

CHRISTIAN EDUCATOR

A MAGAZINE FOR HOME AND SCHOOL

Vol. VII

June, 1916

No. 10

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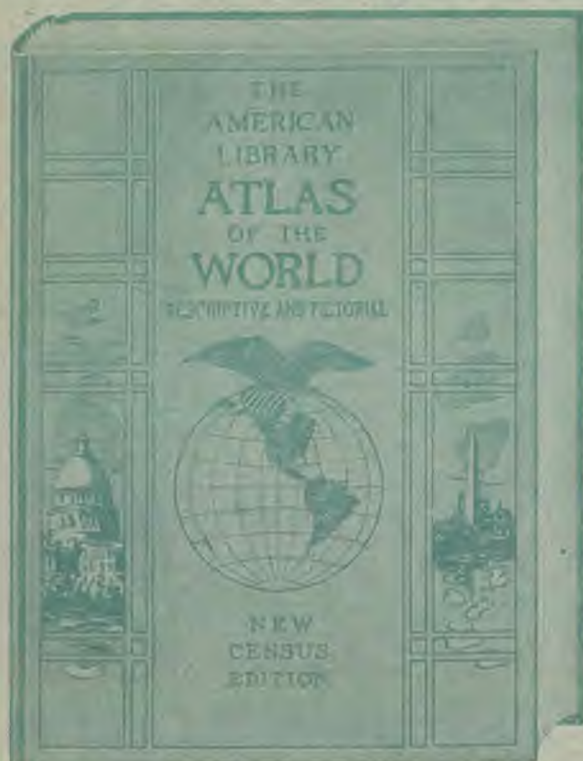
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“Remember the *Educator*”

THIS is our Summer Slogan.

It is the watchword in our Summer Campaign to

Treble Our List

of readers. CHRISTIAN EDUCATOR completes with this issue the first cycle of seven years in its life. It is a fitting time to give it a new lease of strength — in content and in readers — to begin the second cycle of its service. We have therefore definite plans under headway to —

Treble the Value

of its contents. These are announced in detail in a special leaflet containing our Prospectus, Premium Offers, Clubbing Offers, and a Retrospect, together with our Summer Campaign Plans. This leaflet is for free distribution in any quantity needed. Send for it *now*, to our publishers, the Review and Herald, Takoma Park, D. C.

In this campaign we heartily invite the active co-operation of all true friends of Christian Education, and bid every one who chances to read this notice, to —

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CHRISTIAN EDUCATOR

Vol. VII

Washington, D. C., June, 1916

No. 10

Closing Days

Washington Missionary College

Graduates: College 21, Academic 9, Others 4.
Baccalaureate Sermon, Elder A. G. Daniels.
Commencement Address, Elder C. S. Longacre.

Union College

Graduates: College 18, Academic 30, Others 21.
Baccalaureate Sermon, Elder I. H. Evans.
Commencement Address, Prof. Frederick Griggs

Pacific Union College

Graduates: College 17, Academic 20, Ministerial 7, Normal 6, Others, 8.

Emmanuel Missionary College

Graduates: College 9, Academic 10, Normal 5, Others 9.
Baccalaureate Sermon, Prof. Frederick Griggs.
Commencement Address, Elder M. H. St. John.

Walla Walla College

Graduates: College 6, Normal 8, Others 3.

South Lancaster Academy

Graduates: Bible 6, Normal 8, Commercial 13, Others 5.
Baccalaureate Sermon, Elder C. T. Everson.
Commencement Address, Elder A. G. Daniels.

Mount Vernon Academy

Graduates: Academic 9, Biblical Academic 2, Others 3.
Baccalaureate Sermon, Elder C. S. Longacre.
Commencement Address, Elder N. W. Phillips.

Southern Training School

Graduates: Academic 5, Bible Workers 3, Normal 2.
Baccalaureate Sermon, Elder R. W. Parmele.
Commencement Address, Elder C. Sorenson.

Keene Academy

Graduates: Academic 24.

Oakwood Manual Training School

Graduates: Ministerial 3, Bible Workers 2, Nurses 4, Others 2.
Baccalaureate Sermon, Elder Sydney Scott.
Commencement Address, Elder W. H. Branson.

Summer Schools

Union College, May 31 to July 25—eight weeks.

Walla Walla College, May 31 to July 25—eight weeks.

Keene Academy, May 31 to July 11—six weeks.

Washington Missionary College, June 6 to July 31—eight weeks.

Emmanuel Missionary College, June 27 to August 7—six weeks.

Northern Union Conference, July 5 to August 29—eight weeks.

Problems in the Teaching of Languages

BY L. L. CAVINESS, SECRETARY COLLEGE SECTION IN LANGUAGES

ONE of the fundamental questions which confront the teacher of any subject is the amount of work to be covered by the class in the year. The lack of uniformity in this respect is very pronounced in the language work of our denominational colleges and academies. In the State schools the standardizing of the amount done each year has been more perfectly worked out than has yet been done in our schools.

The standard must be set with reference to the age and previous educational training of the members of the class. It is usual to divide language courses into two classes, those for high school or academic students, and those for students of college grade. To illustrate, most colleges and universities have entrance requirements in some foreign language. These specify just how much work a student must have covered, for example, in a two years' course in German, in order to have this high school work meet the entrance requirements to the college or university. But the high school student is not expected to do the same amount of work in one year as a college student would do in the same time. In fact, in most colleges the student is expected to complete in one year what the high school student does in two years. In other words, a high school student with two years' credit in German is just ready to enter a second-year German course in college.

In our schools the distinction between academic and college language classes is not yet so carefully made as it should be. If German, for example, is offered as a college course, academic students should not be allowed to join the class. If there are a large number of academic students who wish to take German, let a special class be organized for them which will not attempt to complete in one year the work outlined for the college class.

In revising our syllabus for the work in languages, it might be well to outline in some languages both academic and college courses. We should be very glad to receive suggestions from members of the language section as to which languages should be thus outlined for academic courses.

Another practical question which arises, especially in the modern language work, is the texts which shall be read each year. It sometimes happens that students who have taken a year or two of some language in one school, when continuing their work in another school will be assigned texts to read which they have already read in the other school. This is not a supposed case, for this very thing occurred in one of our colleges the present school year.

If graded lists of texts could be prepared, with three or four times as many books suggested for each year's reading as could be read by any one class, a variety in choice

of texts would be possible, without the danger of duplication by the reading of the same text in different years in different schools. If all language teachers would prepare lists of reading texts which they have used, together with the class in which they were used, it would serve as a substantial basis on which to prepare a single list to be adopted as a part of the language syllabus.

A third problem is the method to be used in teaching the languages in our schools. The teacher's own preparation and preferences will be a great factor as to the method to be followed. David could not fight in Saul's armor, neither can a teacher teach according to a method in which he is not trained or with which he has no sympathy. Yet it is well to keep in mind just what is the purpose of language training in our schools, and what is the

object the average pupil has in view in taking the training.

It is generally recognized that a thorough knowledge of the grammar, with an ability to read the language readily and with accurate understanding, is most needed by the average student. If he should have need for a fluent, oral command of the language, this can be best gained when in daily association with the people who use the language. Drill in correct pronunciation by reading aloud in class, with a limited amount of conversational practice, is all that can be done in the time available in our regular language courses.

Actual experiences in results gained by the use of different methods would be very interesting, and might prove very helpful by way of suggestion to other teachers having to deal with similar situations.

Chance in Changing Teachers

THE *California Blue Bulletin*, issued quarterly by the California State Department of Education, gives strong advice in favor of keeping a teacher year after year:

"I have observed that the teacher is always on the 'anxious seat' from the date of the April election to the tenth day of June. I want to suggest, Mr. Trustee, that it is a good policy to keep a good teacher off the 'anxious seat.' Don't you think it would be well for you and the other trustees to talk the matter over and let her know that the board is pleased with her work?

"I want to say, Mr. Trustee, that ideal teachers are very scarce. I know a district that employed twelve different teachers for the same position in ten years, and got a poorer teacher each time it changed. I think you will agree with me, Mr. Trustee, that when you make a change, you take a chance; you can't be sure that you are securing a better teacher. Taking into consideration the chance involved in making a change, don't you think it would be well to re-employ the teacher for another year?"—*Educational News Bulletin*.

WHEN FRESH AIR IS ALL IMPORTANT

THE GROWING, LEARNING CHILD MUST HAVE PURE AIR
 What will it profit a child if it gain a
 world of knowledge and lose its health.



In a nut shell—

Stuffy Air
 stifles
 study &
 stunts
 stature.

Foul air blights child life
 much as it withers plant life.

To the point—

Pure Air
 promotes
 physical &
 psychical
 perfection.

Pure air makes the
 fires of life burn brightly.



FROM A TO Z GIVE THE CHILD PURE AIR
 Compulsory Education must not mean compulsory physical degeneration

Chicago Health Department Educational Poster #1: 150

Designed by U. C. de Clair Drake

FACTS ABOUT SCHOOL CHILDREN

There are 20,000,000 school children in the United States.

They spend 11,415 years in schoolrooms every school day.

Years of this time are lost and health is damaged due to the effects of badly ventilated, overheated schoolrooms.

12,000,000 school children have physical defects which interfere with school progress.

Over 500,000 school children have physical disabilities so serious as to render their school experience practically valueless.

WHAT SHALL IT PROFIT A CHILD
 IF HE GAIN THE WHOLE CURRICULUM AND
 LOSE HIS HEALTH?

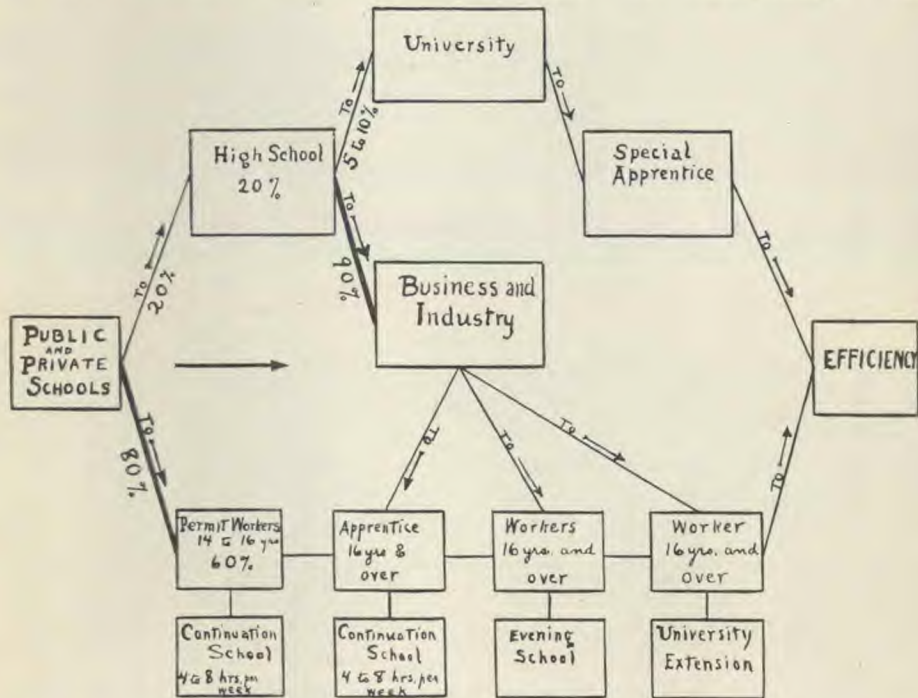
Compulsory Vocational Education

SOME serious attention is being given by Congress to the question of federal aid for vocational education in elementary and high schools. In one of the bills under consideration it is proposed to disburse three million dollars from the federal treasury for this purpose. State aid is already being given in industrial sections of the country.

In discussing the subject in the

pulsory vocational education as presented in the following from Mr. Miles's article (*italics ours*):

"The special value sought in these bills is, or should be, the development of educational opportunities for 'those who work *while they work*,' for the countless millions who left, and will leave, school at from fourteen to sixteen, with about a sixth- or seventh-grade attainment, and with no prospect or opportunity for



May issue of the *American School Journal*, the president of the Wisconsin State Board of Education, H. E. Miles, presents a diagram showing the choice of routes to vocational efficiency that are open to boys and girls. We copy this diagram partly to show the facts it presents and partly to help make clear the prospect for com-

further training except as now developed through these bills.

"In other words, it is the infinite hope and promise of these bills to establish an educational highway, inexpensive and convenient, along the 'lower route' indicated in diagram. This is the route that ninety per cent of all Americans are forced to travel through life, a mere bramble in America, beset with every hazard

and difficulty, but in most European countries, a rounded turnpike, none too easy, but entirely clear in its direction, purpose, and end.

"By taking this highway, sixty-five per cent of the men in the top-most places in the wonderful industries of Germany gained their present places, while those who took the easier, 'the college route,' are serving under these men of labor who used the continuation schools in connection with their daily tasks. . . .

"Some may not realize that there is close behind this bill something very different from a mere invitation to partake of vocational instruction. Almost immediately, upon the action of States, they *will be forced back of this bill*, as in Wisconsin, Pennsylvania, and, in a measure, in several other States.

"Every one is realizing and agreeing that every youthful in-

dustrial worker under sixteen, seventeen, or possibly eighteen, must be required by State legislation to go to a vocational school a certain number of hours each week for instruction in his occupation, or a better one if need be. America will not waste longer the child life of the nation, nor leave little children to battle alone in industry against the world. *Compulsory part-time school attendance* for young workers during working hours is, in fact, only a broad social recognition of the right of the child to efficient, vital training in the pathways of life which each must tread, and that recognition expressed in terms of agreement of action. Without compulsion, there has been no measurable success anywhere. Children come to these schools inversely as their needs. A few choice employers assist. The inconsiderate or mean employer never does.

Ecole Missionaire Adventiste

BY PAUL STEINER, PRINCIPAL

IT was not till the year 1904 that a permanent school was founded in the Latin Union. In the same year the old sanitarium of Basel, where the center of our work in middle Europe had hitherto been located, was sold, and Gland, in southern Switzerland, was made the institutional headquarters of our union.

Gland is a most charming place. I remember hearing the American brethren present at the general meeting here in 1907, declare that they never had seen any other of our institutions so beautifully located as this one.

The institutional property, called La Lignière, covers ninety-

two acres, of which about two thirds consists of a well-timbered park, and the rest of fields, meadows, and garden. On the east, north, and partly on the west the property is bordered by deep running brooks, forming picturesque vales nearly all around. The lake of Geneva forms the southern border. Across the blue lake extend the highlands of French Saxony, backed and overtowered by the gigantic and ever snow-covered mass of Mont Blanc. On these grounds stand five buildings: the sanitarium, the food factory, the publishing house, a large dwelling house, and the school.

The school building, an old coun-

try house, already existing when the property was purchased, can accommodate about forty students. It is now filled to the last place, and we are in great need of a new building.

The polyglot character of the Latin Union is, of course, manifest in the school too, and makes of our students a very mixed family. The greatest number are French-speaking students, and have come from either French Switzerland or France. Then we have Spanish, Portuguese, and Italian students. Very frequently we have a few Germans also, and from time to time one or two English. But all the teaching is done in French. Owing to the similarity of the Latin languages, the Spanish, Italian, and Portuguese students pick up the French very quickly, and are soon able to join the regular classes.

The course offered in our school covers three years. A preparatory course of one year is provided for strangers and students whose school training has been in-

sufficient. Lessons in Bible, history, languages, science, and mathematics are taught up to what you would call the fifteenth grade.

When the terrible war broke out, many of our students, from both France and Switzerland, had to answer the call of their country and march into battle. We are glad to know that so far God has protected our French students on the battle fields, and although several have been wounded, none, as yet, have lost their lives. The war thus caused our mission school to be closed a whole year, the nursing course alone being pursued; but last autumn a sufficient number of candidates having been recruited, the school reopened with an attendance of forty-three, including the nurses.

In spite of the awful storm raging all around our little country, our prospects for the school and the work are good, and we are hopefully looking forward to the time when the message will go forth with increased strength, to all the lands of our needy union.



WORKING OUR WAY AT FOX RIVER ACADEMY

A Mission School in Mississippi

MRS. MARY M. CRAWFORD

OUR school is more on the order of a mission school, being composed almost entirely of outside children. We have had thirty children enrolled this year, with an average attendance of twenty-five. Only two of these are from Adventist families.

We own our little home, which adjoins the school property on the north. Our water supply comes from two large cisterns which are kept very clean.

At the west end of our home lots and school property is a large hole about 80 feet wide, one hundred feet long, and 50 or more feet deep in some places. Mr. Crawford has graded this large hole, making three terraces in it. It has a southern exposure, and is well protected from extremes of heat and cold. The way the unsightly hollow has been transformed into such a beautiful garden has excited quite a bit of curiosity. Often passers-by stop and look at it, and sometimes persons from the city come to see it.

As we have a long growing season in this latitude, two crops can be raised from the same land in one season. For instance, last season we raised eleven bushels of Irish potatoes from one patch of the garden, and then planted it with butter (Lima) beans. These began bearing in August, and supplied us with green shell beans until November, or until frost. There were nearly two bushels of these put away, dried for winter use. On another patch sweet corn

was first planted and then a crop of peanuts. We had plenty of green corn while it lasted, and we dried nearly two gallons for winter. We also obtained about five bushels of peanuts from the same patch of land.

Then on a lower terrace a fine crop of tomatoes was produced, from which I canned one hundred and forty-five quarts, aside from selling some and having all we could use fresh. Later, an abundant crop of cowpeas was produced on the tomato patch. A wire trellis surrounds one terrace, and on this a prolific crop of Kentucky wonders is produced each year. On another terrace, early snap beans were first grown, and then a crop of sweet potatoes. A patch of sweet potatoes was planted on a part of the school ground last summer, after school closed in June, and they were ready to dig the latter part of October. It deprived the children of part of their playground for a short time, but they were all very good-natured about it and, appreciated the spot so much more when the potatoes were dug.

We have a nice strawberry patch on the east side of our house, and it keeps our table well supplied with fresh berries while they last. They are low-growing, and do not detract from the looks of the yard in the least. An asparagus bed also furnishes a supply for the table in early spring. The schoolhouse and land is church property.

EDITORIALS

School Thrift

It has come to be almost a denominational proverb that the same man who fails to manage an institutional enterprise on a paying basis can carry on one of his own in the same line and make money at it. There is little doubt that the element of self-interest in human nature, or to put it more charitably, the burden of self-support, does bring out the best abilities in a man. There are on record, however, cases in which self-support is made incidental to the larger purpose of serving others for the gospel's sake.

There is a little school down in Mississippi, which, if our information is correct, is an example of this kind. There is an air of enterprise about this school that ought to pervade every industrial effort connected with the training of boys and girls, as a valuable part of their education and as an object lesson to the community. Why cannot all our teachers see and utilize the possibilities that lie in the soil about our schools of every type? Why should not every kind of manual labor connected with our schools be done with such enterprise, order, and dispatch that it will rightly represent the ideals of true education for which we in theory stand?

In the Mississippi school, the husband is a carpenter by trade, but a gardener by practice, out of hours, in the part he contributes toward the school. The wife is the teacher, and she tells their

story with so much interest that we are moved to give it on the opposite page of this issue for its suggestiveness.

One of our general workers who visited this school some time ago, left with the remark that Professor So and So, principal of one of our schools with strong industrial features, "ought to send his students down here for their post-graduate course."

As to their motive in carrying on the school, the teacher adds: "We are only striving to support ourselves and do all the good we can do for those about us. We have the good will of our neighbors, and they have patronized our school well."

That Spelling Test

IN response to our suggestion in May that the rhetoric classes in our academies and colleges be given the test in spelling taken by a rhetoric class of twenty-five in the University of Illinois, printed in that issue, Prof. R. B. Thurber of Emmanuel Missionary College applied the test to his class in academic rhetoric and has passed in the results to the EDUCATOR. He says, "I am not proud of the result (neither was the university professor), but here it is:"—

15 wrote the list of 25 words
Grades ranged from 28% to 92%
There were 2 above 80%
There were 4 above 70%
There were 6 above 60%
Out of 375 words written, 148 were misspelled
There was an average of 39% wrong
The University average was 71% wrong

That was a good measure we passed at our Educational Council last June, requiring a minimum of 85% in spelling, reading, and penmanship before graduation from the academic course. Should any less be required of college graduates?

Goal Making

At Berrien

IN his biennial report to the Lake Union Conference, President Graf calls attention to four distinct goals reached and passed by Emmanuel Missionary College, as follows:—

College library standard of 5,000 books—passed by several hundred.

College laboratory standard of \$3,000—passed last summer.

College Harvest Ingathering quota of \$500—passed by over \$50.

College student and teacher goal of \$5,000 on debt lifting—passed by several hundred dollars.

College debt goal of \$48,600—passed with the cooperation of all the union forces.

In its industrial department the college has developed what is called its "A B C powers;" that is, industries which have proved uniformly profitable; namely, A, alfalfa; B, berries; C, cows.

In its missionary laboratory, nearly three hundred persons were attending meetings held in six different places. Professor Thurber, recently returned from Burma, has been secured as director of missionary extension activities.

At Union

A brief summary by the president of the Union College Board, recites that in July, 1914, the trustees entered upon a campaign to relieve the college from a debt of \$70,000. On March 29, just past, the last dollar was turned over to set "Old Union" free.

At Pacific Union

The goal of \$150,000, including the college and all educational debts and an improvement fund of \$60,000, was undertaken by the union conference, and was more than passed in eighteen months, closing Dec. 31, 1915.

At Mount Vernon (Ohio) Academy

The goal of clearing off a debt of \$33,000 was passed a year ago, and a white memorial tablet emplaced as a reminder to keep clear of debt.

At Adelphian Academy

The latest word we have is that the conference "has funds on hand with which to pay off the entire debt."

At the Swedish Seminary

"The Swedish Seminary will soon have sufficient funds to pay off its debts" (reported Feb. 2, 1916).

At Fox River Academy

The conference slogan for 1916 is, "Fox River Academy out of Debt this Year."

At Cedar Lake Academy

"We are cherishing the hope that we may begin next fall without the reproach of debt hanging over our school."

A Library Idea

AMONG several good things said in a report of the Nevada (Iowa) local school by its teacher, Marian K. Johnson, is one on how they secure good books to read, and how they use them. She says:—

"The children have a library. They bring good books from home and leave them in school two weeks. They are placed on a shelf, and the children have the privilege of reading one another's books. They do not take the books home to read; only in their spare moments in schooltime do they take a book. This plan has proved a great help to me in discipline."

Uniform School Dress for Girls

AMONG the many sensible, progressive ideas set before our educational council at St. Helena, Cal., last June, by President Evans of the North American Division Conference, was that of uniform school dress for girls in our academies and colleges. The idea was freely discussed, and finally embodied in the following recommendation:—

"Whereas, There is a tendency on the part of many of our students to follow the improper fashions of the world in the matter of dress; and,—

"Whereas, Many students of limited means are embarrassed because of the extravagant dress of others in better circumstances financially,—

"We recommend, That the faculties of our advanced schools give favorable consideration to the matter of having the young women dress in plain, tasteful uniforms."

Discussing this recommendation, our esteemed contemporary, the *Youth's Instructor*, says:—

"Nurses, saleswomen, and members of societies wear a uniform. These are always pleasing to the eye; therefore why should not a simple, neat, pretty uniform school gown prove acceptable? To the sensible girls it will do so upon second thought, if not upon first.

The unnecessary waste of time, money, and thought prevented by the adoption of such a school costume must make for the betterment of the school. We believe our young women will recognize the beauty and good sense of the recommendation made by the council, and will gladly follow in the path marked out."

The first instance that has come to our attention, in which the idea of uniform dress has been acted upon, is a decision of the faculty of Claremont Union College, South Africa, reported by Prin. W. E. Straw as follows:—

"For a number of years we have felt that a uniform dress for our girls would be advantageous; and in harmony with the recommendation of the Educational Council, we have decided on the following for school wear at Union College:—

"For summer, white sailor or middy blouses made of piqué, drill, or Irish linen, to be worn with a navy serge skirt.

"For winter, the same style of blouse in navy serge.

"We think six of the former and two of the latter will be sufficient. The Sabbath dress will be worn as in the past."

Of equal importance with uniformity in dress, if not of greater, is the element in dressing well, represented in the following words from "Education," pages 248, 249:—

"Let girls be taught that the art of dressing well includes the ability to make their own clothing. This is an ambition that every girl should cherish. It will be a means of usefulness and independence that she cannot afford to miss."

What the right kind of dress and demeanor will do for a girl is aptly expressed in the same connection:

"Chaste simplicity in dress, when united with modesty of demeanor, will go far toward surrounding a young woman with that atmosphere of sacred reserve which will be to her a shield from a thousand perils."

A Healthy Growth

SECRETARY RUSSELL reports for the Lake Union a total enrolment in schools of all grades, of an even 2,500. Of these, 1,727 are in the elementary schools, 444 in the secondary, and 259 in the college. There are more than 4,000 young people of school age in the union, so that the enrolment has passed 500 beyond the general average of 50 per cent of our youth in our own schools. The elementary schools gained 36 in number and nearly 400 in enrolment the past year. With this most encouraging growth, Secretary Russell still asks, "Where are the others? 'All the children of all the churches' is our goal."

The Northern Union Conference reports 1,320 students in its schools of all kinds. Of these, 702 are in the elementary schools, 431 in the four academies, 135 in the Danish-Norwegian Seminary, and 52 in Union College, besides several in the German Seminary. In the past two years Minnesota has increased the number of its schools from 8 to 20, and has erected 6 new schoolhouses, with no schools being conducted in rooms dedicated to church services. In the same period the number of schools in South Dakota has increased from 9 to 20. Secretary Van Kirk says, "Nearly all our teachers are subscribers

for our educational magazine, and are likewise taking the Teachers' Reading Course."

Connect Study with Life

A UNIVERSITY professor was giving his annual address to the State Educational Association, of which he is president. He was discoursing on the congested state of our common school curriculum. He had just stated this principle: "The measure of usefulness of any subject is to be determined by the way it connects up with the living present. More time must be had for the real essentials, the life-giving studies and exercises that enrich and inspirit child life."

This led him to the thought, "We need time to open our eyes and our ears to the truths and glories of this good old world. Most of us are going through it half blind and deaf to the best things life has to offer." In illustration of this thought, he told the following incident, which took place while he and his little boy were down town:

"We were standing on a street corner amid the hum and roar of the street, when suddenly he grasped my arm and said:—

"'Papa, I can hear a house finch singing.'

"'Oh, you must be mistaken!' I replied.

"'No,' he insisted, 'I can hear it. I'll find it in a minute. There it is!' He pointed to the little bird on the wires above us.

"The incident thrilled me. Thank God, I thought, for the teacher who had opened my boy's ears to hear the songs of the birds even above the clamorous noise of the city. The crowds were streaming by. Only one, perhaps, out of the thousands had caught the exquisite bit of nature music."

THE MINISTRY

The Far East

J. L. SHAW

MR. SHERWOOD EDDY, the latter part of 1914, visited thirteen leading cities of China, holding a series of evangelistic meetings. Commenting on this, the *International Review of Missions* says, "The aggregate attendance was 117,605, the audiences being com-

recruits shows that the work has been steadily followed up. In some places meetings were also held for women."

In speaking of his reception in China, Mr. Eddy tells of the way in which the officials of the government were ready to give a hearing to the gospel. "The president, the vice president, members



MINISTERIAL CLASS OF THE PACIFIC UNION COLLEGE

posed in almost equal proportions of the student and the commercial classes. More than 10,600 men signed cards promising to study Christianity and to follow the truth when convinced of it. Nearly 8,000 have subsequently been enrolled in Bible classes. The fact that more than twenty-five per cent of these are new

of the cabinet, and the governors of almost every province that we visited, either erected pavilions for the meetings, or gave the students half-holidays, or invited us to a banquet with an opportunity to address the officials."

Mr. Eddy speaks as follows of the conversion of Mr. S. T. Wen, the governor of Hangchau:—

"For an hour we presented Jesus Christ to that governor and secretary of state, Mr. S. T. Wen. Finally, I said to the secretary, as I took out my Testament,—

"Mr. Wen, when the eunuch had heard the gospel that Philip preached to him, he said, 'What doth hinder me to be baptized?' What hinders you from becoming a Christian here and now?"

"Mr. Wen replied, 'Mr. Eddy, some day I will; but now it would complicate my official position. Some day I will retire from political life and go into private life and become a Christian.'

"Why not do it now?' I urged, 'We need Christian leaders now. Will you not do it now?'

"He answered, 'I will.' Then we shook hands, and I said, 'Mr. Wen, when will you do it?'

"Next Sunday,' he replied.

"At first he asked for private baptism, but I said, 'Let us be plain; we must be courageous, and work for the glory of Jesus Christ. Will you go down to the little church and be baptized in public?'

"I will,' he said.

"The following day this fearless man took the chair at the meeting and stated publicly that he had decided to become a Christian. Even the non-Christian students broke into applause. The next Sunday he went down and gave his testimony before the people in the little church. He said, 'I may lose my official position, but I take my stand today once for all for Jesus Christ.'

"Over a thousand young men had signed as inquirers in the theater meetings, and Mr. Wen said, 'I cannot ask them to join the church if I do not lead the way.' He immediately started Bible classes among his household servants and officials; and on the last day of meetings in China, when illness prevented me from conducting the meetings as sched-

uled, Mr. Wen came down and carried them on with Mr. C. T. Wang. I have seldom seen a man more instantly transformed in his character than was that man, a witness known of all men."

In India reforms are being advocated which include the abolition of polygamy, child marriage, and caste. These are the greatest hindrances to the advancement of Christianity.

Our own work has scarcely begun in the Far East. We have skirted the coast lines. Boundless opportunities are before us.

Reading Course Notes

(CONTRIBUTED BY PROF. J. L. SHAW)

Assignment: "The New Era in Asia," by Sherwood Eddy, chapters 5-8.

THE *International Review of Missions* gives an extended survey of the year 1915, from which we take the following extracts:—

Japan

EFFECTS OF THE WAR.—"The war, while it has affected Japan commercially, has seemed rather remote since the conclusion of the Japanese operations, and has not bulked large in the thoughts of the people. The general testimony of missionaries is that it has been used to a surprisingly small extent as an argument against Christianity. But a correspondent possessing wide experience writes that the authorities view with satisfaction the demonstration that 'Christianity' does not (as was suspected) create an individualism bad for military purposes, and does not destroy patriotism of the blindly useful sort, seeing that the ecclesiastics of all nations are blessing the arms of their own country with complete conviction; in fact, modern Christianity 'counts' much less than was feared. The moral prestige of the West has received a blow, and it is anticipated that there will be an increase of Oriental self-complacency as against the West, and that the missionary will have to commend

Christianity on other grounds than that of its power to control national life."

CHRISTIAN EDUCATION.—"In education the most important event of the year is the permission granted by the Department of Education to Christian middle schools to adopt the name 'Chugakubu' (Middle School Department), and thus to have a recognized place in the government scheme of education without being deprived of the right to give religious instruction. The entire government system of higher education is likely in the near future to undergo thorough revision. The subject is being considered by an Educational Investigation Committee appointed by parliament. In regard to the proposed Christian university, general agreement has been reached that the university should be established on the basis of cooperation between existing educational institutions in Tokio."

GOVERNMENTAL ATTITUDE TOWARD CHRISTIANITY.—"Two steps have been taken by the government which affect missionary work in important ways. The new educational regulations promulgated in March seriously threaten the future of mission schools. The regulations require that all private schools shall follow exactly the government curriculum, and that all teachers must know Japanese and hold government certificates, and prohibit all religious teaching and religious ceremonies in the schools. Schools already established are given ten years' grace to conform to the regulations. The missions are willing to give effect to all the educational requirements with as little delay as possible. In the matter of religious instruction they propose to avail themselves of the ten years of grace, and representations are being made to the authorities in the hope that in this matter they may reconsider their decision.

"In August the government published a general ordinance embodying regulations with regard to religious propagation in Chosen. The ordinance deals with the propagation of Shintoism, Buddhism, and Christianity. Full information regarding the names and qualifications of workers and the methods of work adopted, as well as an outline of the teaching given, must be reported to the governor-general. While the government is in these ways imposing new restrictions on missionary work, reports indicate that some misunderstandings which previously existed have been removed, and the act of imperial clemency, releasing in February

the Hon. T. H. Yun and five other Christian prisoners sentenced in the famous Korean conspiracy case, has given widespread satisfaction."

China

SURVEY AND OCCUPATION.—"The Committee on Survey presented to the China Continuation Committee an interesting and suggestive study of the present distribution of missionaries in China, and called earnest attention to the very inadequate occupation of the four provinces of Kwangsi, Kweichau, Yunnan, and Kansu. Not only is the missionary force small and schools few, but there are aboriginal tribes (in Kweichau probably half the population), Tibetans and Mohammedans, whose languages need to be acquired in addition to Chinese, and in some cases have not yet been reduced to writing. Tribal and racial antagonisms, unfavorable climate, and poor communications add to the difficulty of the work. The committee urge that a central station in each of these provinces should be strongly equipped at the earliest possible moment."

CHINA INLAND MISSION.—"The China Inland Mission in May celebrated its jubilee. More than any other agency it has been the means of opening the whole of China to the preaching of the gospel. Its foreign workers (including the wives of missionaries) number 1,063, the salaried Chinese workers 1,694, and the unpaid Chinese helpers 1,071. There are 754 organized churches connected with the mission, and more than 34,000 communicant members. Meetings were held in Shanghai to celebrate the jubilee."

THE ROCKEFELLER FOUNDATION.—"An event of far-reaching importance in the history of medical education in China is the decision of the Rockefeller Foundation to devote, through its China Medical Board, large sums of money to the development of medical schools in China. In the disposal of its funds the board proposes to cooperate with missionary institutions. The board as a first step has taken over the Union Medical College in Peking. The new medical school has been put under the control of a board of trustees consisting of seven representatives of the China Medical Board and one representative from each of the missionary societies which previously cooperated in the college. The entire staff of the college will be paid by the China Medical Board, and the appointments to

the faculty will be made by the trustees, on the basis of recommendations by the various missions represented in the college. It is also proposed to establish medical schools in Shanghai, Changsha, and Canton, where the arrangements will probably be similar to those in Peking.

Mr. Yung Tao, a philanthropist and social reformer, makes the following statements on social corruption in China, published in the April issue of the *International Review of Missions*:—

"The most dangerous point of China is this, that most people look only after pleasures. In order to get a pleasure they must secure some money either by squeezing or by gambling. When by chance they get money, their first thought is to marry a concubine. The more money they have won, the more concubines they will marry. The Chinese can do business as well as others, but they are so engaged with this system of concubinage that they are always satisfied with a little because they want all the time they can have with their concubines. This concubine system has existed in China for thousands of years, but in the olden times only the higher classes of people could have concubines. Now, however, this thing has spread so widely that it has gone to nearly all classes. If China stood alone, such a system would not be bothered about, but now China is open to all countries. She can depend only upon the rich people and the people in power. Now the powerful people and the rich people are nearly all engaged in the concubine system. That is why China is going constantly down every day, because the high-class people and the rich people want to get money very quickly by squeezing, in order to have their private pleasures. China is hopeless unless this system is prohibited. Instead of prohibiting, however, about four months ago the Chinese government passed a new law allowing people to marry more wives, a thing which has never been allowed in the old law. They think that they deserve to marry so many wives. They never think that this is the weakness of China.

"A country is made up of families. The principle of the family is the husband and the wife. The Chinese families of the high class have so many wives kicking each other, being jealous of each other, holding each other down. Why do the girls wish to become a second

wife?—Because they want to wear good clothes. The poor husband has to support them. That is why, when anything comes to their hand, they grasp the money or squeeze it out of others. I have looked into this very minutely, and every business that is in the hands of people having many wives is never successful. These people have no farsighted ideas. They only care for the young girls.

"The great weakness is that all the old sages have taught that when a man has a bad habit, you must not say anything about it; so that a man may have all these bad habits, and it will be kept a secret. This is not right. Good and evil must be pointed out very clearly in order that people may know which is right and which is wrong. The concubines and the gambling are the weakness of China.

"Ninety per cent of the Chinese are poor people. These people are good people. Ten per cent are rich people and the people in power. Of this ten per cent, ninety per cent have these bad habits. I hope earnestly that all our countrymen and the friends of all nations will complain of this wickedness, in order to save this ninety per cent of poor people. These poor people are good workers, they are honest, they are diligent, they are economical, they can live in a very poor state. Most of the rich behave so badly that they deserve to have a bad result come upon them. But if anything happens to these rich people, the poor people will have to suffer also.

"Such an evil can be stopped, for the rich people and those in power always listen to law. Take opium, for example. Once get into the habit, and it was very hard to give it up. But when the government prohibits it, then the people give it up at once. The system of concubinage could also be given up easily if the government wished to have it so. As I have said, most of the people are opposed to this system. If this were not so, prohibition could not be expected.

"The only way to oppose this system is by talking and lecturing and showing it up. It is my idea that we must get rid of this evil, so my message, my preacher's subject, is first that every one must honor God; second, do their duty with all their might; and, third, be diligent and economical. These three we must do, and I have another three which we must not do: First, not to marry more than one wife; second, not to play in the whore house; third, not to gamble. These are my subjects which I intend to say to my fellow countrymen all the time."

THE NORMAL

Supervised Recreation

MABEL RANK

It is only within the past few months that I have begun to realize the importance of supervised recreation. But since giving it a thorough trial, I am convinced that this supervision will furnish a key by which many of the problems that confront a teacher may be worked out.

At the institute last summer, this subject was quite thoroughly discussed, and it was then that I decided to make a thorough test this year to see whether supervised recreation really was of much benefit.

Of course in the past years I have tried to be with the children some of the time, but never made it a point to play with them daily. Every day this school year, I have been with my children at recess and noon and am fully satisfied that it is the only thing to do. If you will try this plan, you will find that both children and teacher derive much good from it.

Many petty quarrels among the children are prevented by the teacher's presence on the playground, and the children are more gentle among themselves than if left to seek their own amusements. Perhaps this is the first benefit that the children receive. The teacher's nerves are spared the strain of settling disputes and quarrels which otherwise would inevitably arise.

Supervised recreation does away with much of the rough language

and unwholesome talk in which some children are prone to indulge if left to themselves. One reason for this is that this kind of talk is engendered by quarrels.

The teacher needs the exercise in the open air just as much as the children do, and will find that getting out and romping with them will help her mentally as well as physically. She need not feel afraid of lowering her dignity in any degree by making companions of the children in this way. I have found that so far from decreasing their respect, it actually increases it, if done in the right way.

Many teachers feel that they have work which must be done in the noontime and at recesses, but it is my belief that this time belongs to the children, and should be spent with them.

There are many games in which all may take part, such as varieties of tag, dare base, pull away, three deep; in fact, there is an almost infinite number of games. On rainy, disagreeable days there are many interesting games which may be played indoors. Hide the thimble, fruit basket, going to Jerusalem, wagon box tipped over, and Bible guessing games are always quite popular with the children.

If the children bring lunches and spend the noon hour at school, there are many devices which will keep them from being boisterous and rude during the mealtime. Often at noon, I read some interesting story or talk with them while they are eating their lunches; thus they are kept from running

about the room, and are good-natured and happy.

As soon as all have had time to finish their lunches, they should be induced to go out of doors, if the weather will permit. If they know that the teacher is going to play too, they won't need much coaxing as a rule. This exercise will give them a chance to work off a little of the surplus energy with which healthy children abound.

After carefully trying these plans for several months, I feel that they have proved a benefit in every way, and shall continue to use them in my school.

Tell What You Know

MAX HILL

TELL your pupils what you know. Give out all the information you have on every subject they can understand; and be sure they will understand much more than you sometimes suspect. In teaching primary or intermediate subjects, it is a shame for a teacher with a college or even an academic training to fail to make the most of the things learned in upper-class work.

Take history for example. When you come to Jefferson's administration and the class is studying the Embargo Act, take a whole period — more, if necessary — to tell what France and England were doing at that time; then the children will understand the reasons as well as the facts. Or if the subject be the establishing of our own government, bring in the prophecy of the wounding of the papal head of the fourth beast, with an account of Napoleon's part

in French affairs. Read Holmes's "One-Hoss Shay" to the class when you come to Braddock's defeat. Fix in their minds two things at once — the defeat of Braddock and the earthquake at Lisbon in 1755 — and the poem. Read the prophecy from the Bible, and make the lesson complete; then it will always be remembered.

When you study physiology, and come to the tendon Achilles, tell the story of Achilles and of his mother's effort to render him invulnerable to wounds by dipping him into the river Styx. Myth! fable! you shout? What if it is? You tell it as such, and help the children in two ways. A little later there will be enough hard things to learn in Greek history without the myth of Achilles.

In geography, how easily can be brought into the lesson the great facts at least of ancient history. What a story the river Nile could tell! or the Euphrates, or Panama, or a thousand other things the geography mentions merely as places or things! It was a waste of time to send many teachers to advanced school or college, judging by the little use they make of their training.

There is, however, one danger in this method: the teacher must not feel that what he tells is more important than the textbook he is using. It is the teacher's duty to get through every textbook he teaches; if he does not, the patrons and the board should remonstrate — vigorously, even to the extent of giving the place to a better teacher, a real teacher. A teacher, or normal director, or superintendent, or whatever, who preaches

right through a subject over and over the same way, without change or additional thought, or opportunity for questions and discussions, is moss-grown, and would do well to wake up or resign. But if in all branches, at all recitations, there is full freedom for new ideas and the expression of them,—always in reason, of course,—there is real teaching, and the pupils are constantly learning, and growing in ability to learn.

St. Helena, Cal.

School Equipment

C. A. RUSSELL

DURING the past few weeks it has been my privilege to visit several of our schools in Illinois and Indiana. It was a source of no small satisfaction to note the gradual improvement in the matter of equipping our schools to do effective work. In nearly every school I found adequate blackboard space, sanitary drinking fountains, individual drinking cups, pencil sharpeners, a dictionary, and at least the nucleus of a school library. In some of the schools I found individual desks, nicely oiled floors, and the room heated by either a furnace or a jacketed stove. Clean, white sash curtains and a few potted plants added to the good cheer and hominess of some schools. Some of these things may be within the reach of teacher and pupils, but the most of them must be provided by the board.

In providing a dictionary, see that it is one of the many styles of Webster. I found the Stand-

ard in some schools. These should be promptly displaced by Webster, since the former does not use the same system of diacritical marking found in our readers and Bible books. This makes it extremely confusing to the child. If your school has a Webster's Original, burn it. It is worse than none, since it is not dependable. It is a reprint of the old original Webster, out of date forty years ago. For general use in our elementary schools, I prefer a late condensed dictionary to an unabridged edition. I would recommend Webster's condensed dictionary. This may be obtained through one of the large mail order houses for \$1.35, bound in full morocco, for 93 cents in half morocco, and 85 cents in cloth. The book contains 85 pages and more than 46,000 defined words.

Every school should be provided with a good, durable pencil sharpener. It saves time, pencils, and much litter on the floor. A good one is the Boston, which retails everywhere for \$1.

If you have not adequate blackboard space, before purchasing get prices on Hyloplate. This prepared blackboard is highly satisfactory in every particular, is not nearly so expensive as slate, and can be easily put up. It is handled by all school supply houses.

It is hoped that our school boards will lay careful plans for increasing and improving the equipment in our schools, for in many places it is still so extremely meager as greatly to cripple school efficiency.—*Lake Union Herald.*

Value of Giving School Credit for Home Work

H. W. CLARK

I AM heartily in favor of the plan of giving school credits for home work. I believe it is a step in the right direction. I have been using it in my school for three months, with excellent results.

I should like to give a few figures. My school consists of eleven pupils, four boys and seven girls. Only one boy is over ten years old. Only three girls are over eleven. The average age is eleven years. In the three months these pupils have earned a total of 29,743 credits. This is an average of 208 a pupil per week.

Only with two pupils seven years old has the weekly report dropped below 70, and very rarely is it below 100. The highest mark reached is 410 in one week. Four or five of the girls average about 300 a week for the three months.

The figures tell their story, but they do not tell all. The added interest has been very encouraging. The work has been done with much more willingness and with better spirit, and much more and better work has been done, than formerly.

The fact that a child's work is recognized and credited is a great incentive to him. He feels that he is appreciated, and that his tasks are a necessary and important part of his life. He comes to look upon them as something to be accomplished in a satisfactory manner, and not as something to be shirked or slighted for some (to his mind) more pleasant undertaking. The recognition of the value of his services gives him an apprecia-

tion of their worth, which he never will have as long as others do not give him credit for what he does. He learns to look with interest on the daily tasks, and by faithfully performing them, gains the habit of honest service, which, when once formed, gives pleasure to the work itself.

I believe all our schools would gain immeasurably by adopting this plan. It develops characteristics that no amount of book or schoolroom training can develop.

Home Work in Domestic Science

Credit Offered for Applying Knowledge

THE objects in giving credit for home work in the domestic science course at Plainfield, Wis., are declared in State Superintendent Cary's *News Bulletin* to be as follows:—

"1. To encourage girls to apply at home what they have learned at school.

"2. To cooperate with the home in getting girls to do cheerfully the too often despised operations of household routine.

"3. To stimulate originality and thrift in girls in planning and executing, whether it be with regard to a menu or a garment.

"4. Incidentally to do a little extension work in the community."

The *Bulletin* says further:—

"Especial attention is called to the elasticity of the requirements. The less energetic girl has a chance to do something, and the little she accomplishes often serves as an incentive to do more the following six weeks.

"The girl who boards in town has an almost equal chance with those whose homes are in the village. Emphasis is laid upon things requiring planning and originality,

and yet the routine duties are not minimized.

"The domestic science teacher has half of Friday afternoon off to visit homes and interview mothers. We are aiming to make our domestic science department serve the entire community.

"We hold an annual school fair, the net proceeds of which practically pay for materials used in classes."

Following is a tabulated list of home credits awarded:—

I. COOKING:

Bread	5
Cake	2
Pie	3
Cookies	2½
Doughnuts	2½
Sandwiches (1 doz.)	1
Baking powder biscuits	1
Cereals	½
Eggs	1
Roast	3
Stew	2
Fish	3
Soup	2
Potatoes (baked or boiled)	½
Vegetables—	
Scalloped	1
Boiled creamed	1
Special dishes	2
Salad	1
Dessert	1
Griddle cakes	1
Candy	1
Beverages	¼

II. GENERAL HOUSEHOLD DUTIES:

Meals—	
Routine	1
Planned	3
Washing dishes (16 times)	1
Sweeping (16 times)	1
Dusting (8 times)	1
Making beds (8 times)	1
Scrubbing (1 room)	1
Room rearrangement and decoration	5-10

III. SEWING:

Dress	6
Waist	3
Skirt	3
Underskirt	3
Drawers	2
Corset covers	2
Nightgown	2
Fancy work	1-5
Apron	1
Darning (6 large holes)	1
Patching (6 patches)	1
Pillowcases	1

IV. LAUNDERING:

Shirtwaist	2-5
Tablecloth	2
Towels or napkins (6)	1
Plain garments	½-2
Fancy garments	1-5
Bed linens	½

Credit is given on divisions I, III, and IV only when work or samples of work are brought. Work is then graded, and corresponding

percentage of points is awarded.

At the end of six weeks, the regular mark is to be raised according to the following plan:—

25 points	1%
50 "	2½%
75 "	5%
100 "	8%

Pedagogical Hints

I. C. COLCORD

THE phonograph may talk and talk, but it never stops to *think*. Speak to that slow-thinking pupil in such a manner as to turn on the light, and get him to see and know the *way* into the possession of the thought of the lessons to be learned. The teacher is his guide, his director, his sponsor.

Each teacher should have a Daily Plan Book. This will help in the matter of *dictation*—the lesson assignment, the seat work, occupation and gifts, the grade, the individual pupil, and annotated hints. It is a timesaver, ever ready to indicate "what to do next."

Quite a few are pedagogically lame in the matter of clear, definite, concise dictation. When a pupil asks, "Where is the lesson?" you may put it down that the teacher is at fault nine times out of ten. The teacher should adopt a checking system for lesson assignment.

Do much concert work, the school as a whole, and in class recitation. This begets unity, harmony, and the cooperative spirit.

The Weekly Conduct Card, the Class Standing Sheet for oral or written test, could be effectually used by placing them on the bulletin board.

Get a book on school ethics; also on manners and good form.

Some helpful suggestions in the little booklet "Morning Exercises for Public Schools," by Edwin C. Thompson, published by A. Flanagan Company, Chicago, may be of service to you.

Put on the blackboard some of the grand paragraphs found in "Ministry of Healing," "Education," "The Desire of Ages," and "Christ's Object Lessons."

This is a good school motto: "Take the world as you find it, but do not leave it so."

You can get the *American Penman*, edited by A. N. Palmer, author of the writing system lately adopted in our course of study, in club rates of 50 cents a year (twelve numbers), otherwise the

price is \$1. Send your order to the superintendent with 50 cents, and you will get a very helpful paper on penmanship. The lessons with the instruction are well graded and refreshing.

Do not neglect the Teachers' Reading Course this year. Also be a subscriber to the CHRISTIAN EDUCATOR.

The Junior Society work in your school should be a powerful uplift in breathing in a beautiful missionary spirit among your boys and girls.

It is a mistake to regard knowledge as of greater importance than the child. His growth is vital, and we must be careful of overestimates and undervalues. Christian education is a balancing poise, a harmonious development.

Mary Had

MARY had a little cold,
It started in her head,
And everywhere that Mary went
That cold was sure to spread.

It followed her to school one day
(There wasn't any rule),
It made the children cough and sneeze
To have that cold in school.

The teacher tried to turn it out
And keep the new State rule,
But when they passed the water
round,
That cold went through the school.

Now Mary sleeps beneath the sod,
But there that cup doth lurk,
And every time the water's passed
That cold gets in its work.

C. W. S.

Nature's Cure

If you would cure a heartache,
And put beneath you care,
My friend, I beg for your sake,
A little ground prepare.

Just rake it, turn it, seed it
With any flower you love;
Water, tend it, watch it,
And trust to powers above.

There is no heart so weary,
No burdens great or small,
But God who watches near us
Nature's cure will give to all.

— *Selected.*

Junior Work in Our Schools

GOLDIE E. HIXON

THE highest ambition of every true Adventist parent is to see the children go out from their school life as missionaries for God. These children must not wait until their education is completed before they begin to work for others. They must be instructed in the different lines of missionary work, and be given an opportunity to practice what they have learned, while they are still in school.

The Junior Society in our schools brings in a missionary spirit that we do not find in schools where there are no such bands. In nearly all church schools, programs are crowded, but this must not cause the neglect of one of the most important branches of our work.

The schoolroom seems to take on a different appearance Wednesday morning, as the pupils gather quietly, but not for the usual lesson. One of their number occupies the teacher's chair, and as songs of praise and prayer are offered, new appreciation of working for the Master is inspired. In the Bible studies and mission sketches each bears a part. Then as the eager boys and girls give reports of Christian help work done, papers sold, books or tracts lent or given away, the giving of the third angel's message becomes real indeed. New plans are made for future work. After an hour thus spent, the Spirit invited to the room lingers to aid in the lessons.

If you have not tried it, arrange for your meetings, and I am sure you will be pleased with the result.

Our Question Box

ANSWERS BY BESSIE E. ACTON

QUESTION 23.— *Would it be right to have it understood by the children that the door will close at nine o'clock and must not be opened until after opening exercises, this to affect those who live at a distance as well as those near by?*

No; as a rule there is no place where the children can be protected from the cold while they wait. Teach them to enter quietly, pausing reverently if prayer is being offered.

QUES. 24.— *Please give a suggestive program on how to conduct a school board meeting.*

The meeting should open with earnest prayer. Next follows the report of work that has been done. After the regular business needing attention has been finished, plans for future work, for strengthening the school, etc., should be taken up. This may be followed by a study from the Spirit of prophecy as to the value and importance of the school work, and a consideration of ways and means of training the children and youth.

QUES. 25.— *Should tests be given during the last days of the period of six weeks, or during the first days of the next period?*

The tests should come during the last days of the six-weeks period. Then the grade cards can be handed out before the new period begins.

QUES. 26.— *Would it be wrong for a teacher to go skating in the evening with a band of Adventist young people?*

Not if he bears in mind the position he holds as a Christian teacher in the neighborhood. If, however, our teachers throw off such leadership as they join other young people, it would be better to remain at home.

QUES. 27.— *When are teachers to have children make up unlearned lessons, if not at recess or after school?*

Many can write out their lessons in the time usually taken for busy work or some form of manual training. This often serves as a greater punishment than being deprived of playtime.

ANSWERS BY C. L. STONE

QUES. 28.— *In a small private school-room, where should children keep the receptacles for their drinking cups?*

If a school cannot provide a set of pigeonholes suitable to keep separate all the drinking cups of the pupils, the cups may be kept in the desks.

QUES. 29.— *Please suggest some good topics for parents' meetings, and some good way of conducting them.*

"How, When, and Where to Correct My Children;" "How Far Am I Responsible for the Conduct of My Neighbor's Children?" "Where is the Line Between the Requests and the Commands of Parents?" "Character of Reading Matter in the Home." It may be in order for a young teacher in whom the parents have confidence to lead parents' meeting occasionally, but to my mind it would be the part of wisdom to have some mother or father of experience take the chair, one, if possible, who has made a success of home life.

QUES. 30.— *Should a teacher correct the children in their own home?*

Decidedly not, unless the children have been left in the teacher's care.

QUES. 31.— *How shall we deal with sentimentalism in our schools, especially among the young people from fifteen to seventeen years of age?*

Heart-to-heart talks; breaking up associations; separating chums; reading a few love letters publicly; forbidding conversation for a week; seeking cooperation of parents; seeking cooperation of older brother or sister or older student; suspending from school; letting the persons meet occasionally, with promises that at other times the matter be allowed to rest.

Public reading of letters can be done by omitting names and by choosing letters that cannot be easily identified. It is best not to humiliate the pupil so that he is filled with resentment. In regard to the stopping of conversation, if two girls, for instance, are continually talking about the boys and can get their minds on nothing else when they are together, point out their weakness and tell them that you will seek to help them by requiring them not to speak to each other for a week.

HOME EDUCATION

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

Brave and True

WHATEVER you are, be brave, boys!
The liar's a coward and slave, boys!
 Though clever at ruses,
 And sharp at excuses,
He's a sneaking and pitiful knave, boys.

Whatever you are, be frank, boys!
'Tis better than money and rank, boys!
 Still cleave to the right,
 Be lovers of light,
Be open, aboveboard, and frank, boys.

Whatever you are, be kind, boys!
Be gentle in manners and mind, boys!
 The man gentle in mien,
 Words, and temper, I ween,
Is the gentleman truly refined, boys.

But whatever you are, be true, boys!
Be visible through and through, boys!
 Leave to others the shamming,
 The "greening" and "cramming."
In fun and in earnest, be true, boys!

—*Henry Downton, in Junior World.*

Nature Month by Month

MADGE MOORE

IN June we see the home life of the birds. Some have nested and are raising their young; others are just beginning to build homes. The domestic life of birds is at its height during this month. They wear their brightest colors and sing their gayest, happiest songs.

The air is redolent with fragrance, for the flowers are more numerous than at any other time of year.

June is the month of roses. So many varieties! Even the wild rose is beautiful, and distinctly shows the "fives," as mentioned in the May number. More of each of the families there mentioned are now out.

Fields and meadows are dotted with them, and roadsides are made bright with them. Plants and flowers furnish abundant food for insects, birds, and animals.

Insect life is abundant. Many caterpillars, the color of the object

upon which they feed, may be seen by close observation of leaves and twigs.

First Week

Among the last birds to nest in June are the whippoorwill, king-bird, goldfinch, scarlet tanager, cedar waxwing, red-headed woodpecker, phoebe, and Baltimore oriole.

The goldfinch and bobolink are especially bright in hue during the time of their domestic life. During the other part of the year the goldfinch is a dull greenish color.

The oriole with his bright orange and black is three years old. Before this the orange on his wings is yellow. He is one of the most beautiful songsters; and his long, coarsely woven nest, swinging in the breeze from the veriest tip of some limb, is easy to see.

Watch the birds, and you will find that their life is not all a song, for they have to work hard

to find material and build their nests, then fight often to hold them — often losing their lives in the attempt. Kingbirds have been seen protecting the smaller birds from the hawks, crows, and larger plunderers. They fly and alight on the back of the disturber, and peck away at his feathers until he is glad to escape without his prey.

The little sparrows have about forty varieties. The one known to more people than any other is the chipping sparrow. It is very trustful of man, coming out on lawns, roadsides, and in the orchards. Look in the vegetable gardens and notice that it does not injure the tiny plants, but is only clearing the garden of worms that eat holes in the vegetables.

In the trees and brush about the garden look for its nest, which is made of dry grass and twigs, and lined with horsehair. The eggs are pale bluish-green sprinkled over with dark-brown spots. Its song is Chippy, chippy, chippy, in a high voice, running the notes together. "In June ninety-three per cent of the food of the chipping sparrow consists of insects. It destroys three species of caterpillars on the cabbage. It is the most destructive of all birds to the injurious pea louse." The gentle disposition of this sparrow makes friends of all who study its habits.

Perhaps the children would like to classify wild birds: —

1. Songsters.
2. Scratchers.
Ex., quail, grouse, and partridge.
3. Swimmers.
Ex., wild ducks.
4. Plunderers.
Ex., hawk, owl, and eagle.
5. Climbers.
Ex., woodpeckers, flicker, and sap-sucker.

Second Week

The many kinds of flowers to be found in the woods and meadows during June are too numerous to mention. The clover blossom would be a good one to study,— the parts of the flower and the compound leaf.

Let the children learn to tell the different grains as they grow: corn, wheat, rye, oats, and barley. During these vacation months let the children have a garden plot large enough to be really worth while. Much is being done in the cities to interest the boys and girls and to keep them occupied. They clean up and plant back yards and vacant lots. The children take their produce to the public markets for sale. In some places public markets are conducted by the children.

Nothing is better for a little child as an aid in character building than for him to have a garden to prepare, plant the seeds, tend it carefully, and watch the development from seed to mature fruit. It teaches him carefulness, patience, industry, shows him God's power, gives him self-reliance, and leaves with him an honest love for manual labor.

Third Week

"Go to the ant, thou sluggard; consider her ways, and be wise."
— *Bible*.

On warm days hosts of flying ants will often seem to fill the air; males and females from other places are on their wedding journey. When the journey is over, they drop to the ground. The females tear off their now useless wings, and the males soon die.

If the female forms a colony,

she becomes queen. She lays her eggs, which mature into workers. She eats no food, but seems to have a supply within her stomach with which to feed the larvæ. There may be found several ant queens in a colony. The queen's workers are very devoted to her. The little white bundles we see them carry about are not the eggs but the cocoons, which are cared for by workers. When ants come out of cocoons, the workers bite off one end of the cocoon, help them out, then smooth their wings and unfold their legs.

The workers, which are undeveloped females, care for the colony, even to carrying on war with other colonies. When the old queen dies, the workers choose another during the swarming season.

Their nests are sometimes in decayed trees. Their homes vary in size, from one mound, to many with connecting underground tunnels.

They take good care of their cows, or aphides, putting them into new pasture when needed. They milk their cows by stroking the cows' backs with their antennæ. They also care for the aphides' eggs. These cows live on the sap from trees, and are a plant louse.

Ants seem to communicate with one another through the sense of touch, using their antennæ. When one ant is in distress, all rush to its assistance. When the nest is in danger of attack, they strike their antennæ, and plan for war upon the offenders. They show joy by standing on their hind legs and prancing around.

When we think how intelligent

these little creatures seem to be, we cannot help wondering at the wisdom of God's created works. The ants can teach us many lessons as we observe them.

Other small creatures almost as interesting are the bees, flies, spiders, and mosquitoes. A comparison of the domestic life of ants and bees would be profitable.

Perhaps the latter part of this month we may go to the seashore. If so, there is a vast field for nature study with the children.

Use questions like the following: What is an ocean? Of what use is sand? Why is the ocean salty?

Let us study some of the little creatures, as the oyster, clam, starfish, crab, crayfish, turtles, snails, and others. The crab, with its jointed body, jointed shell, many eyes seemingly on two pointers, five pairs of legs, its queer way of walking sidewise, and its habit of changing its shell every year,—is it not interesting? It is the much-dreaded enemy of the little soft-bodied oyster that creeps into its shell so quickly, and goes burrowing into the sand. Compare the crab with the snail. Put a pond snail in a jar of water and watch its movements. See its one foot, with which it moves itself, and its shell house, which is on its back. It has eyes, feelers, ears, a mouth, and a tongue covered with teeth. The snail breathes air. The oyster and clam are relatives of the snail.

We may even learn to enjoy these creatures when we see how wonderfully formed they are.

During the remaining summer and fall months let us notice especially the flowers and birds.

True Tiger Stories from Java

LILY M. THORPE

WE have had several visits from tigers. The first time was when a small dog was accidentally locked in our storeroom, and a tiger prowling around just as night fell and the stars came out, smelled him. We heard a great tearing and creaking of bamboo walls, and a pitiful yelping from the hapless dog. Two of our native girls went down to see what was the matter, and almost immediately terrible screams reached our ears, and the girls flew back too terrified to answer our questions, which were interspersed with various shakings in order to bring them to their senses. At length they managed to gasp "*manchan*" (tiger). I flew for the gun, and fired a random shot into the storeroom, and then we went in search of the tiger.

The screams of the girls had brought several men from the native village, and they instituted a search. But while they were searching our place, the tiger had gone into the next village and eaten two goats, and so terrified the people that they forsook the village for several weeks to come.

Before we owned the property here, several horses had been eaten by tigers, and one night fifty fowls were taken from the henroost. The tigers tore open the tiled roof of the fowl house.

We have just had another experience with tigers. Two nights ago, a tiger tore a hole in the brick wall of our fowl house, ten or twelve inches in diameter, grabbed an unoffending chicken, and injured two others. The na-

tives scared the animal so that he did not return again that night. But last night I was awakened by a terrible commotion in the fowl house, and a great shouting from our native boys. We found on examination that a tiger, evidently arrested in his work, had dropped a poor, torn fowl and decamped. Tonight we baited a large trap with the dead chicken, and hope to catch his lordship.

The Javanese say that these animals will not attack man. Just the same, we should not like to meet a tiger or a large spotted leopard, without a gun.

Unpedigreed Children

I KNOW a man who has a dog that's got a pedigree, and he is just as proud of him as any chap can be, and careful, too; he never lets him loose except he's there to see he doesn't run away and lose himself somewhere. He never goes to bed at night until he's been to see his fifty-dollar dog is in the place he ought to be.

I know a chap who owns a horse, a splendid thoroughbred. He never eats his meal until the animal is fed; and every minute he can spare, out to the barn he goes, to comb and brush his glossy coat or gently rub his nose. No stranger's hand has ever touched this horse's silver bit—they might review his mouth, and so he couldn't think of it.

I know a man, the father of three splendid, manly boys. But when he's home they're not allowed to make the slightest noise. And they can roam the streets at will, and play with whom they choose, and he is not at all afraid that one of them he'll lose. In strangers' hands they're often left to do just as they please; for boys are not at all like dogs with splendid pedigrees.

Whene'er I see a man who owns a fifty-dollar pup, or keeps a thoroughbred that he alone must harness up; whene'er I see the care that's paid a bulldog or a horse, I always feel a touch of pain, of pity and remorse, because I think of boys and girls about me everywhere who really need, but never get, such tender, watchful care.—*Walt Mason.*

From a Mother-Teacher's Letter

I THINK we are going to have a nice girl to teach [in the public school] this year. She lives about five or six miles from here. She is quiet, attends different churches, but belongs to none. And one of her neighbors tells me that she does not dance. My intentions are to start the children (the two oldest) to school, and become acquainted with the teacher. I shall teach our little boy, six years old, at home. I shall form a good friendship with the teacher, as I have done before, and bring her to our home—they always note the distance, and do not blame me for not sending the children to school. I tell every one I would teach them all the whole term if my eyes were stronger.

I shall try hard to get the oldest boy a True Education Reader No. 5 before he takes up school at home. I do not know much about the different books used in the church school, but we have received great benefit from the Reader. The length of time I have my children at public school will depend a great deal upon how they get along. If it proves the same as the first of last term, I don't think they will go very long. Three months is about as long as I can possibly take them on account of the cold weather.

I am quite sure I shall take up home school with a lighter heart than ever before. Some of the neighbors have advised me to send the little boy to school this fall, but I kindly tell them I should rather teach him at home. You see I shall have home school from

September until at least May. I shall be thankful for any help you can give. We really have school every day of the year to a certain extent. Baby has learned to count surprisingly this summer. I always have him tell me the number of potatoes, apples, etc., he brings in. Sometimes he puts them into piles of three and four. Then I take time, and we have a problem or two.

I shall write you once in a while in regard to our home school. I am encouraging a woman to start a home school for her children, but I do not think she has much education. I think she has given up sending her children to public school since she and I were talking about it. Her children are both under eight years.

Chats with Correspondents

Mrs. F.—I was so glad to hear from you again. I have tried to follow you in my mind many times this summer. I think most Adventist women know how to sympathize with your moving experience. I am glad that you had such a warm welcome in your new home. I should expect it to be so. You ask me what to do with the children this year, and what about finishing up the first year's work. I certainly should advise you to finish up that work as soon as possible. If I remember correctly, you have only a few lessons to complete the Early Education course, and the First Grade work is just what you will need for your boy in teaching him how to read and to do the other work of the first reader. I believe that you would be interested to follow right on and take the next year's work.

Mrs. R.—I had suspected the cause of your long silence, knowing that summer brings many added duties. And I was not surprised to hear that Francis had somewhat lost his interest in his lessons. I think this is only natural. As the warm summer days came on, he wanted to be

out of doors, and found sufficient to interest him there; and this was much better for him than to be confined in the house with books. Another reason why it was good for him to leave his lessons awhile is because he is naturally so bright and active. He needed to develop his physical nature and let his mind rest awhile.

I am much interested in what you write about your prospect of a school this winter. I am so glad that you can do something for these children. I believe that you will be a great help to them, and the association of others will be an advantage rather than otherwise to Francis. I think it is better for a child to be associated with other children to a certain extent, when he can have proper supervision.

I hope you will be able to interest the mothers in the journal *CHRISTIAN EDUCATOR*. We are trying to have some lessons and articles in it that will be a help in the homes of the people.

The Circle for Children

It is attractive to children to make large and small circles to represent money. Those that have corners are rejected as bad money. From a circle they can learn to draw an apple, a fan, or a pear. Colored crayons add to the interest of this work. A lesson in neatness and order can be taught by having all the scraps picked up. The children will like to select their best cuttings and paste them in a scrapbook.

BOOKS AND MAGAZINES

"HOW TO WRITE BUSINESS LETTERS," edited by Walter K. Smart, Ph. D., head of the Department of English of Armour Institute of Technology, and lecturer on business correspondence in the School of Commerce of Northwestern University, in collaboration with the editorial staff of *System*. 1916. Illustrated with facsimile letters, 160 pages; net, 70 cents. A. W. Shaw Company, New York, Chicago, London.

This work is based on more than 1,900 actual business letters and the specific methods of several highly trained sales and advertising specialists. Teachers of commercial and business subjects will heartily welcome this work on account of the thorough, clear, and interesting way the author illustrates the proper and most effective methods of business correspondence. The book is invaluable, not only to teachers and students of this subject, but especially to canvassers, secretaries, tract society officers, and other men who deal with business affairs.

Evidently no pains has been spared to make the work an authority along its line.

"LEATHER WORK," by Adelaide Michel, Department of Manual Arts, Bradley Polytechnic Institute, Peoria, Ill. The Manual Arts Press, Peoria, Ill. 53 pages. Price, 75 cents.

A manual for teachers and students in acquiring the technique of various kinds of leather work. Detailed descriptions of

the different processes of working, with many working drawings and photographs of objects suitable for home and school use; also suggestions for problems appropriate for the different grades in the elementary school and in the high school. Printed on calendered paper, with clear drawings and half tones.

"SHADOW PICTURES MY CHILDREN LOVE TO MAKE," published by Lloyd Adams Noble, 31 West Fifteenth St., New York.

This book will be a source of great delight to children. Twenty-nine shadow pictures of birds, animals, and men, thrown on the wall with the hands, are clearly shown, with ample directions for reproducing them. The book is large and well printed.

"MOTTOES MY CHILDREN LOVE TO COLOR AND FRAME," published by Lloyd Adams Noble, 31 West Fifteenth St., New York.

The book contains fourteen choice mottoes which are especially appropriate for children. The motto proper is four and one-half inches square, and is set in an artistic background, eight inches square. A miniature motto is placed below, with exact directions for coloring.

"THE NATURE NOTEBOOK SERIES," edited by Anna Botsford Comstock, Assistant Professor in Nature Study, Cornell University. Comstock Publishing Company, Ithaca, N. Y. Price, 30 cents each.

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New Bulletins

EDUCATIONAL BULLETIN No. 17 is now ready. It is entitled "Nature Month by Month," for parents and teachers, and is a reprint of the excellent serial under this title in CHRISTIAN EDUCATOR, by Mrs. C. C. Lewis, of revered memory. The content is simple, practical, and very helpful to any one who teaches children. It follows the seasons from September to May, and touches life in the home and school en-

vironment, from many angles. It is arranged by months and weeks, and is illustrated to some extent. It contains 24 pages, and the price is only 5 cents. Order through your tract society.

EDUCATIONAL BULLETIN No. 18 is a revision of No. 14, "The Elementary Course of Study by Semesters." It is largely a reprint of the serial prepared by Miss Sarah E. Peck and printed in various numbers of the EDUCATOR the past year, under the title "Elementary Course by Periods." Price, 5 cents. Order through your tract society.

A Truly American History

I HAVE carefully read the book entitled "American History for Grammar Schools," by Marguerite Stockman Dickson, published by The Macmillan Company. I consider it a truly American history. It is free from favoritism and the earmarks of sectarianism. It gives a fair and just treatment of controverted questions, and aims to state the truth impartially. It lays special stress upon the fundamental principles of civil and religious liberty, and points out some of the rocks of danger upon which the ship of state is likely to be stranded. I can recommend it as a clean, up-to-date, and instructive American history for American children.

Most respectfully,
C. S. LONGACRE,
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