

# CHRISTIAN EDUCATOR

A MAGAZINE FOR HOME AND SCHOOL

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Washington, D. C.

*"It is a Good Thing to Know Ideas,  
but it is a Good Idea to Know Things"*

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Today the practical education counts most. Some one has said that in New England a stranger is accosted with the question, "How much do you know?" In the East he meets, "How much have you got?" In the South it is, "Who are you?" And in the West is the inquiry, "What can you do?" But these questions are not confined to sections of our country. They stand for ideals that are found everywhere. At

### **Emmanuel Missionary College**

the new student meets the interrogation, "What do you know and what can you do with your knowledge?" The object of the faculty is to fit young people for efficient service in God's cause.

### **First Things First**

is our motto. Let every youth who needs training come to

### **The School of Opportunity**

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Address the President, Berrien Springs, Mich.



The April Number of Educator  
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**Missionary Number**

Among the leading features are articles by Elder A. G. Daniells and Elder W. H. Anderson, on the relation of Education to Missionary Endeavor.

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HOME ECONOMICS AT EMMANUEL MISSIONARY COLLEGE



# CHRISTIAN EDUCATOR

VOL. IX

WASHINGTON, D. C., MARCH, 1918

No. 7

## HIGH POINTS IN INDUSTRIAL TRAINING

**P**ROVIDE the best possible facilities and supervisors.

Instruct in agriculture, and in as many as possible of the most useful trades; but—

A few well conducted are better than more poorly done.

Plan for more, but add only one or two at a time.

Let the work have a definite aim, both educational and practical.

Make thoroughness the watchword. Aim to turn out work as nearly perfect as human brains and hands can make it.

Every person needs some knowledge of different handicrafts, but—

It is indispensable to become proficient in at least one.

Aim to have every youth leave school with some trade or occupation by which, if need be, he may earn a livelihood.

Outlay is necessary, but the object to be gained is worthy of its cost.

Investment for the training of the youth is means well spent.

Occupations pursued in the open air are the most beneficial.

No line of industrial training is of more value than agriculture.

Let teachers share the work with the students.

Professional men especially need the benefit of manual training.

Education derived chiefly from books leads to superficial thinking.

Practical work encourages close observation and independent thought.

Practical work tends to develop that practical wisdom which we call common sense.

Practical work develops ability to plan and execute, strengthens courage and perseverance, and calls tact and skill into exercise.

Education in the trades makes students self-sustaining, and teaches the lesson of self-help.

Life's true aim is to honor our Maker in doing our part of the world's work.



## A Health Couplet

The youth should be taught that the laws of nature are the laws of God—AS TRULY DIVINE AS ARE THE PRECEPTS OF THE DECA-LOGUE.

Every *careless* or *wilful* violation of these laws is a sin against our Creator.—*Education.*

### Physical Labor Merits

Labor appointed a blessing at creation.

Labor a means of developing power and happiness.

Labor a safeguard against temptation.

Labor a check on indulgence.

Labor promotive of industry, purity, and firmness.

Physical labor a part of God's great plan for our recovery from the fall.

### Elements in the Dignity of Labor

God is a constant worker.

All things in nature do their allotted work.

Action pervades the whole creation.

God gives the earth and its treasures; we adapt them to our use and comfort.

God causes the trees to grow; we prepare the timber and build a house.

God has hidden in the earth gold and silver, iron and coal; we obtain them through toil.

God has created and constantly controls all things; he has endowed us with a power not wholly unlike his—a degree of control over the forces of nature.

God found pleasure in the work of his hands; we feel a kindred joy when our work is "very good."

### Essential and Less Essential

Essential for every youth to have a thorough acquaintance with everyday duties.

Less essential to pursue studies that consume time but contribute little to usefulness or happiness.

Essential that a young woman learn to make good bread, to fashion neatly fitting garments, and to be a good home maker.

Less essential for a young woman to have a knowledge of French or algebra, or even of the piano.

Essential to recognize that life's happiness is bound up with faithfulness in common duties.

Essential that boys as well as girls gain a knowledge of household duties; to make a bed, to put a room in order, to wash dishes, to prepare a meal, to wash and repair his own clothes—makes no boy less manly.

Essential that girls learn how to harness and drive a horse, to use the saw and the hammer, to use the rake and the hoe—makes her better fitted to meet the emergencies of life.

Essential to teach from the Bible how God honored the work of the everyday toiler.

## A Syllogism on Health

Since the mind and the soul find expression through the body, both mental and spiritual vigor are in great degree dependent upon physical strength and activity; whatever promotes physical health, promotes the development of a strong mind and a well-balanced character.

Without health no one can as distinctly understand or as completely fulfil his obligations to himself, to his fellow beings, or to his Creator. *Therefore, THE HEALTH SHOULD BE AS FAITHFULLY GUARDED AS THE CHARACTER.—Education.*



# EDITORIALS

## Dealing with Student Labor

THERE is considerable variety in the method of dealing with the regular labor required of students in our boarding schools. It is still a question whether or not we have arrived at any one "best" method, but much improvement has been made over the past.

At Southwestern Junior College 52 hours of labor are required each school month. This is charged to the student at the rate of ten cents an hour and credited to general or overhead expense. At the end of the fiscal year it is transferred to the operating loss and gain account. When a student's work is worth more than ten cents an hour, special arrangements are made so that there will be no loss on the student's part. If a student's work is not satisfactory in one department, he is transferred to another. If it is not found satisfactory there and the student does not care to put in the full amount of time, he is charged for the shortage at ten cents an hour. He receives no credit for his work unless it is well and faithfully done.

At Emmanuel Missionary College a special record book for student labor is kept. Each student is charged in this book with the standard amount of twelve hours a week at ten cents an hour. His work is then given a special rating according to its merits, at more or less than ten cents. He is then given credit for his work, on a *value* basis. His rating is revised once a month, so that it is advanced or lowered according to the quality of the service he gives. If a student is allowed to work overtime to earn extra money on his expenses, the value of this labor is credited in the same way in the same book, and the surplus transferred to his main account at the end of each period. This seems a very just basis of dealing with the student, serving as a continual incentive to improve the quality of his work, and compensating him ac-

ording to its merits. No student is allowed to fall behind in his work, and if he does to a certain amount, he is required to discontinue his school work until it is made up, if he cannot make it up in any other way. This teaches him to be "diligent in business" while serving the Lord during his school days.

We regret to say that at one or two of our schools, students are allowed the option of doing this regular weekly work or paying for it in cash. This practice misses the point in almost every particular of introducing what is called domestic or institutional labor into our schools. The objection is made by some that the school cannot provide enough labor for all, and that it therefore should give what it has to those who need it most; but is it not as much the duty of our schools to provide at least the minimum of one hour a day for every student in the school as it is to provide for his mental and spiritual needs? The physical, the practical, the economical is the basis for all the rest, to say nothing of its disciplinary and missionary value. Let the school management think seriously before exempting any student from a practice that constitutes one of the main planks in our educational platform.

## Why Girls Leave School

THE idea that girls leave school to go to work because their parents need the money is vigorously combated by the United States Bureau of Education, according to a bulletin recently issued. A survey of labor and school conditions among girls in Worcester, Mass., shows that from one half to two thirds of the girls that work in the factory could have had further schooling if they had wanted it, and their parents had cared to urge it.

These are some of the reasons the girls themselves gave as to why they left school: Did not like school; could not get along with the teacher; was not pro-



moted; wanted to go to work; was working to help pay for a piano; was paying for music lessons; left to help with the housework.

Out of some 336 workers in a corset factory, fully 50 per cent had left school between the ages of thirteen and sixteen because of their dislike of school, or because they wanted to go to work. Out of 74 workers in a clothing factory, 25 per cent left school of their own volition.

In the opinion of the authors of the bulletin, the conditions investigated in Worcester emphasize the imperative need of special training of a practical sort for girls. "In the main, they leave school simply because they dislike school work," say the authors. "Not getting the kind of training they might have liked and would have profited by, they blindly joined the army of shifting, inefficient, discontented girls that go from one monotonous factory job to another, and because of their lack of training rarely rise above the class of low-paid, unskilled workers."

While it may be true that our own girls do not often drift into places and conditions like those at Worcester, yet we do have our own factories and offices into which many of our girls drift with meager education, and in the daily round of toil lose their ambition for self-improvement and grow unprogressive. Should not more attention be given in our schools to some of these economic conditions among ourselves, especially by way of making school work very attractive, and of assuring to our girls proficiency in at least one trade, so that if necessary they may make it a means of livelihood; and more than this, may have caught a spirit of ambition and progressiveness that will continually stimulate them to self-improvement?

"THE night school and the correspondence school place the portals of the halls of education within the reach of every ambitious and persevering youth."

## Go Picnicking

ONE Government suggestion for the conservation of food is the taking of pupils on fruit-picking picnics to gather fruit for canning that would otherwise go to waste. These picnics can be continued very late in the fall. The products of such effort may be donated to the Red Cross, sent to the soldiers in France, used for school lunches, or sold for some community project.

## College Credit on the Trades

SOME progress is being made in the leading schools of the country toward placing industrial education on a college basis, and allowing credit for it on the bachelor's degree. Aside from numerous high schools that give a more or less liberal amount of credit for industrial education toward graduation, several universities placed it among their electives, making it eligible to graduation credit.

For example, the University of Washington gives two semester hours for printing, on the basis of one lecture and two laboratory hours a week. This is a part of its course for those who want to major in journalism.

Columbia University allows for agriculture two semester hours on a basis of two lectures and one laboratory period a week.

Miami University gives three semester hours for woodwork and cabinetmaking, two semester hours each for wood turning, pattern making, forging, metal work and printing, and for drawing, one to two semester hours. These may be applied on either an A. B. or a B. S. degree.

The University of Wisconsin offers 16 lines of manual arts and allows two to three semester hours each on a degree, and 7 lines of drawing with one to three hours' credit each. Its catalogue says that these lines of work are for "students for whom such courses may constitute part of a program of liberal study."

The University of Iowa offers 10 lines of manual arts, commanding two to three



semester hours of credit each up to a total of 14 semester hours, on a degree. For its 6 lines of art it allows one to two semester hours each.

The University of Indiana offers 8 lines of industrial education, commanding one to two semester hours' credit on graduation. Its catalogue says that these courses are intended "for those who wish to study *industrial education for general culture.*" It says further that "all freshmen are required to take two hours a week of physical education throughout the year. The penalty for failure to take physical education is one hour for each semester neglected."

The University of Porto Rico enjoys the unique distinction of requiring two units of industrial education out of a total of 16 units, for entrance to the college. This is a positive step in advance of our own standard in the academic course, which requires two units of industrial education but adds them to the 16.

These examples are sufficient to show the trend of educational opinion in reference to the merits of industrial education, viewed, too, largely from its cultural value, as is seen from the fact that in the examples above, credit is given on a cultural course. Adding to this the great practical value of this kind of education to the average citizen, and in particular to the missionary, we have ground for serious study on the liberalizing of our own courses.

### Shall We Follow Suit?

THE more we read of what is being done by the schools throughout the country to develop industrial education, especially farming, and to dignify it with college credit, the more it seems apparent that the least our own schools can do is "to follow suit," since we are not in the lead as we were once designed to be. This progress in other schools was making good headway before the war, but the conditions growing out of the war are stimulating aggressive measures.

One of the most marked examples of

this activity is to be found in Illinois. State Superintendent Blair, with the aid of a committee of prominent educators, in co-operation with the State Council of Defense, is planning to mobilize 25,000 high school boys for farm work in 1918. Cook County alone will supply 12,000. The plan by which they propose to adjust the farm and the school work is thus described in the *School Review* for January:

"These boys will be enrolled in the United States boys' working reserve early in January, and their curriculums modified so that they may leave school May 1. Throughout the State more than 25,000 boys are to be enrolled.

"Beginning February 1, the boys enrolled will speed up on their studies for the ensuing three months, and in addition will take the new agricultural course in thirty lessons, which is designed to give them a practical knowledge of horses, live stock, dairying, poultry, seeds, fertilizers, farm tools, gardening, gas engines, crops, planting, and harvesting. Last summer the boys went to the farms without preliminary training, and their efficiency was retarded by their 'greenness.'

"For the work they do on the farm the boys will receive credits in their curriculum equal to those they would have earned if they remained in school during May and June. The University of Illinois is a party to this agreement, and other universities and colleges are expected to follow suit."

Shall we follow suit, at least to the extent of mobilizing every boy and girl in our schools to take an active and vigorous part in developing the school farm to its maximum of production, and of turning into a garden every nook and corner of land about the school and in the home garden that can be made available? In the Illinois plan it is said that "the teachers who put in extra hours, giving the boys six months' work in four will have their vacation periods lengthened correspondingly." If our own teachers cannot do it exactly this way, could they not put in an extra hour a day on school work during the weeks that still remain before gardening can be pushed, then release the students an extra hour a day from their studies to put on their gardens or the farm when the season does open? Since we cannot take off first honors, let us follow suit.



## First Things in Physical Culture

### Things Everybody can Do

*A correct position*, both in sitting and in standing.

*Deep breathing*: aids the circulation of the blood, invigorates the whole system, excites the appetite, promotes digestion, induces sound, sweet sleep, refreshes the body, soothes and tranquilizes the mind.

*Training of the voice*: tends to expand and strengthen the lungs, wards off disease, secures distinct articulation, promotes health, adds greatly to agreeableness and efficiency.

*Healthful dress*: aids in deep breathing, gives freedom to the action of the bodily organs, increases physical and mental power.

*Perfect cleanliness*, both in personal habits and all one's surroundings: daily bath, frequent washing of the hands, manicuring in private, keeping the teeth and mouth antiseptic, sunlight and ventilation in the sleeping-room and the kitchen, windows, floors, walls, and premises thoroughly sanitary.

*Practice* the laws of health conscientiously and regularly.

## Industrial Training Makes Good Foreign Missionaries

CULTURE on all these points [trades and agriculture] will make our youth useful in carrying the truth to foreign countries. They will not then have to depend upon the people among whom they are living to cook and sew and build for them, nor will it be necessary to spend money to transport men thousands of miles to plan schoolhouses, meeting-houses, and cottages. Missionaries will be much more influential among the people if they are able to teach the inexperienced how to labor according to the best methods and to produce the best results. They will thus be able to demonstrate that missionaries can become industrial educators; and this kind of instruction will be appreciated, especially where means are limited. A much smaller fund will be required to sustain such mission-

aries, because, combined with their studies, they have put to the very best use their physical powers in practical labor; and wherever they may go all they have gained in this line will give them vantage ground.—*Mrs. E. G. White.*

## Missionary Value of Practical Training

THE minister, the missionary, the teacher, will find their influence with the people greatly increased when it is manifest that they possess the knowledge and skill required for the practical duties of everyday life. And often the success, perhaps the very life, of the missionary depends on his knowledge of practical things. The ability to prepare food, to deal with accidents and emergencies, to treat disease, to build a house, or a church if need be,—often these make all the difference between success and failure in his life work.—“*Education.*”

## Filipino Weavers

A SUCCESSFUL industry for students in our Philippine Academy, according to a recent letter from Principal Irving A. Steinel, is the weaving of hats. The ac-



WEAVING HATS

companying picture shows two of the girls engaged in this work. “These hats are beautiful,” says the principal, “similar to Panama hats, but better looking, I think. We sell them at \$6 gold. We make also a hat of more fancy weave, which, though prettier for ladies, is a little cheaper—\$5 gold. It is cheaper because it can be woven in less time. Six girls earn their way through school by



means of this industry. Others do embroidery work, and very beautiful it is. The academy has enrolled seventy-three pupils this year, five or six of whom have been converted directly from Catholicism."

In regard to the industrial work carried on in the Filipino public schools, the director of the Philippine Bureau of Education says:

"We have three aims in our industrial work. First, the usual educational aim, cultural training of the hand, the eye, and so on. We pay some attention to this, but we pay more attention to training in industrial work which is closely related to the home, such as having the girls make their own dresses or dresses for their sisters and mothers. In the mountain districts we have had the girls weave the cloth for their own dresses. For the boys, we have instituted work in their own homes with their pig clubs and their chicken clubs, all under supervision. Then we try through our industrial department to better the condition of the families and to improve the economic condition of the country."

"The Filipinos are very clever with their fingers. The Spaniards used to say that they had eyes in their fingers. The embroidery work which even the little children can do is remarkable for its fineness. The women for years have done a fine embroidery with a fine fiber from the pineapple. The Bureau of Education has standardized and commercialized it. When we started this work, four or five years ago, there were no exports. This year the exports on embroideries amounted to two and a half million dollars."

### Re-education

THE Federal Board for Vocational Education is grimly laying plans for the re-education of American soldiers and sailors disabled by the war. It is studying the probable number of such men, and planning to provide workshops in various sections of the country that will serve as vocational schools to reinstate these men in the class of productive laborers, in all cases where their disabling by the war has incapacitated them for pursuing their former occupations.

## Plying the Industrial Arts

*Emmanuel Missionary College.*—Most of our regular college teachers take an active part in domestic and industrial labor. A few do not.

Instead of its lowering a teacher's standing in the eyes of the students, the young people really honor the person who will go right out and do anything that needs to be done.

For domestic labor, service to the value of \$1 a week is required of young men and 80 cents of young women.

It is practically impossible for a student to work his entire way through college unless he has a good trade. We have three or four in the printing office who virtually earn their entire way. In about five hours daily, including domestic time, a student can earn half of his way.

*Oakwood.*—Farm work and garden-

ing will always be our strong features, but more mechanical work must be done; for the next two or three years it will probably be building.

All students work 12 hours a week.

Students working extra on expenses receive 8 to 12 cents an hour.

*Madison.*—Our principal trades are carpentry, blacksmithing, dairying, horticulture, general farming, sewing, cooking, canning, weaving, and nursing. We have purchased a food factory and shall rebuild it on the school grounds. Before long we shall be equipped to do more in health food work.

Students work a minimum of 12 hours a week.

Most students earn their expenses by working 4 to 6 hours a day above the two-hour time.



*Walderly.*—We are giving the most attention to the following trades: Agriculture, lumber milling, blacksmithing, carpentry, painting, plumbing, and steam fitting.

Our students fell the trees and cut them into saw logs and wood. Later they go into the mill, saw the rough lumber, put it through the planer, and then later work it into furniture or a cottage. In this way a student gets a thorough knowledge of this industry. Our mill did about \$1,500 worth of work in 1917.

In the blacksmith shop our boys learn to shoe horses, make simple tools, sleighs, wagons, and things needful on the farm and in the home, besides sharpening tools and doing repair work.

For industrial credit a student is required to put in 90 hours of practice or study in the shop, being paid or not, according to circumstances; then he is required to spend 90 more hours on practical work before receiving his credit. [This total of 180 hours meets the standard of one-half unit toward the two units required for graduation adopted at the St. Helena council.—Ed.]

We use both student and nonstudent superintendents.

Students are paid 10 to 18 cents an hour, according to the merit of the work.

*Oak Park.*—We conduct the following trades: Printing, sewing, carpentry, agriculture, gardening.

Members of the faculty superintend the printing, the sewing, and the farming.

Students are paid from 10 to 20 cents an hour, according to the worth of their work.

Our printing shop does from \$100 to \$150 worth of work a month. Our farming work amounts to about \$2,500 a year.

*Union College.*—Our three principal trades are printing, dairying, and laundering. Each of these is organized under a foreman who works with and teaches the students. In printing and dairying, classes to study the trade are organized apart from the practical work.

Students are paid from 10 to 15 cents an hour and a few from 17 to 20 cents.

according to the value of the work done.

Several students earn about three fourths of their expenses while carrying full work in their studies. Ordinarily a student should not try to earn more than half his expenses.

Our dairy consumes nearly all the produce of the farm except the garden and the fruit, and is now producing about \$100 worth of dairy products a week, besides the increase in stock. The printing plant does from \$3,000 to \$4,000 worth of business a year, and the laundry about \$2,000 worth aside from the regular work for students in the home.

*Ooltewah.*—Being still in the formative stages of our institution, we have much practical work in the industries for our students, but it is still done on the old apprentice plan, rather than on an educational basis. We hope to bring in the latter as soon as we can put our essential facilities in working order.

A teacher superintends the printing.

We pay from 10 to 20 cents an hour for student labor, all our industrial departments averaging about 15 cents.

The value of our printing business is about \$3,500 a year.

Our poultry and dairy departments show a gain, and our building department is at present a strong industrial feature, and will continue to be until our school plant is completed.

*Mount Vernon.*—Our industries are in the formative stage, but developing well. Several young men are learning the printing trade and help themselves on their expenses. Our carpentry department is well started, being equipped with tools and benches, and recently with some good power machinery. It is under the supervision of a competent teacher who gives practically all his time to this department, though he teaches one class in physiology. This includes drafting.

*Danish-Norwegian Seminary.*—We offer carpentry, printing, bookbinding, and sewing. A teacher superintends the carpentry and printing, while student teachers look after the sewing and bookbinding.



The figures given below represent the volume of outside cash business only, and do not include the value of the work done for the school.

In sewing we use the system recommended by the University of Minnesota, doing both textbook and practical work. This industry brings in about \$225 a year.

In carpentry both textbook and practical work is done, in accordance with the standard of the Dunwoody Institute of Minneapolis. \$1,100 worth of business is done yearly.

The students in printing spend the first two months in the classroom before doing any practical work. The volume of business is about \$2,500 a year.

About \$350 worth of practical book-binding work is done each year. No classes are conducted.

No wages are paid the students, as they put in no more than their domestic time.

*Washington Missionary College.*—We operate the following trades: Printing, carpentry, and sewing.

Our industrial work is organized from both the educational and the practical viewpoint.

We have teachers as superintendents.

*Walla Walla College.*—President Smith reports that the following lines of work are being conducted with very satisfactory results:

"Printing, carpentry, dressmaking, cooking, baking, hydrotherapy, and first aid. For graduation from the academic course we require a two-year industry pursued on the basis of five hours a week. We have nonstudent superintendents, and the students are charged \$2.25 per school period for tuition, there being no remuneration for their work until they have put in the required number of hours. A similar plan is carried out for all advanced courses, the number of years of industrial credit being proportional to the length of literary course pursued."

As to how the work is carried on, the director of the class says:

"There are seventeen members in our class in domestic science. The class was closed with that number for lack of space

in which to work. Three double periods and three hours' preparation and notebook work are required each week for the work in food preparation. One double period and one hour's preparation each week are required for the class in household management, which meets during the first semester. The same preparation is required for the class in laundering which meets during the second semester.

"At three-thirty on three afternoons these seventeen girls meet in our school kitchen for practical work in cooking. Their portions are such as would satisfy the needs of a family of from four to six persons. The accumulated result of the afternoon's work is used in the school dining-room at the supper hour.

"Chemical, physical, physiological, and economic values of foods are discussed with the lessons in cooking, thus graphically fixing in the students' minds facts that might otherwise be found hard to understand and retain.

"The class in household management is no less interesting, for in addition to a study of systematic housekeeping the students themselves make experiments, the results of which are discussed in class. Among these experiments are such as the making of woodwork cleaner, detergents, and the removal of many kinds of stains.

"As yet we have no equipment except such as the school kitchen affords, but the demands of a growing number of students who are interested in the work are making a more ample equipment a necessity which we expect to see met in the very near future. While we feel keenly our lack of equipment and the great untouched possibilities still ahead in our first year of standardized work, we feel that God has blessed our efforts to approach more nearly the ideal of a practical course in training our young women for their future work."

*Southwestern Junior College.*—President Nelson of Southwestern Junior College, Keene, Tex., makes the following very interesting report on industrial work:



"In the broom factory we require all students to put in 79 hours every six weeks, and above that they receive pay by the piece, which enables them to earn from 12 to 40 cents per hour, in a few cases a little more than that. This year we have three students who are taking two studies and work 39 hours per six weeks. In this way they are able to earn practically all their expenses.

"We employ a factory manager and one or two other men who are not students. In some cases we have had students work for a few months before entering school, thus earning a credit.

"We made approximately 4,300 dozen brooms last year, valued at \$22,000. During the vacation and first three months of school, we made brooms to the approximate value of \$11,275.

"Last year our net profits were about \$3,400. For the four vacation months and the first three months of school, the net profit was about \$380.

"We require all students to put in 60 hours apprenticeship. This does not really meet the amount that a student should put in before he can earn something. It takes about three months for an average student to gain efficiency in each line of the trade.

"Our printing plant we have operated only since the first of June. We employ four students, who work out their domestic time and are paid by the piece for any overtime that they may work. The work is organized to cover two years, and the students working in that department average about 100 hours per month."

## What Girls Think of Home Economics

A COURSE in this department will add a charm to many of the tasks some girls look upon as household drudgery. A girl who can make her own clothes and her own hats, can have better ones for the same money than the girl who has to buy them. When the time comes that she takes up the responsibility of caring for a home of her own, the knowledge gained on these various subjects will save her much time, money, and anxiety.

E. V. DIMOCK.

Not any of the girls in our schools should miss or neglect the great opportunities provided for them in the Home Economics Course, as it is one of the most important and practical branches of a girl's education.

ANNA M. DETWILER.

A thorough course in Home Economics is almost indispensable in a girl's education. Every girl should have a knowledge of domestic arts, as sometime in her life she will need to know their principles. Dressmaking, especially, is of great practical value in the homeland and in the mission field. In Domestic Science is offered a splendid opportunity for girls to

learn how to be economical, and how to prepare simple food so that it will be nutritious and palatable.

EDYTHE DETWILER.

Without a knowledge of the subjects taught in Home Economics a young woman is crippled through life, even though she may have a thorough knowledge of all the other important branches of education. The time spent in this study has been of great benefit to me, and I wish to recommend it to all our girls.

ELLEN G. BIRD.

Training in Home Economics gives one a change from the schoolroom; develops ability to make plans and carry them out; teaches one to be thorough, accurate, and economical; to prepare a wholesome and economical meal; and to make one's own clothes.

MYRTLE NEFF.

I think the value of Home Economics should be emphasized greatly, inasmuch as one gains experience that will be of great benefit in after-life, no matter what one's work may be. We learn principles that do not change with fashion, but stand forever.

MARY M. WELCH.



## School Credit for Home Work

"THE home credit work has received much favor in our conference," writes Miss Edith Shepard, Indiana superintendent. "Teachers and parents seem to appreciate the plan." A card certificate is issued to pupils who earn a standard number of credits. Those who earn more than the required number have seals placed on their certificates — red, green, silver, and gold — according to the number earned.

"No matter what one is to do in life," says Miss Lois Johnson, an Indiana teacher, "*an educated hand helps an educated head*. The approval of God rests with loving assurance upon the children who cheerfully take their part in the duties of domestic life, sharing the burdens of father and mother. The curriculum for the child should take in every working hour of his time. This will lead to the establishment of intimate and mutual interests between the home and the school. Giving credit for the home work as for the other subjects tends to add dignity and pleasure to duties which in many a child's mind seem only menial, commonplace, and irksome. This should not be just a stimulus to do the work for credit any more than a pupil works all the arithmetic problems so he will get an E on the report card. It is an encouragement to the boy or girl who finds it hard to get a high mark in language, spelling, etc., for such a one is often strong in manumetal or domestic lines of work and so can build up his average with credits in home work. Ability in manumetal and domestic work is necessary to a successful life. By including this subject in our school curriculum we start the pupils in a training which will fit them to be useful men and women in the world, and to the cause of God.

"Deducting credits for unexcused absences aids greatly in bringing in excuses. Tardy marks decrease. Being depended upon at home for little tasks seems to give a sense of responsibility which aids in reaching school on time."

"My observation in the Central Union," writes Secretary Ruble, "is that wherever the plan has been tried out in a conservative, careful way, it has proved a great blessing to the children in the school, and in the home as well. Some of our conferences are carrying it out with good success. Personally I believe it is an excellent plan, and I should like to see it continued."

"Taking it altogether," says Secretary Russell of the Lake Union, "I like the plan and desire to see it continued, and shall be glad to push it in this union as soon as a more suitable blank can be devised. I hold that any plan which will more closely unite the interests of the home and the school is not to be lightly turned down."

From California comes this word from Miss Sarah E. Peck: "Personally I believe that the home education this plan is designed to emphasize is exceedingly valuable. I should have more courage to try for results by associating home work with the manual training in the school, thus giving the teacher a link of connection with the parent. I have tried this with several teachers, and it worked splendidly and without friction."

A mother in an Indiana home gives expression to her appreciation of the plan in the following letter to the teacher with whom she had been co-operating:

"MISS ALTA CLAPPER:

"I want to tell you what an industrious boy Maurice has been. He does numerous things that are not mentioned on the home worker's list. I work away from home, and when I come home they have the meals on the table (I am speaking of Harold also, as he helps), the dishes washed, besides sweeping and dusting, and have coal and kindling in. These are the principal things.

"I think the home worker's plan is one of the grandest ideas, as it encourages the children to get good credits, while at the same time it makes better boys and girls. It teaches them to be



useful to the parents, and I appreciate their efforts more than I can possibly express in words.

"From a very appreciative mother,  
" [Signed] MRS. A. Y."

This letter is undoubtedly a good sample of what many other mothers who

patronize a school that is using the home worker's plan would say if they had the opportunity. We fully believe that there are many other mothers who live near schools that are not carrying out the plan, who would be equally blessed if those schools would take it up.

## Why Boys Leave School

G. H. HEALD, M. D.

IN a recent partial survey of the public schools of Fort Dodge, Iowa, to determine why many boys leave school before the completion of their course, it was found that the boys who were a year or two behind their classes were the more likely to drop out. Personal inquiry also revealed that in at least one fourth of those who left school before completing their course, lack of interest was the admitted cause. Comparison of the earning capacity of the boys after leaving school showed quite plainly that the boy who remains in school has a much better opportunity of advancing when he begins to earn his living than the boy who leaves school sooner. This seems to indicate that every year in school increases the earning capacity much faster than experience in actual work increases it.

But there may be another interpretation of the facts. Perhaps the boy who leaves school early is not so well adapted for school work. He does not make his grades. He is a "repeater," either from lack of interest in his studies or from lack of capacity. He cannot keep up with his class. This might indicate a native inferiority of intellect, an inability to benefit by that form of "education" popularly known as book learning.

This is one reason, perhaps, why the author reaches the conclusion that vocational or industrial training in the schools is essential to create interest and thus hold the boys in school for a longer period in order to give them a definite

preparation for useful work. If every additional year at school increases the capacity of the boys for useful work, certainly every device that gives promise of holding the boy's interest and thus keeping him in school should be carefully tried out. If, on the other hand, the boys leave school because they are inferior, and if the low earning capacity is merely an index of that inferiority, then some form of education should be devised that is adapted to their type of intellect.

There is still another angle from which this subject may be viewed. The data furnished in the investigation suggest the thought that, after all, difference in capacity to learn is dependent very largely on difference of interest. What appeals to a boy as worth while, whether it be a baseball score or the mechanism of a gasoline engine, is more likely to form a permanent impress on his brain cells than that which is forced upon him. The studies that young people take — whether in the grades, or high school, or college — merely in order to "pass," do not do them nearly as much good as the studies which they devour because of their interest in the subject.

Until curricula are so arranged as to give profitable because interesting employment to the young — not only to the bright boys who could get along if they had no schooling, but to the duller boys who now drop out by the way — our schools are not accomplishing all they ought for the growing generation.



## Physical Culture in Our Colleges

IN addition to that indispensable kind of physical culture which is one important benefit in plying industrial arts, there is imperative need of that other type of physical culture represented by the systematic use of the swimming pool and the gymnasium. We are happy to say that some of our schools have made a positive beginning in this kind of physical training. At our request, President Smith of Walla Walla College gives the following very interesting report:

"During the summer of 1917 a gymnasium and swimming pool was constructed at Walla Walla College at a cost of approximately three thousand dollars. The structure is 36 x 64 feet, and is built on a two-story plan. The swimming pool is 20 x 50 feet and 9 feet in depth at the deepest point. The water is supplied by an Artesian well, and issues from the well at a temperature of 69 degrees. We have, therefore, very little difficulty in keeping the water warm enough. The spray and dressing rooms are also on the first floor. The gymnasium floor is sufficiently large to give ample room for calisthenics and games of various kinds.

Our school program is arranged so that practically all classes close at three o'clock. The time from three to six o'clock is divided into three divisions, giving the student one-half hour on the floor and one-half hour in the pool. The young women have Sunday, Tuesday, and Thursday, and the young men have Monday, Wednesday, and Friday. It is not expected that any student will spend more than one hour of any day on the gymnasium floor or in the pool. We appreciate our gymnasium very much, and it is a valuable asset to the school. We feel that it aids very materially in solving our problems in discipline. The young people go through a vigorous course of exercises, and at the close of these they feel content to go quietly to their studies."

Pacific Union College has had a spacious swimming pool from the beginning of its work in the location where it now

is, since there was a good pool already on the property, which was formerly used as a health retreat. The last time we visited the college a gymnasium was under construction, about 100 x 40 feet in size — if we remember correctly — and located at a place convenient for access from both the ladies' and the gentlemen's dormitories. We regret not to have up-to-date information on the present status of this building or just how the gymnasium and the swimming pool exercises are regulated.

The Washington Missionary College, under President Machlan, has arranged for systematic use of the sanitarium gymnasium and swimming pool by the students. He says:

"We regard these features very valuable to our school work. We have two classes each week in gymnastics for young ladies and two for young men, and two days for swimming. We look upon gymnastics and swimming with great favor, and believe that they are a valuable addition to our course of study."

At Emmanuel Missionary College the physical culture class is held two hours a week. During the first semester Swedish gymnastics and marching were the principal exercises, and during the second the use of wands, dumb-bells, Indian clubs, games, and Swedish gymnastics will be taken up.

A number of the leading schools of the land are giving serious enough attention to physical education to make certain requirements for college entrance, and to require physical exercises during school life, and to allow credit for it on graduation. Schools of such excellent repute as the University of California, Columbia University, Goucher, Smith, and Wells Colleges, as also the University of Arizona, require physical examination for entrance to the school. The results of these examinations serve as a guide to the director of the physical training in individual cases. Records are made from time to time of the develop-



ment of the physical strength, and such schools take pride in bringing out their students on graduation day in better health than when they entered the school.

We hope that our schools will give more serious attention to this very important side of Christian education.

### Physical Training as a College Credit

It will doubtless interest our readers to know something of what the colleges and universities of the land are doing by way of allowing credit on physical training to apply on the A. B. degree. We have culled out the following as examples:

Name of School	Semester Hours Required for Graduation	Semester Hours Allowed on Physical Training
University of Arizona	124	4
University of Arkansas	126	4
University of California	124	7
University of Colorado	122	2
University of Florida	122	2
University of Georgia	132	2
University of Idaho	128	8
University of Illinois	130	7
University of Iowa	125	5
University of Maine	125	6-12
University of Montana	122	2
University of Miami	124	4
University of Nebraska	125	4
University of Nevada	124	4
University of North Dakota	125	3
University of New York	126	6
University of Oklahoma	124	4
University of Pennsylvania	128	8
University of South Carolina	142	4
University of Utah	122	2
University of Washington	128	8
University of West Virginia	128	4
University of Wisconsin	128	8
University of Wyoming	126	3
Beloit College	124	4
Carleton College	126	6
Colorado College	126	6
Columbia College	124	4
Dartmouth College	122	2
DePauw University	124	4
Lafayette University	132	2
Muhlenberg College	144	4
Oberlin College	120	2
Princeton University	132	6
Pennsylvania State College	137	5
Rutgers College	140	8
Syracuse University	124	4
Tufts College	122	2
Western Reserve University	134	12

Of these schools, 28 designate their work either as physical training or physical education, while 14 include it under military training or military science.

### Industries at Oakwood

At a recent meeting of the Oakwood Junior College Board, the following aggressive steps were taken to place industrial education on a more efficient basis:

That the college lay definite plans for gardening, to include its organization into a department separate from the farm, with exclusive use of two mules and necessary machinery, to produce such crops as are usually grown in gardens; the heavy crops, such as sweet potatoes, cow peas, and so forth, to be grown by the farm instead; and that W. L. Bird (head of the Bible department) have charge of the garden.

That J. I. Beardsley (president of the college) have charge of the dairy, including stock improvements.

That J. W. Wade have charge of the college poultry, and the orphanage plot of fifteen or more acres of land, to be under the supervision of the college farmer, and that the orphanage have the exclusive use and care of two cows and one mule.

That some small fruit be set out, and that Prof. F. L. Peterson take the supervision of this work.

That the college management look into the advisability of installing a knitting factory.

Following the board meeting, President Beardsley and J. M. Swofford, superintendent of the farm, visited some educational institutions in the State of Alabama, including Tuskegee Institute, to get practical ideas to aid them in carrying forward this progressive work at Oakwood.

### A College Problem

IN the course of our correspondence in regard to industrial arts in our schools, one academy principal made the following statement, which all but makes a challenge to our colleges in their function of equipping our academies with faculty recruits adequately trained for industrial



as well as literary education. We quote these paragraphs from his letter:

"As you no doubt are aware, — College is not pushing the industries as she used to do, and her students are not strong on this line. Hence all her feeder schools feel the setback. I am not complaining, but this is the real root of the death of industrial education in this union. For several years there has been practically nothing done in this line."

We do not take this statement to indicate an attitude of criticism or self-defense, for the writer goes on to say how earnestly he and his associates are endeavoring to build up the industries in their academy, and expresses the sincere

hope that the time may soon be here when the industrial arts will come into their own. The statement points out a real situation in several of our unions, and suggests a problem which our colleges would do well to consider seriously. With them it is not merely a matter of meeting the college standard of eight hours in the industrial arts required for graduation, but it is the larger and more responsible problem of training some of their graduates well enough so that they can teach others, and infecting them with enthusiastic interest in this side of Christian education, which will assure their doing aggressive work of this kind when they connect with an academy faculty.

<p><b>Industries</b></p> <p>Agriculture Horticulture Sericulture Sewing Knitting Baking</p> <hr style="width: 50%; margin: 5px auto;"/> <p>40-Acre Farm 11 Buildings</p>	<hr style="width: 80%; margin: 0 auto;"/> <h2 style="margin: 0;">Korean Industrial School</h2> <p style="margin: 0;"><i>Training School of the S. D. A. Mission</i></p> <hr style="width: 80%; margin: 0 auto;"/>	<p><b>Products Sold</b></p> <p>Nut Foods Bakery Products Canned Fruit Fresh Fruit Cornmeal Graham Flour Clothing Knit Goods</p> <hr style="width: 50%; margin: 5px auto;"/> <p><b>Prices on Application</b></p>
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We give above in substance the letter-head of the training school in our Seventh-day Adventist mission in Soonan, Korea. It looks very practical and businesslike, and fully up to date on the industrial side with the ideals of Christian education. A recent letter from Howard M. Lee, principal, says:

"We are planning to get the attention of our people centered upon the school and its work. We shall try for more self-supporting students. Our silk industry made a profit last year, and so did our food industry. We have also raised a small crop of white soup beans, which we expect to sell for about twenty cents a pound. This will be a very profitable crop if we can produce it in large quantities. I am hoping to get some hand industry started for winter employment, and to place the pay for labor on a basis that will leave something for the school. It has seemed quite necessary that our students earn enough to cover cost of

their board and tuition. I am anxious to put the industry work on a self-supporting basis, and think we shall succeed before long."

### Home Economics at Emmanuel Missionary College

ALTHOUGH the director of home economics at this college is very modest, and is reluctant to say anything about this line of work because of its being only in its initial stage, we are happy to say that we have seen this work with our own eyes, and take occasion here to commend the work that has been begun. It is very promising, and will develop successfully as soon as better facilities for conducting it can be procured. This is not saying that the work lacks success now, as the following sentiments expressed by members of the class will show:

"My study has helped me especially in home furnishing and in cooking. I have

*(Concluded on page 218)*



# THE MINISTRY

THE reading for March includes chapters 15, 16, and 17 of Leonard's "One Hundred Years of Missions." These chapters are of special interest to us because they include a country and islands where we have done some of our best and most extensive work, and also two countries where we have done the least. In addition to the other means of study, we might suggest that from this time on the clippings be made regularly from the *Review and Herald*, the *Signs of the Times*, and other denominational organs which give short descriptive accounts of our missionary activities in any country or countries which are of special interest to the reader. Many a valuable experience is recorded in our papers which does not get into permanent book form. These clippings may be pasted in scrap-books or filed away in classified envelopes. Those workers who are interested in the Pacific Islands and China should subscribe for the *Asiatic Division Outlook*, published in Shanghai every two weeks, the subscription price being 75 cents a year. While the experiences of pioneers of other denominations may be of great value, yet our prospective foreign workers doubtless will learn as much if not more through the experience of our own missionaries who are dealing with our specific problems.

*Bibliographies.*—There is a very large and growing list of valuable works on China and the islands of the sea. The following will be found helpful:

## China

1. China Mission Year Book, C. L. S., Shanghai, China. For sale in this country by the Missionary Education Movement, 156 Fifth Ave., New York.

In view of the scope and excellent character of this book, the following outline of chapters is given:

1. General Survey.
2. Government Changes and National Movement.
3. The Revolution.

4. The Outlook and Opportunity:
  - a. In Central China.
  - b. In Mid-China.
5. Population of China.
6. Mission Work and Recent Developments in Chinese Dependencies: Tibet, Turkestan, Mongolia.
7. Higher Class Women; What is Being Done to Reach Them?
8. Hongkong University.
9. Occupied Fields.
10. A Year's Work in a Mission District.
11. Preaching as a Mission Agency.
12. Missionary Work of Anglican Churches in China.
13. Chinese Independent and Self-supporting Churches.
14. The English Presbyterian Hakka Mission.
15. Learning Chinese and Language School.
16. Hymnology in the Chinese Church.
17. Work of Medical Missions.
18. Union and Federation.
19. Bible Translation and Circulation.
20. The Bible Study Movement.
21. Christian Literature.
22. Chinese Sunday School Union.
23. Christian Endeavor Societies.
24. Young Men's Christian Association.
25. Secular Chinese Press.
26. Industrial Mission Schools.
27. Physical Training in China.
28. International Reform Bureau.
29. International Institute.
30. Evangelistic Work Committee Report.
31. Mission Reports and Statistics.
32. Appendixes:
  - a. Memorable Dates in Chinese History.
  - b. List of Memorable Events.
  - c. Documents of the Revolution.
  - d. List of Officials of the Chinese Republic.
  - e. The Abolition of Religious Disabilities.
  - f. Obituaries.
  - g. Books on China and Chinese Affairs.
  - h. Magazine Articles on China.
  - i. Letter on Unity from the General Synod of the "Chung Whua Sheng Kung Hui."
  - j. Church Officials.
  - k. Institution for Chinese Blind.
  - l. International Plague Conferences.
  - m. The Famine.
  - n. Shanghai Public School for Chinese.
  - o. Open Ports.

(Continued in the April number)



# THE NORMAL

## JESUS AS A TEACHER

"What he taught, he lived. 'I have given you an example,' he said to his disciples, 'that ye should do as I have done.' Thus in his life Christ's words had perfect illustration and support. And more than this: what he taught, he was. His words were the expression, not only of his own life experience, but of his own character. Not only did he teach the truth, but he was the truth. It was this that gave his teaching power."—*Education.*

### Our Missionary Bank

GRACE ROBISON RINE

Do you find it hard to increase the offerings in your missionary society? Get a missionary bank. Our cash register bank, which holds pennies, nickels, dimes, and quarters, has proved a great source of inspiration in this direction.

Instead of having the offering taken in the usual way, each one having something to give comes forward to the bank on the table, inserts the coin, turns the crank, and it rings up the amount.

Since the bank has come, there is no forgetting of the weekly offering, and children who *do* forget bring it the next day. It is not an uncommon thing at all to have children bring an offering almost every day of the week, because they take such an interest in the story the bank tells. So we feel that our cash register saves many of the nickels that otherwise would be spent for candy or chewing gum.

### Junior Society Work

IN the Wichita, Kansas, school Miss Sydney Bacchus is enthusiastic on the development of the Junior work. Note the following in a report from her:

"Our Junior Missionary Volunteer Society was organized the first week of school. We have fifty-one members in the primary room.

"Besides the various lines of missionary work which little hands can do, we are trying hard to help send missionaries to China. To make this real to the children, we are using this device: In the back of the room is a large map of China. The little boys are sending their missionary (a paper doll) in a toy ship. The little girls are sending theirs in a toy train. These are moved along the wall ac-

ording to the amount given each week. When they reach China the dolls are pasted on the map. The ship and train return to the homeland (the front of the room), and start out with another missionary.

"The little folks are very enthusiastic about their meetings. The boys and girls are running a race to see who can place the most missionaries in China. We hold our meetings on Friday afternoons."

### Mistakes in Teaching\*

6. It is a mistake to give many demerit marks.
7. It is a mistake to censure trifling errors too severely.
8. It is a mistake to complain or grumble much.
9. It is a mistake to detain pupils in the schoolroom during recess.
10. It is a mistake to invoke higher authorities except as a last resort.
11. It is a mistake to confound giving information or evidence with talebearing.
12. It is a mistake for the teacher to be late.
13. It is a mistake to be careless about personal habits.
14. It is a mistake to sit much while teaching.
15. It is a mistake to give a command when a suggestion will do instead.
16. It is a mistake to allow pupils to be frequently troublesome without notifying their parents.
17. It is a mistake to annoy parents unnecessarily.
18. It is a mistake to show temper in dealing with parents.

\* Selected from James L. Hughes's "Mistakes in Teaching."



# TEACHING NOTES—GRADE BY GRADE

## FIRST GRADE—Anna A. Pierce

**Paper Cutting and Mounting.**—How to fold sailboats and windmill:

Take a four-inch square; fold into 16 squares as in Fig. 1. Fold the diagonals. Fold on the lines a b and c d, making Fig. 2.

Pinch the diagonal folds on the two lower squares and pull outward, making Fig. 3. Pinch on the diagonal folds on the two top squares, and pull outward, making Fig. 4.

Fold back on a b, making a double boat; or turn up points a and b, making the double sailboat, Fig. 5. Turning one sail back makes a cabin and a sail.

In Fig. 5 turn point a to point b, making a boat with a single sail.

The points may be turned so as to make a windmill, Fig. 6.

## SECOND GRADE—Mabel A. Swanson

**Spelling.**—After studying the spelling assignment with the class, try some of these variations for the drill:

1. Let a child choose one of the words and say, "I am thinking of a word that begins with h." Another guesses, "Is it h-o-u-s-e, house?" The one who guesses correctly may choose the next word.

2. As a child chooses a word let him write the first letter on the board. The guesser is to finish writing the word.

3. Let one of the class step to the teacher's desk and on paper provided, write a word from the spelling lesson. The others guess, "Did you write b-r-o-w-n, brown?" etc. At another time let individuals pass to the board and write their guesses.

4. Have the column of words on the board. Choose one child to stand with his back to the board and his eyes closed, while another child points to a word. Number one says, "Is it w-h-i-t-e?" Class answer, "No, it is not white," or "Yes, it is white," as case may be. Guessing continues till number one succeeds. He may choose one to take his place, or the teacher may appoint one.

5. Have children close their eyes and say, "We are going to spell 'storm,'" or some other word from the lesson. Pass quickly and quietly among the children, tapping one child at a time gently on the shoulder, each saying a letter until the word is spelled. This game calls for close attention. Make the game a little harder by letting the first child tapped start any word he chooses; the next child must think quickly of some word beginning with the letter named and continue it.

**Arithmetic.**—Here is a game, sometimes called "Champion of Twenty," for developing speed in adding and subtracting. Make a set of twenty cards and number from one to twenty. Choose one child to stand in front of class and hold cards,—two others to stand in back of number one. As a card is shown to the class, they add one to it (or 2, or 3, etc., as directed). From this number the two subtract one (or 2 or 3) and state the number on the card. This card goes to the one who gives the number first.

## THIRD GRADE—Edith A. Cummings

**Reading.**—I wonder how many are using "Uncle Ben's Cobblestones" as a supplementary reader in the third grade? I find it very good, and the lessons may be used in such a

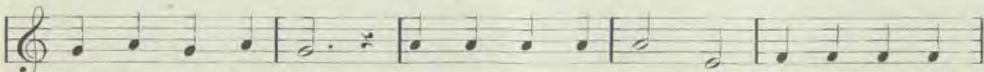
## THE JOLLY OLD MARCH WIND

A. A. P.

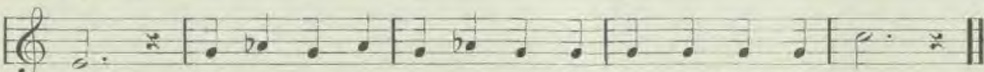
ANNA A. PIERCE



1. Whistling round the cor - ner, Rush-ing thro' the air, Roar-ing down the chim - ney,  
2. Danc-ing round the house-top, Laughing at the door, Play-ing o'er the mead - ows,



Whirl - ing ev - 'ry - where. Lis - ten, you can hear it As it sweeps a -  
Leap - ing as be - fore. Gay - er lit - tle play - mate You could nev - er



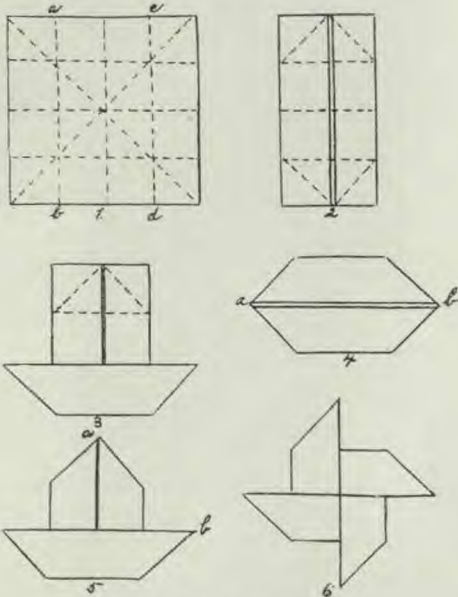
long. "Oo - oo - oo - oo," The jol - ly March Wind's song.  
find. "Oo - oo - oo - oo," The jol - ly old March Wind.



variety of ways. They are intensely interesting and most of them easy to read.

I use the Third Reader in the forenoon and this book in the afternoon. Let the children tell the stories before they read. Use the stories in the language period. Sometimes they may write stories and make neat little booklets of them. As the book "Cobblestones" is profusely illustrated, let the children illustrate their stories and booklet covers.

**Nature.**—As March brings the first flowers of spring, let us spend a little time in studying them. First, the pussy willow: where does it grow? what does it look like? etc. Use it as a drawing lesson and perhaps learn a song about the pussy willow. On page 110 of Eleanor Smith's Book 1, you will find a simple pussy willow song.



SAILBOATS AND WINDMILL

Study the violet, crocus, tulip, etc., in much the same way, choosing the flowers that grow in your locality.

Plant bulbs and seeds in the schoolroom, let the children care for them while they watch them grow. This may be made a part of their missionary work, for when a hyacinth is in bloom what prettier plant could you give to a sick person?

**Decorations.**—Be patriotic and have a flag in your schoolroom. I like the idea of changing the pictures in the frames occasionally. Prints do not cost much and you can always find old frames in the homes of some of your patrons. During February we have had Washington's and Lincoln's pictures in the frames. What shall we use this month? A pretty spring picture will be good, or perhaps some

flower or animal pictures. One of children in the rain would be appropriate.

Let the children make a Holland scene for the poster picture, or a border of Dutch mills. A border of pussy willows would be pretty.

In this time of war, when there is so much sorrow all about us, and there are so many things to make us feel sad, and sometimes discouraged, let us try to be happy and pleasant in the schoolroom. The past few weeks I have kept this little poem on my desk:

"Today, whatever may annoy,  
The word for me is joy, just simple joy;  
Whate'er there be of sorrow  
I'll put off till tomorrow,  
And when tomorrow comes, why then  
'Twill be today, and joy again."

Teach the children to be cheery little sunbeams. Here is a verse to teach them to say:

"If I knew that a word of mine,  
A word not kind and true,  
Might leave its trace on a loved one's face,  
I'd never speak harshly, would you?"

"If I knew that the light of a smile,  
Might linger the whole day through,  
And brighten some heart with a heavier part,  
I wouldn't withhold it, would you?"

#### FOURTH GRADE — Mrs. Irene Ayars

**Bible.**—For this month take from lesson 88 to Lesson 107.

While studying the lessons about the building of the earthly sanctuary, construct a sanctuary out of pasteboard similar to the one being studied. The furniture can also be made. The scale of one inch for a foot could be used. This representation of the earthly sanctuary will be both interesting and helpful to the class.

As you continue the travels of the Israelites, have the children fill in their maps on the wilderness wanderings.

Spend a few minutes every day reviewing the main points of the previous lesson. Also remember the memory verses; review them frequently.

**Bible Nature.**—Finish chapter 6. You will probably have to use house plants for examples while studying these lessons, unless your school is in a warm climate. If you are where you can take the children out into the woods for different specimens of stems, buds, leaves, etc., have the children start making a collection of different-shaped leaves.

**Arithmetic.**—Pages 228-238. While studying square measure have the children draw squares and rectangles of different dimensions. Also have them find the surface measure of various things in the room, such as blackboards, tops of desks, floors, books, etc. The children will enjoy this.



Have each child draw a square foot on the blackboard and divide into square inches, and from this learn the rule, 144 square inches = 1 square foot. In the same way have them learn that 9 square feet = 1 square yard.

**Spelling.**—An appropriate shape for a spelling booklet is a bird.

**Reading and Language.**—Several of the lessons have dictionary work given. Be sure



that the children understand the definitions given in the dictionary. A good plan to follow is to have these words used in original sentences.

For the lesson on page 274, have the children write sentences containing descriptive words, also sentences containing adverbial modifiers.

A good story to tell the class during this month is the biography of Luther Burbank and what he has done for his country, as his birthday is March 7. Have the children make original outlines and write compositions the day after you have told the story.

Be sure that the children get the thought and give the thought when reading.

#### FIFTH GRADE—Olive Severs

**Spelling.**—The windy month brings a host of suggestions for spelling folders,—a flying kite, pussy willows, Dutch children, windmills, March hares, etc.

**Arithmetic.**—Consider the chief industries of the section in which you are, and give practical problems in these, even if some of the problems on other industries given in the book must be omitted.

Let the children make up and solve original problems.

Encourage the keeping by each child of a personal account of his money, be it ever so small.

**Nature.**—1. For the lessons on Man, borrow a seventh-grade physiology and use the charts and diagrams given.

2. Create in the child a desire to take care of his own body and the bodies of others, because they are given us only as a trust from God, he claims them for his temple.

3. Show how to treat simple emergency cases.

4. Have pupils suggest ways of making the schoolroom and their homes more attractive

and healthful. See that these suggestions are carried out as far as possible.

5. Give physical exercises, explaining which muscles are brought into play.

6. Let each child mention things we should and should not eat and drink.

7. Help in the making out of menus for balanced and nutritious lunches that may be brought to school. Have these menus taken home for real use.

**Bible.**—1. Have each child make a map similar to the one on page 198.

2. "The Destruction of Sennacherib's Army" should be committed to memory.

3. Drill on finding Bible texts readily. Spending a whole period occasionally in a drill of finding given assignments, may save time and strength in the end for teacher and pupil.

4. One great difficulty of the fifth grader is his inability to grasp the point of a selection. Individual help may profitably be given on finding the main point of a certain chapter in the Bible and grouping the other facts about this one as a center. How to study is worth as much to a child as what to study.

**Reading and Language.**—On page 259 the lesson on "Emphasis" is to be impressed. Take other examples of changing the emphasis of questions so the emphasis of the answer will be changed. Let one ask the questions and another answer.

Memorize "Only an Earthen Vessel."

Let children form words from given roots, writing the literal and also the ordinary meaning, as:

in duce—to lead into—to persuade

pro duce—to lead to—to yield or cause

re duce—to lead back—to make less

Drill on direct and indirect quotations with their punctuation.

#### SIXTH GRADE—Sara K. Rudolph

**Nature.**—At this time, when so much is written concerning food, the first division of our lessons for this month will be of special interest. The following Farmers' Bulletins, which can be obtained from the Division of Publications at Washington, will be found helpful: No. 42, "Facts About Milk;" No. 93, "Sugar as a Food;" No. 121, "Beans, Peas, and Other Legumes as Food;" No. 128, "Eggs and Their Uses as Food;" No. 249, "Cereal Breakfast Foods;" No. 252, "Maple Sugar and Sirup;" No. 256, "Preparation of Vegetables for the Table;" No. 293, "Uses of Fruit as Food;" No. 295, "Potatoes and Other Root Crops as Food;" No. 298, "Food Value of Corn and Corn Products;" No. 332, "Nuts and Their Uses as Food." The Department of Agriculture has prepared charts also, showing the per cent of nutrient in most common foods. These can be purchased for a small sum.



Have the children bring in menus found in newspapers or magazines and discuss them. After these discussions let them make some menus, considering not only the food value of the articles but the economic side of the question also. Read and discuss the pure food laws.

With the lessons on the excretory and osseous systems, emphasize the importance of correct posture, exercise, and clothing. To show the harm of ill-fitting shoes, have the children make diagrams of a well-shaped foot that has worn a properly fitted shoe, also of the shoe. Mount these on a dark surface. Beside them place diagrams of a misshapen foot and a "stylish" shoe. Place diagrams of the shoes over those of the feet. Emphasize the thought that the wearing of correct shoes is important, not only because of its effect on the feet, but because it permits a proper amount of exercise to be taken comfortably, thus affecting the whole body.

**Bible.**—Continue the outlines of the journeys of Christ. On a map mark the routes of his travels with different-colored crayons or ink. The lesson on Christ blessing the children teaches his love and consideration of them. The one on his entry into Jerusalem shows that they appreciated his love and attention.

Use the chapter "Talents" in "Christ's Object Lessons." In connection with this lesson have each child report to the class what he found in "Christ's Object Lessons" on one talent.

**Reading and Language.**—The poems this month will be easy to paraphrase. With the exercises in paraphrasing study the different ways of expressing a thought. Explain the rhythm of poetry by scanning a few stanzas. Perhaps some of the children would like to try to write a verse. Give them a line from some good poem to start them.

Some supplementary reading from "The Life of John G. Paton" will be interesting. If not read in class, it can be used for oral compositions. After studying the poem "The Boys," study the life of Oliver Wendell Holmes and add it to the biographies written of the other authors.

**Arithmetic.**—The subject of simple interest is taken up this month. Spend the time writing promissory notes and in computing the interest rather than finding the principal, rate, or time. Master the general method, and do not attempt another. In the lessons in mensuration, introduce work that is used in ordinary life.

#### SEVENTH GRADE — Frances A. Fry

**Arithmetic.**—In written assignments definite instruction should be given to the children with reference to form and arrangement of papers, the statement of operations to be performed, the work involved in the solving of problem, and the proper labeling of results.

The following is suggestive of the points to be observed in the formal working out of a type problem as a written assignment:

Problem: A man sells his house for \$4,200 and gains 20%. What was the cost of his property?

<i>Arithmetic</i>	
<i>Harold Smith</i>	<i>Feb. 26, 1918</i>
<i>Miss Brown</i>	<i>Grade Seven</i>
1.	<p>Given - \$4200 = Selling Price                              20% Gain            Question - Find the cost?  <math>\\$4200 \div 1.20 = \\$3500</math></p> <p><math>\\$4200 \times \frac{5}{6} = \\$3500</math></p>
2.	

**Geography.**—MAP DRAWING, THE UNITED STATES. *Suggestive Hints.*—Notice:

1. That Lake Ontario is due north of Florida, and Lake Superior is due north of the delta of the Mississippi River.
2. That Chesapeake Bay is due east of San Francisco Bay.
3. That the southernmost point of Florida and the southern tip of Texas are in a line almost parallel with the bottom of the map.
4. That the southern point of Lake Michigan is in the same latitude as the southern border of Lake Erie.
5. That Cape Hatteras lies midway between the southern point of Florida and the north-eastern point of Maine.
6. That Cape Hatteras and Point Conception are in nearly the same latitude.

Apply the method set forth in preceding notes.

**Grammar.**—For seat work, exercises similar to the following are excellent as a means of review:

1. A word that merely assumes an action is called a —.
2. When clauses are united by co-ordinate connections, they are called —.
3. Two co-ordinate terms make a —.
4. Three or more make a —.
5. A participle used to name an action is called a —.
6. A verb that represents action as performed by the subject and received by something else, is a — verb in the — voice.
7. When the action is received by the subject, the verb is said to be — and in the — voice.
8. Nouns that do not name any particular individuals, but a class of persons, are called — nouns.
9. When a participial phrase is — it should be set off by the comma.
10. When a participial phrase is — it should not be set off by the comma.



11. When the participle is used just before the noun which it limits, it is called a —

*Program Material.*—It is time that we began to think about suitable material for a closing program. We do not have to wonder where we shall find material, for the regular work of the school provides an abundant supply. The beautiful inspiring subject matter of our texts and everyday work should be brought before the people whenever possible. This is one of the strongest ways of educating the public in regard to the plan of our work and of giving them a vision of this most wonderful work. A little exercise for the grammar class may be worked out in this way: Each member of the class standing in line with the others may analyze a sentence by the following plan:

*Will reveal* predicates action, therefore *will reveal* is the predicate. What will reveal? Eternity will reveal, therefore *eternity* is the subject. Eternity will reveal what? Eternity will reveal what has been accomplished. Therefore *what has been accomplished* is the objective complement.

Eternity will reveal what has been accomplished for whom? Eternity will reveal what has been accomplished for our boys and girls. Therefore, *for our boys and girls* is an adverbial phrase.

Eternity will reveal what has been accomplished for our boys and girls by whom? Eternity will reveal what has been accomplished for our boys and girls by the parent-teacher association. Therefore *by our parent-teacher association* is an adverbial phrase.

The audience will be held in suspense while the sentence is unraveled. Construct sentences that will be of special interest to your community. Interesting notes on the progress of the school can be worked up in this way. A vote of thanks may be extended to some society or some individual for favors shown the school.

## EIGHTH, NINTH, AND TENTH GRADES — W. C. John

### EIGHTH GRADE

**Arithmetic.**—This month should be devoted to the finishing of problems dealing with interest and percentage. Allow ample time for a thorough review. For suggestions, see *Arithmetic Manual*, by Jessie Barber Osborne, pages 90, 91.

**History.**—Pages 447-491. Reconstruction. As far as possible compare the present wrecked condition of Europe with that of the South after the war. Show the terrible effects of war and what it means for a country to rebuild itself after years of death and destruction.

Discuss the benefits of Lincoln's plan of

reconstruction. Study the homestead law. Go to the office of a lawyer or to the county headquarters and get the homestead laws of your State. Have the class plan how to make claims and how to obtain title to government lands.

Study carefully the benefits the railroad has brought to your community.

Make a list of the leading modern inventions. Plan a class excursion to visit important industrial works or manufactories. How do these help to make American history? See "United States in Prophecy," by L. A. Smith, chapter 20, also Appendix.

**Bible.**—The book of Daniel, lessons 23-46.

LESSON	CHAPTER	VERSES
23	5	17-30
24	6	31
	also 6	1-5
25		6-11
26		12-18
27		19-28
28	7	1-8
29		9-14
30		15-22
31		23-29
32	8	1-7
33		8-12
34		13, 14
35		15-19
36		20-22
37		23-27
38	9	1, 2
39		3-11
40		12-19
41		20-24
42		25
43		26-27
44	10	1-6
45		7-13
46		14-21

**Agriculture.**—Very few farmers and gardeners live up to the best standards of their calling; for this reason we should encourage the pupils to be content with nothing but the best. Careful preparation of the soil is indispensable. Call in a successful gardener and obtain counsel as to the best ways of preparing for the school garden. Let the textbook be your general guide, but keep in harmony with the best local practices. Plan to make your school garden an advertising feature of the school. Plan for flowers and decorative shrubs. Make definite preparation for Arbor Day and invite the church and community. Let the pupils see that it is in good style to have a fine garden patch even though it be only 6 x 10 feet. Above all, emphasize quality.

### NINTH GRADE

**Bible.**—Pages 152-177. Assign all the places mentioned, as far as possible, to different pupils, who are to tell the class the interesting facts concerning the places visited by the apos-



bles. Use Bible dictionaries and encyclopedias for sources of material. See also the appendixes of the S. S. Teacher's edition of the Oxford Bible, etc.—the Geography and Topography of the Bible. A brief geographical survey of the countries and towns, including a study of general customs, products, foods, government, and religion, will make the journeys of the apostles more real. Compare the toilsome journeys of Paul and his companions with those of our modern apostles in China, Bolivia, and South Africa. For a study of Athens see any good general history. Pictures of many other towns which were visited should be brought to class and made to enliven interest. Large free-hand maps, one for each journey, carefully prepared, should be made by the pupils. Use pins and colored string or yarn to represent the journeyings.

**Composition.**—Hanson's "Elementary Composition," chapters 15-16.

**Narration.**—Have the class prepare a number of incidents suitable for narration. Criticize those which are not worth while or badly put together. Narrations should be complete, full of action, and should appeal to the senses. The danger in many cases is that of making the story too complex. Simplicity and action should be stressed.

**Description.**—Granted that we have something worth describing, it is of primary importance keep in mind the right point of view. The natural point of view is usually most effective. An unnatural viewpoint makes the picture hard to follow. Let each pupil select a topic which is of special interest to him as the basis of a short descriptive composition.

#### TENTH GRADE

**General History.**—Pages 564-678. Assign the study of 1 Samuel 8, also of chapter 59, "The First King of Israel" in "Patriarchs and Prophets," by Mrs. E. G. White, in order to obtain a clear understanding of the principles of government and the reasons for establishing monarchies.

The importance of the period of Cromwell's power is shown by Fiske, as follows:

"Now the most thorough and radical work of the English Reformation was done by this class of men of which Latimer was the type. It was work that was national in its scope, arousing to fervent heat the strong religious and moral sentiment of the people, and hence it soon quite outran the cautious and conservative policy of the government, and tended to introduce changes extremely distasteful to those who wished to keep England as nearly Catholic as was consistent with independence of the Pope. Hence before the end of Elizabeth's reign, we find the crown set almost as strongly against Puritanism as against Romanism. Hence, too, when under Elizabeth's successors the great decisive struggle between

despotism and liberty was inaugurated, we find all the tremendous force of this newly awakened religious enthusiasm co-operating with the English love of self-government and carrying it under Cromwell to victory. *The moment of Cromwell's triumph was the most critical moment in history.* From this fortunate alliance of religious and political forces has come all the noble and fruitful work of the last two centuries in which men of English speech have been laboring for the political regeneration of mankind. But for this alliance of forces, it is quite possible that the fateful seventeenth century might have seen despotism triumphant in England as on the continent of Europe, and the progress of civilization indefinitely arrested.

"In illustration of this possibility, observe what happened in France at the very time when the victorious English tendencies were shaping themselves in the reign of Elizabeth. In France there was a strong Protestant movement, but it had no such independent middle class to support it as that which existed in England; nor had it been able to profit by such indispensable preliminary work as that which Wycliffe had done; the horrible slaughter of the Albigenses had deprived France of the very people who might have played a part in some way analogous to that of the Lollards. Consequently the Protestant movement in France failed to become a national movement."—*"The Beginnings of New England," pp. 45, 46.*

**Science.**—Whatever the subject may be, we may expect valuable general training if we follow these precepts:

"1. It is impossible to teach the whole of any science; therefore a most careful selection of subject matter and method must be made.

"2. In making the selection the choice should fall on such elements of content and such elements of method as are useful in many situations of present-day life, and especially of the sorts of life that the pupils who are being taught are likely to live, now or later on.

"3. The pupils should be caused to make association connections between these elements of content and method, as developed in classroom and laboratory, and the situations of life outside the schoolroom wherein such elements have significant counterparts.

"4. Careful attention should be given to building up general concepts of method and ideals of methodical procedure for the conscious purpose of rendering the discipline transferable.

"5. Whenever possible both subject matter and method should be presented by means of problems which are of such a nature that the pupils desire to attack and solve them for their own satisfaction rather than as perfunctory school tasks."—*"Principles of Secondary Education," Munroe, pp. 457, 458.*



Prepare with care the laboratory and field material which is to be used during the spring-time.

*Specific Habits.*—“The following are some of the specific habits which pupils will tend to acquire through the study of any of the sciences under the direction of a good teacher. Since they are of kinds that will be useful in very many of the situations of everyday life and in all kinds of occupations, they are of great general utility, and are important to every individual. While the time and attention given them should not be allowed to become disproportionately great, no teacher should allow himself wholly to neglect them.

“1. Careful observation of significant facts and phenomena, using hands, eyes, and ears before consulting books.

“2. System, order, and neatness in the arrangement of apparatus and appliances for observational and experimental work.

“3. Carefulness and skill in the manipulation of tools and appliances.

“4. Careful measurements, according to correct methods.

“5. Accuracy and methodical procedure in setting down, arranging, and tabulating data, and in making calculations.

“6. Legible writing, clear, neat, and accurate drawing, correct spelling and punctuation, correct grammatical construction, clearness and conciseness in written and spoken English.

“7. Good form and effective motor attitudes and expression in ‘making a recitation.’”—*Principles of Secondary Education*, Munroe, p. 449.

*Rhetoric.*—Argument, pages 326-362. The aim of argument is to prove the truth. No better scientific illustration of argument can be found than the proof of a geometrical theorem. Here the fundamental question involved is stripped of all superfluous statements, and the proof is direct and simple. But the theorem lacks another valuable element, that of beauty. The ideals to be sought, then, are truth and beauty.

Argumentation is largely involved in conversation, in writing letters, especially those of a business type, also in teaching and public speaking. Brevity, simplicity, accuracy, and clear evidence are important features of good argument.

Older students may be encouraged to prepare and discuss briefs treating on important questions, as prohibition, suffrage, the Sabbath. Local questions of interest may be argued.

It is important that attention be given during half of this month to the reading and discussion of model arguments, debates, and orations, with the view to analyzing their merits. During the latter part of the month briefs should be carefully prepared and criticized and then developed.

## Our Question Box

**QUESTION 10.**—*When pupils come from the public schools and have had no Bible, how much back work in Bible would you ask them to make up, or would you ask it at all? What Bible class should they enter if they are in the seventh or eighth grade?*”

At our St. Helena council the following action was taken: “That pupils from the public schools entering the eighth grade be allowed to enter seventh- or eighth-grade Bible for their final work, and that no examination in general Bible be given.”

It might interest the inquirer also to call attention to the following two additional actions:

“That pupils from the public school entering the seventh and eighth grades in our church schools, be not required to pass examination in sixth-grade nature study, but that they be encouraged to use all the nature study books in their home reading.

“That pupils from public schools entering the eighth grade be allowed their public school grades in seventh-grade physiology and geography, and be not required to pass our conference examinations in these subjects.”

## Home Economics at Emmanuel Missionary College

(Concluded from page 209)

enjoyed cooking especially. Canning has also been a pleasure to me. I like the course because of its practical side. Everything in it is so connected with our everyday life.”

“The study of home economics has given me a better idea of management.”

“My study of home economics has helped me to know better how to plan and arrange a home economically. It has also taught me better how to serve a meal correctly and how to cook.”

“It has taught me to like cooking and baking, and I have learned to get a meal more rapidly. It has given me a desire to plan for better ideals in our home.”

“It has helped me in selecting good color schemes for rooms, how to furnish them, and also to have as my ideal a home as simple yet pretty and homelike, as possible. It teaches one to get the best and have less rather than a lot of cheap things.”



# HOME EDUCATION

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

## Nature Month by Month

WALTON C. JOHN

### The Waking Year

A LADY red upon the hill  
Her annual secret keeps;  
A lady white within the field  
In placid lily sleeps!

The tidy breezes with their brooms  
Sweep vale, and hill, and tree!  
Prithee, my pretty housewives,  
Who may expected be?

The neighbors do not yet suspect!  
The woods exchange a smile,—  
Orchard, and buttercup, and bird,  
In such a little while!

And yet how still the landscape stands,  
How nonchalant the wood,  
As if the resurrection  
Were nothing very odd!

—*Emily Dickinson.*

### March

*The Heavens and Sky.*—During March let us observe the sky and the clouds. As the sun journeys a little farther north, each day becomes longer till on the twenty-first of the month the day will be as long as the night, after that the nights will be shorter than the days until June 21. Every day the sun's rays become hotter, causing the snow and ice to thaw. The cool snow water filters deep into the earth, giving the moisture for the plants that are ready to grow. Clouds go scudding through the air, strong winds blow off most of the old leaves that have stayed on through the winter. Everything is in a bustle and commotion. Nature's spring cleaning is beginning, and then we will have ours in April, following nature's example.

Watch for the first strong south wind, and see if there are any new birds that have come back with it. Have any new birds come back before the blowing of the south winds?

*The Animal Kingdom.*—Some nice March morning you may see Mr. Robin all dressed up in his spring clothes. Notice his nice red waistcoat. Watch him run about and find food. He will soon be looking for a nest for Mrs. Robin. The blackbirds and bluebirds will soon be here, and shortly afterward the cat-

birds, orioles, and wrens, all ready to build their summer homes.

After the snow is gone and the ground is thawed, watch for the appearance of the earthworm. Other animals like the frogs and toads will wake up from their long winter sleep and show themselves in the sunlight. Look for cocoons, and watch for changes in their appearance.

*The Human Body.*—On stormy days when we cannot go outside and study nature, let us study some facts about our own bodies. The human body is very much like a machine; it is composed of many parts. The skeleton is a framework of about two hundred bones to which are fastened the muscles and other organs. Our muscles enable us to do work, to move from place to place, and give form to the body. The different parts of the body are directed by the brain. When we see, hear, taste, smell, or touch anything, little fine silken wires which we call nerves carry the messages to the brain, telling it about the color and form and the taste and smell of different objects. The brain then sends back messages to the muscles on other nerve wires which make the muscles move. When we do not know what to do, the brain sends messages back and forth within itself to find out an answer. That is



called thinking. When we think very hard the brain sends a great many messages and we finally get an answer.

The body is full of tubes. One important tube begins with the mouth and swells out into a sac to form the stomach; it then narrows into the intestines. This tube is called the digestive tract. The food which we eat is digested, or changed into a milky liquid, which is taken up by a large number of fine little tubes that run into the blood vessels. The heart is a pump made of strong muscles which pump the blood through the blood vessels.

Another set of tubes start with the nose and mouth and lead to the lungs. The lungs contain small tubes which bring the blood to the little air tubes next to them. The air contains a substance called oxygen which cleanses the blood.

We should learn to take good care of our bodies so that we may have good health, and be able to work and do things which will be of help to others.

*The Mineral Kingdom.*—There are many useful minerals, like coal, building stones, and sulphur that we can study on a rainy day. There are many kinds of coal both hard and soft, besides different building stones, as marble, granite, sandstone, and others. Stones are useful in building; coal is important for heating our homes, as well as for making steam for factory engines. Many useful things are made of sulphur. Most matches have some sulphur in them.

#### SUGGESTIVE QUESTIONS AND ACTIVITIES

(To be answered or followed by the pupil after observation.)

1. How many cloudy days were there in March?
2. What new birds have you seen?
3. Look for earthworms, frogs, and toads.
4. How many times do you breathe in a minute? In an hour? In a day?
5. Find out objects which are rough to the touch; also those which are hard, smooth, slippery.
6. Collect pieces of hard and soft coal, marble, granite, sandstone, and other building stones. Compare for weight, strength, and appearance.

## The Home School

### Children's Questions

*Question.*—“When a child asks questions about things that are beyond his years and comprehension, what sort of answer do you give?”

*Answer.*—A truthful one always. Every normal child is curious, is eager to learn. He is an eternal and everlasting question mark. Let us be glad that he is; otherwise, he would never be anything but a child. Never try, under any conditions, to repress a child's instinct for investigation and inquiry. Encourage it. It is natural and altogether essential to his development. If you cannot answer the question because you yourself do not know the answer, don't be angry with the child, and in that way try to hide your ignorance or humiliation. Tell the child plainly that you do not know. If you are too proud to make that confession, say that you will defer your answer to his question until a more convenient hour. Meantime, look up your answer carefully and thoroughly, and then give the child the benefit of your labors.

Personally, I believe it is quite impossible for a child to ask a question beyond its years. When a child asks a question, there is always back of it a genuine desire to know, and that desire is in keeping with his age. To my mind there is nothing more pitiful than for a mother to say to a child, usually with a tone of irritation and annoyance, “O, run away! I get tired of having you ask so many questions.” How much better to take the little one upon her knee and explain simply and plainly what he wants to know. I would urge every parent not only to answer every question to the best of his or her ability, but to encourage the child to ask more questions. It is the best way in the world to get in touch with your child, to find out what he is thinking about. His questions are sure to be a pretty true revelation of his real self.—*Floyd Starr, in Physical Culture.*



### The Buzzard

THE turkey buzzard is a bird of wide range of habitat. From the far North to the extreme South he is to be found. He flies high, describing great circles in the air. This is not, as some might suppose, to behold the beauties of nature, but to find the decomposing bodies of dead animals, upon which he feeds.

How like the buzzard is Gossip. He, too, flies high, and at a distance may be mistaken for some lovely one. He is found in all lands and at all seasons. In some of his lofty flights one might imagine he is thinking great and noble thoughts; but not so. He is seeking something putrefied, rotten, decomposing. Whatsoever things are unholy, or of evil report, if there be any evil or any unpleasantness, he thinks and speaks on these things. Beholding, he becomes changed into the image of what he sees. Coming near him, we can notice that he savors of the material on which he feeds.

The buzzard is a great coward. He does not capture his prey. He waits till it dies. Then he is on hand to feast on the carcass.

So, too, Gossip does his mischief in ambush. No open battle for him. To the face he is fair and open. Behind the back he is venom and evil. Don't be a buzzard.—*T. H. Jeps.*

### Lean Hard

Child of my love, lean hard,  
And let me feel the pressure of thy care.  
I know thy burden, for I fashioned it,  
Poised it in my own hand, and made its weight  
Precisely that which I saw best for thee;  
And when I placed it on thy shrinking form,  
I said: "I shall be near, and while she leans  
On me, this burden shall be mine, not hers,  
So shall I keep within my circling arms  
The child of my own love." Here lay it down,  
Nor fear to weary Him who made, upholds,  
And guides the universe. Yet closer come—  
Thou art not near enough. Thy care, thyself,  
Lay both on me, that I may feel my child  
Reposing on my heart. Thou lovest me?  
I doubt it not; then, loving me, lean hard!

—Selected

### To Mother-Teachers

HERE is some good news for you. In addition to the new Primary Reading Manual by Miss Hale to accompany her First and Second Readers, you can now obtain from the Pacific Press Publishing Association the following excellent variety of reading cards to be used with the Manual and the Readers:

*No. 1. Dissected Alphabet.*—Two cards, 7 x 11 inches, on which are printed, in large, bold type, from four to ten of each letter and punctuation mark. These cards are ruled for cutting with shears, thus giving an abundance of material for assembling the words and spelling lists found in Readers Nos. 1 and 2. Printed on both sides, so the letter is always up. Price, 10 cents.

*No. 2. Object Cards.*—Fifty-nine cards, 2 x 3 inches, picturing the objects introduced in the early vocabulary of Reader No. 1, such as tree, flower, leaf, boy, girl, etc., on one side, with the name in script and print on the reverse side. The script used is the same as in Reader No. 1. This picture-word method not only interests the children, but makes the learning of the new object words a real delight. For their use, see Primary Reading Manual, page 42. Price, 25 cents.

*No. 3. Sentence Slips.*—The sentences used by the author of Readers Nos. 1 and 2 in her manual development of reading, are here given to the child in script form for sentence building. There are 126 sentences, for pasting into little reading books. See Primary Reading Manual, pages 33, 49. Price, 15 cents.

*No. 4. Sentence Builder.*—Eight cards, 7 x 11 inches, with 444 phrases and 634 words for sentence building, covering the vocabulary used in Reader No. 1, and following the suggestive development of "Foundation Work" as given in Primary Reading Manual, beginning with page 30. For the first twelve weeks of school. Printed on both sides, and ruled for cutting apart. These cards are arranged by weeks, therefore the teacher or parent cuts out the sentences only as they are used. A very fine set. Price, 20 cents.

*No. 5. Phonetic Builder.*—Eight cards, 7 x 11 inches, printed in bold type, on both sides. Ruled for cutting. From five to fifteen of each word and word part used in supplementary drills, to prepare for phonetic reading. With these builders, the drill tests may be built by the child, following the order suggested in Primary Reading Manual. See page 63. Price, 20 cents.

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# CHRISTIAN EDUCATOR

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## School Notes

VOCATIONAL education has received national recognition in the form of the Smith-Hughes law passed by Congress, setting apart Federal grants of money amounting to more than \$1,860,000 on condition that the State receiving aid from these grants match every Federal dollar with money raised by the State or local community. Eight States have already taken advantage of this loan, while all the other States but one have formally approved of the plan.

## The Bible in Demand

IN reference to the gift of 1,000,000 Testaments by the Y. M. C. A. to the men of our Army and Navy, Dr. Talcott Williams, dean of the School of Journalism in Columbia University, says of the Bible:

"One of the discoveries of the day has been the discovery that men, in the stress of battle conflict, when the greater things of life draw near, those things which are not with houses nor gold, nor place nor flattery, and which are not in the world markets to be bought or sold, turn to this great literature. Attempts were made to distribute little bits of literature that could be carried in the trenches of France. But it was found that men desired not trivial things, little stories, anecdotes. Instead, that they wanted passages of great verse, of great prose,—the big things that appeal to the patriotism of men,—and *above all they wanted passages of the Bible.*"

It is singular that only about a year after the death of Booker T. Washington and the installation of Dr. Robert R. Moton as his

successor as principal of the Tuskegee Institute of national fame, Hampton Institute, the Alma Mater of Dr. Washington and the parent of Tuskegee, should lose its principal in the death of Dr. H. B. Frissell. He had held his position more than twenty years, and was successor to General Armstrong, who founded Hampton Institute and acted as its first principal for twenty-five years. A new head for Hampton Institute has recently been elected, James Edward Gregg, a graduate of Harvard, and of the Yale Divinity School, and pastor of the First Church of Christ (Congregationalist) in Pittsfield, Mass., at the time of his election to the principalship.

## Books and Magazines

"THE PROTESTANT REFORMATION AND ITS INFLUENCE." Addresses Delivered in Connection with the One Hundred Twenty-Ninth General Assembly of the Presbyterian Church in the United States of America, at Dallas, Texas, on May 19, 20, 1917. This is a book of unusual merit, as it summarizes for the busy reader the outstanding features of the Reformation, in a clear and concise manner. The addresses are given by men who are leaders in religious thought and who thoroughly appreciate the true meaning of the Reformation. The nine addresses are as follows: "The Origin and Purpose of the Protestant Reformation," by David Schley Schaff; "The Reformation: a Revival of Religion," by J. Ross Stevenson; "The Reformation in Relation to Civil and Religious Liberty," by William Henry Roberts; "Messages from Luther for Our Day," by Henry Sloane Coffin; "The Influence of the Reformation," by Frederick W. Loetscher; "The Reformation and Humanism," by William R. Farmer; "The Reformation and Some Vital and Constructive Elements of Modern Life," by William McKibbin; "The Reformers as Men of Thought and Action," by Andrew C. Zenos; "The Protestant Reformation and the Christian Life," by William H. Black. Published at the Westminster Press, Philadelphia. 150 pages; price, 75 cents.

"PAZ AND PABLO" is a story of two little Filipinos. The daily life of these interesting little brown-skinned children is told in a simple yet fascinating way, which leads the little reader to take a real interest in the geography and customs of the Filipino people. The book is well illustrated. By Addie F. Mitchell, formerly of the Philippines. The World Book Co., Yonkers-on-Hudson, New York. Price, 48 cents.



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