every day in school, and she tells them to us, too. If she can, why can't I?" Mrs. Marvin shrugged her shoulders and left the room. After several minutes Thelma followed.

Her mother had noticed Thel-

ma's liking for fairy stories, but thought, "She is only a child; all children like them. She will choose saner reading when she grows older," and thus quieted her conscience. These fairy stories had all been given to the family, and of course had to be kept.

But as Thelma grew older, her love for fictitious reading matter increased rather than diminished. The time spent on her lessons became less and less. She said that she "couldn't get anything out of those dry lessons." She would scan all the magazines and newspapers that came into the house, for the fiction they contained, which she never failed to read.

When Mrs. Marvin went to Thelma's room, she nearly always found her engaged in novel reading. Her mother now remonstrated with her and tried to show her the effects of the course she was taking. But it was too late. She liked those books, and was going to read them.

One bright spring morning Thelma did not appear at the breakfast table. This was no unusual occurrence; but as the day advanced and she still did not appear, Mrs. Marvin began to fear that she was sick, and with this thought in mind went up to her room. She now feared the worst, for the room was empty. On the table was a note which read, "I am sorry, mother, but I cannot stand this dry life any longer. I am going to be an actress." The mother's heart almost broke, especially because she knew she had only herself to blame; she had let Thelma read just what she wanted,

and had kept those books in the house.

The child's daily surroundings — what he hears, what he sees, and what he reads — really determine what kind of man he will be. If his environment is not such as will tend to Christianity, how can we expect him to be a Christian?

The Great Want

THE great want at the present time is more practically educated mothers; and we must keep in mind that no education can be practical unless it is spiritual. This means not learning alone, but culture of the heart.—*Mary Stanley Boone, in Education, November, 1904.*

BOOKS AND MAGAZINES

SELECTED LITERARY ESSAYS FROM LOWELL, with introduction by Will David Howe of Indiana University, and Norman Foerster of the University of North Carolina. Pages, 312. Price, 60 cents. Houghton Mifflin Company.

It is said of Lowell that "he has left us the best things said in America about the good books of the world literatures." Part I of the Introduction to this little volume of the Riverside Literature Series, gives a sketch of the life and personality of Lowell, while Part II presents an appreciation of him as a literary critic. The essays selected are upon Chaucer, Milton, Dryden, Pope, Wordsworth, Carlyle, Emerson the lecturer, and Thoreau, part of them abridged. The volume is bound in cloth, in very neat style for the private library.

"PREPARING FOR CITIZENSHIP," an elementary textbook in civics, by William Backus Guitteau, Ph. D., Superintendent of Schools, Toledo, Ohio. 231 pages. Appendix and index, 39 pages. Houghton Mifflin Company.

The book is divided into three parts. The first part deals with the relation of the government and the citizen, in four chapters. The second part is entitled "State and Local Governments," and is composed of eight chapters. The third part, or the last seven chapters, considers the functions of the national government.

The appendix includes: A. The Constitution of the United States; B. Area, Population, and Electoral Votes of the States for 1912; C. Area and Population of Territories and Insular Possessions; D. Illus-

trative Material for the Study of Government; E. Reference Books.

The work is illustrated with 52 good half tones and maps.

The author has in mind, in dealing with the subject, the activities of government rather than theories and forms. As far as is consistent, the subject matter is based primarily on that which is concrete, or at home, and from this the pupil is led to the more complex and perhaps less-visible operations of the state.

Moral purpose in government is stressed, because "it is now generally conceded that the chief value of civics lies not in the mere teaching of facts about government, but rather in creating in the minds of the pupils high ideals of citizenship and of political conduct."

Each chapter is followed by a list of practical questions and suggestions helpful to both teachers and pupils.

W. C. JOHN.

"GOVERNMENT AND POLITICS IN THE UNITED STATES," a textbook for secondary schools, by William Backus Guitteau, Ph. D. 473 pages. Appendix and index, 36 pages. Houghton Mifflin Company.

The present tendency in educational philosophy is to emphasize the functional values of life. The author, apparently in harmony with this viewpoint, has so treated the question that the pupil will not only appreciate the theories and history of government and politics, but will be wide awake in recognizing the living fabric of the state under which he has grown and developed, and in which he soon may take an active part.

Christian Educator

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1909, at the post-office at Washington, D. C., under
the act of Congress of March 3, 1879.

The book especially commends itself as being broad in its scope, and yet at the same time the details are sufficiently brought out to give the student a clear grasp of the many problems which the democratic system has developed.

The exercises and questions at the close of each chapter will enhance the value of the text very much, and will lead young men and women to investigate and know what is going on not only in their own locality, but in the State and the nation. An ample bibliography is also placed at the close of each chapter.

The first six chapters discuss the development and function of local governments. Chapters seven to seventeen treat of the State governments, while chapters eighteen to twenty-seven consider national government. The appendix is similar to that found in the elementary work.

The text is illustrated with 58 half tones and 25 maps and diagrams.

Both this text and the elementary one will meet the approval of teachers of civics.
W. C. JOHN.

Extension Work

COLLEGES, universities, and normal schools are going far beyond their own walls in carrying education to the local communities. Nearly half the colleges in the United States did extension work last year. The federal government itself is realizing, as never before, the desirability of a wide distribution of the scientific information it has collected at large expense of time and money, and many of the bulletins and circulars issued by the government are now affecting directly the everyday procedure of education — *U. S. Bureau of Education.*

Educational Notes

STUDENTS at the University of Chicago earned \$152,172 within the last year while attending the university, according to a report just made public. The funds were used in helping to support 1,023 students in colleges. Of these, 886 were men and 137 women. The average amount earned per student was \$148. Highest wages were paid tutors and governesses.

In the Portland (Maine) school the room has been newly painted, and adjustable seats with their shiny desks add much to the cozy appearance of the room. Some of these seats were earned by the pupils themselves during the summer vacation. One little fellow asked, "Can I have the seat I earned, when I am done going to school?" He was convinced that it would be real missionary work to leave it for some other little boy.

This is the way our Oklahoma superintendent, Miss Garrett, esteems the work of the faithful teacher: "The stars in the faithful teacher's crown will be worth counting sometime. It is the teacher who has labored faithfully day by day, tided the student over the hard places, met opposition, borne criticism, who will be able to lead the children into the presence of the Great Teacher in the school of heaven, and say, 'Here, Lord, is the little flock over which thou gavest me charge.'"

Superintendent Stray, of the Southern New England Conference, reports four schools in operation this year, three of them new ones. Three of the teachers are 1915 graduates of South Lancaster Academy. The report says: "There is no question but that these teachers are well qualified in every way, and we trust the Lord will make it possible for them to continue in the same schools at least two or three years without change, while we turn our attention to the establishment of new schools."

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