

CHRISTIAN EDUCATOR

A MAGAZINE FOR HOME AND SCHOOL

Vol. IX

April, 1918

No. 8

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Washington, D. C.

Emmanuel Missionary College

First

in every young person's life should be the desire to serve,—to serve the greatest number in the best way. He who taught humanity humility with a towel and a basin, saw the value of the common, little

Things

in the molding of the character. He counted it joy to be the greatest servant,—the highest honor any man can ever bear. To be in the service, or preparing for it, is the proud aim of millions today. Here is an institution which counts service as one of the

First

things; and its doors are ever open to the unprepared. No one can afford to be inefficient now.

Berrien Springs

Michigan

CAMPAIGN NUMBER

We have decided to make our June
EDUCATOR a---

Summer Campaign Number

One of the leading articles has already been written by Elder I. H. Evans, another will be written by Elder A. G. Daniells, and still others are in the making.

This number will have an educational message that must reach *every Seventh-day Adventist home in the English-speaking world.*

To place it there and make it a regular visitor, we are laying plans that will give every educator and every believer in Christian education an active part in the campaign.

Now for Action

Besides the powerful appeals for the education of our young people by our leading men, the latest and best from the General Conference will be included. The times never demanded more *action* on our part than now.

*Every S. D. A. Boy and Girl
in Our Schools*

*Every S. D. A. Worker
a Campaigner*

福州樂育學校教員全體攝影



PRINCIPAL CLARENCE MORRIS AND THE FACULTY OF THE FUCHAU SCHOOL, CHINA

CHRISTIAN EDUCATOR

VOL. IX

WASHINGTON, D. C., APRIL, 1918

No. 8

A MISSIONARY APPEAL*

TO make Christ known in heathen lands is an undertaking that calls for the available resources of the church in all its varied activities and phases of mission work. Among these agencies the mission school has proved a very important factor.

Reports from Africa indicate that missionaries of all societies are in general agreement that mission schools are an indispensable agency in the evangelization of the native. Primitive people coming in contact with Christian influences find the mission school the natural meeting place. The transformation in the lives of these students as they come into association with Christian teachers, and learn to read and study the Bible, surprises European visitors who know the tribes from which they have come. The dull and stupid look gives place to bright faces, keen eyes, and an ambition to learn and to become of service in the Master's vineyard.

In other lands, like China and Japan, the missionary has such easy access to all classes of people in evangelistic work that the offer of education has not seemed so necessary a pioneer means of winning souls. Our educational efforts in this type of mission fields are wisely placed upon the children and young people within the circle of the church.

The results thus far attained in mission lands constitute—

A STRONG APPEAL to our educational forces at home, that they co-operate with the General Conference in its endeavors to build up the school work in foreign lands;

A STRONG APPEAL to college presidents and associate teachers that they place the right mold upon prospective workers for fields abroad; and

A STRONG APPEAL to our young people having educational work in view, to prepare themselves thoroughly as God-fearing teachers to do their part in the finishing of the work.

* From an article on "The School in Mission Fields," by A. G. Daniells, page 233.

The Neglected Child

By C. A. Russell

The appeal I make is not for the well-dressed, well-fed, well-groomed child who comes from the cultured Christian home; it is not for the bright, quick, keen, and even precocious child; it is not for the child with the hazel eyes, the flaxen curls, and the rosy cheeks. Such are not neglected. Such become the center of attraction. Not alone the boys and girls, but the teacher is almost unconsciously drawn toward the attractive child. He is praised and petted and spoiled.

My heart goes out to the freckled-faced, wiry-haired youngster who is a bit "off side." On the playground, while the other children are shouting for joy in the midst of some rollicking game, our little forlorn "off side," with hands thrust into trousers' pockets, is wistfully looking on. If he attempts to crowd himself in, he is soon made to feel unwelcome.

It is not only a duty, but should be a privilege, for the teacher to give special attention to the neglected child. Too many times in the home he is scolded and nagged at and cuffed. From too many so-called homes the beautiful angel of love has taken his flight, and in his stead has come the black angel of discord. That spot which should have been the most attractive place on earth—the Christian home, a very life-saving station—has become a refrigerator.

"The house wouldn't have been any colder
With snowdrifts in every room;
The house needn't have been any darker
To have made a respectable tomb.
I used to feed daily on icebergs,
Take in all the freeze I could hold,
Then go out and warm in the sunshine
Because my poor heart was so cold."

Many a lad who might have been saved had his home life been more congenial, has found in the clubroom or upon the street the comradeship which his poor, hungry soul so craved.

Let there be more commendation and less condemnation. We take it for granted that the boy or girl should be obedient and respectful and unselfish and polite. It is no more than his simple duty to get good lessons at school, to be regular in attendance, to be always on time, to have clean hands and face and nicely combed hair; surely, we have a right to expect all this. Little notice is taken of these things, and few words of appreciation are spoken. But let the child step across the bounds once, and we are quick to catch it up and administer a sharp reprimand.

Writing sympathetically of the neglected and wayward child, Mrs. E. G. White says:

"Sharp words and continual censure bewilder the child, but do not reform him. Keep back the pettish word; keep your own spirit under discipline to Christ. Then you will learn to pity and to sympathize with those who are brought under your influence. Do not show impatience or harshness. If these children did not need educating, they would not be in school. They are to be patiently, kindly helped up the ladder of progress, climbing step by step in obtaining knowledge."

Dear teacher, let us not neglect the unattractive child. In his self-consciousness, in his loneliness, his poor little starved soul is looking out of his hungry eyes. Catch the appeal. Kindle a fire upon the cold and desolate hearthstone of his heart. Find something to commend, and watch his face light up. See how quickly he responds to the touch of love and sympathy. Help him to find his place in, and a welcome to, the games of the playground and in the social life of the community. Make the Christ-life so beautifully attractive that he will want to know Jesus because he knows you.

EDITORIALS

Training for Missionary Service

THE missionary must be a leader, and his training must work steadily to that end. He must be a leader because in lands of mission enterprise the people need social as well as spiritual guidance. He must be a leader because the converts to Christianity are to be organized into church relationship, and for gospel service for their fellow men. Generally speaking, the native peoples of mission lands are not leaders. They have been under autocratic government for ages, and they need much patient instruction in church organization and work.

Leadership implies the ability to deal with men and women in the ordinary as well as the unusual problems of life. The strong leader is one who is able to adjust himself to his circumstances in such a manner as to get from these circumstances that which will best forward his cause. His success is measured by this ability.

It is the work of our schools thus to qualify men and women for gospel service. The foreign fields demand the best that the church has to give. We must send to them only those who have strong bodies, keen minds, and a pure faith. Our courses of study must be adapted to meet the needs of these fields. The daily class work must ever bear in mind this training for Christian leadership. The very form of the question in a recitation may foster or retard the growth of independent and balanced thought—prime features of leadership.

The heathen world is being miraculously awakened from its centuries of mental stupor. It is no longer content to let Christendom rule in its affairs. Japan is an aspiring and aggressive nation, and is leading in a mighty movement for the independence of the East. China has thrown off the shackles of its Manchu emperors. The great slogan of India is "India for the Indians." Modern life,

with its independence of thought and action, is forcing its way into the interior of Africa and the islands of the seas.

And this great awakening is not confined alone to the political and commercial features of the life of these peoples. Schools are being established; their old religions are being revived. They are grasping eagerly at every means of advancement. The Buddhists have imitated Christians in the establishment of a young men's Buddhist association, and they have gone so far as to appropriate Christian songs, words and music, only changing the word "Christ" to "Buddha."

This great awakening demands from the Christian school a high standard. We must send well-educated men and women to these lands. They should be qualified not only to learn readily the language of the people to which they go, but to prepare literature which will set forth the gospel of Jesus Christ for this time. They ought to have a good working knowledge of one or more languages besides their own, for the work of translating and writing. The well-educated man has a standing, and is given a hearing in these heathen lands, that the man of inferior education cannot obtain.

But chief and foremost of the educational factors to be borne in mind is that of the heart. Those going from our schools must be thoroughly converted men and women, constrained by love for souls, by the love of Christ. This it is that makes them rejoice the more, the harder the task that confronts them; it is to them a continual wellspring of contentment and of devotion to their chosen work. The mission fields demand of our schools that they give to each student a thorough preparation for service. This demand must be pressed home to every student in our schools with that convincing force which will lead him to consecrate fully his strong young life to the work of his Master, the greatest of all missionaries. FREDERICK GRIGGS.

The Missionary Triumvirate

IN the ordinary course of events it is inconsistent to think of missionary service without missionary training. It is equally incoherent to think of missionary training without the missionary spirit. Hence the great gospel triumvirate — spirit, training, service.

In the individual heart the missionary spirit is engendered by the new birth — by a sense of forgiveness, of being saved from sin, of being metamorphosed from a weak, helpless pupa, bound hand and foot, into a thing of beauty and freedom and joy forever. Such a spirit is not content to abide alone. Like radium, it diffuses light and energy with no sense of loss. Like a lily of the valley, it attracts the passer-by only to distil upon him a fragrance that multiplies while imparting. It gains strength by steeping in the soul. It increases in power and volume by going. It sleeps not for solicitude, gains entrance by knocking, and wins the heart by wooing. The missionary spirit is none other than the effect of the Holy Spirit at work in the regenerated heart.

But to be imbued with the missionary spirit is not sufficient. God does his part well, but leaves a part also for us to do. The spirit may be right, but the head wrong. The desire to help others may be present, but knowledge, adaptability, and judgment be lacking. These come largely through instruction and training. Moreover, a living, active thing like the missionary spirit thrives by exercise and progress. Its very presence implies doing, and doing under direction is training.

But training is always directed toward some end to be achieved. Its aim is service. In fact, training is the beginning of service. Training implies intelligent, well-directed, fruitful service. Stimulation to service without training falls short of its purpose. Training without the spirit is a form.

Hence the agencies that promise most in the individual and in the denominational life form the gospel triumvirate: spirit, training, service. But the greatest of these is the missionary spirit.

Let Us Concentrate on Our Objectives

WE who are waging spiritual warfare are continually stimulated by observing the means and methods employed in the conduct of carnal warfare. Mobilizing the soldiery itself is a small part of the procedure. Weapons must be forged, uniforms made, food supplies collected, transportation provided, and funds raised to finance it all.

To accomplish these ends, the activities of civilian life must be diverted from their ordinary course in many respects, and brought to bear directly upon the prosecution of the war. Railroads must suffer their embargoes, and competition be turned into co-ordination. Food for home consumption must be regulated in kind and quantity. The services of the expert in trades and professions must be requisitioned. In a thousand ways the private citizen feels the touch of the hand of war.

No war, carnal or spiritual, can be won without mobilization of all the resources that have a bearing on the issue, nor without the co-ordination of all the forces that are brought into action. Back of it all, and underneath it all, lie stimulation of the fighting spirit and keeping up the morale of soldiery and citizenry. These depend primarily upon the nature of the objectives in the war.

What are the objectives set before us in the spiritual warfare that we call the Advent Movement? The primary objective is: *To preach the gospel to every creature.* To do this means: *Go into all the world.*

But this going is not merely geographical. No one can really go without a message to give and the divine call to go. This going implies possession of the missionary spirit — the "fighting spirit," so to speak, a kind of spiritual obsession. It implies such a faith of the messenger in his mission that nothing can destroy his morale. Such a going implies knowledge of his message — expert, experimental knowledge. It implies training in the delivery of his message — technical and

practical training. This going implies joy in service — genuine, heartfelt joy.

So much for the messenger — the Christian soldier. But the responsibility for his *training* rests upon the staff of the training school. His success at the front depends largely upon the thoroughness, comprehensiveness, and vigor of his training. Many of the essentials to good training for carnal and for spiritual warfare are so strikingly alike that we may mention these as identical:

Complete physical examination.

Systematic and vigorous physical training.

Providing a balanced, nourishing diet, with first-class cookery.

Maintenance of a perfectly sanitary environment.

Close supervision of personal hygiene, with regular inspection of person and quarters.

Systematic and persistent drill in the principles and methods of "meeting the enemy," by instruction and by practice.

Learning to "endure hardness as a good soldier."

Keeping the objectives of the warfare clearly before the soldier while in training.

To accomplish these laudable ends, let the training staff bring everything in the course to bear directly on the end sought. This is no time to teach history for information or culture alone; it is a time to teach it in every aspect with a direct slant toward denominational needs. This is no time to teach science in the traditional way alone; it is a time to adapt it by every possible means to the concrete ends of gospel service. This is no time to teach English for general culture alone; it is a time to bring it to bear directly upon the living, burning themes embraced in a message for these stirring times.

Let the entire complexion of the work of the curriculum take on a gospel hue. Just as the exigencies of carnal warfare reach out into every phase of national life, and penetrate even into the home and into personal affairs, commandeering every facility and resource to win the

war, so let every available resource and activity be converged by the missionary training staff of every recruiting station upon the success of the great gospel warfare in which we are engaged. In its objectives this warfare is the greatest of all the ages. It calls for the greatest devotion and consecration of effort that has ever been put forth in a winning cause.

An Enthusiastic Meeting

THE editors of the EDUCATOR attended the forty-eighth annual meeting of the Department of Superintendence of the National Education Association, held at Atlantic City, N. J., February 25 to March 2, 1918. Mrs. Mary C. C. Bradford, of Denver, Colo., is the president of the general association; Dr. Thomas E. Finegan, Deputy Commissioner of Education of the State of New York, was presiding officer of the Department of Superintendence. This department is by far the strongest and most influential of the association. Its membership, as its name implies, is made up largely of superintendents of State, county, and city schools, and so most naturally its work and actions have large effect upon the educational interests of the United States.

Atlantic City advertises itself as "America's Greatest Playground." It is noted for its exceptionally fine beach for bathing. The Board Walk extends for something like four miles or more along the beach. Upon this walk "all the world and his family" stroll and enjoy the salt breezes of the ocean. The Board Walk, with its well-dressed people and its elegant shops, is one of the greatest attractions of this great resort.

The general meetings were held in the million-dollar pier, to the accompaniment of the rhythmic beating of the surf upon the beach. The great auditorium of this pier is capable of seating some ten thousand people, and is used for many large conventions. The different sections of the department met in auditorium rooms of the hotels, and the high school.

Some of the topics considered in the

general meetings were: "Education During the War," by P. P. Claxton, United States Commissioner of Education; "The Place of the Privately Supported and Managed Institution," by Alexander Meiklejohn, President of Amherst College; "The Nation's Responsibility to the Negro for His Education," by Robert R. Moton, Principal of Tuskegee Institute, Alabama; "Relation of Home Economics to the War Movement," Sarah Louise Arnold, Dean of Simmons College, Boston, Mass.

Consideration was also given during the general meetings to the report of a committee on the organization of the National Education Association. The principal feature of this report involved a reorganization of the association, so as to make it possible for the business to be done by delegates. Heretofore all members in attendance have been empowered to transact business, but if this new plan of organization obtains, the business will be transacted by delegates elected from the States and Territories of the United States.

The following were some of the subjects considered in the sections: Physical training; normal education; the supply of trained teachers; school administration; immigrant education; English teaching; educational publishing; educational research; winter gardens; school gardens; primary education; home economics; rural schools; the work of supervisors and inspectors; vocational, rural, and agricultural education; the work of the deans of women; salaries and pensions.

This is the first separate meeting of the Department of Superintendence since the United States entered into the world war, and naturally it was intensely patriotic. Great emphasis was placed upon the fact that those who were in attendance hold in their hands the present and future welfare of our nation, and that they are in duty bound to exercise this power in such a way as to preserve the liberties guaranteed by our Constitution. Through their pupils they can exercise a great influence in the homes of the nation now,

and by properly educating the children and youth, establish national ideals for the future.

The lessons to the church of God from these declarations are readily drawn, for its life and work are in no small measure dependent upon the education of its children and youth, for through them all the homes of the church are directly affected now, and the future policy and work of the church must be carried forward by those now in its schools. What is true of the nation in the matter of the power of the school, is no less true of the church.

The practical discussions and the inspiration of this great meeting were very helpful.

FREDERICK GRIGGS.

Notes From the National Education Association, Department of Superintendence, Atlantic City

February 25 to March 2

School Garden Association

ORTON LOWE, *Assistant Superintendent Allegheny County Schools, Wilkensburg, Pa.*

CULTIVATE gardens for the moral balance it gives to the student, as well as for the economic and health value. Do it as a part of the curriculum. Average garden work is usually as well done as average schoolroom teaching. Start gardening from the school as a center, instead of bringing it in from the outside, since this helps to make it a part of the school work, and gives it a school atmosphere.

After the war, handwork will play a larger part in education than ever before. The forward-looking man in agriculture will have a voice in educational reconstruction after the war. Handwork is excellent, but there is nothing like working in the soil. Shop work is weak in its educational values compared with cultivation of the land. Over in Allegheny County we lose forty inches of annual rainfall and 120 days of sunshine if we do not work the soil that lies about us.

(Continued on page 250)

The School in Mission Fields

BY A. G. DANIELLS

To make Christ known in heathen lands, among people whose habits of thought, spiritual conception, and religious life are entirely different from those in Western lands, is an undertaking that calls for the available resources of the church in all its varied activities and phases of mission work.

Among these agencies the mission school has proved a very important factor, both among the raw heathen and within the circle of the native church. Among heathen peoples, in many cases unable to read and without knowledge of science, history, or literature, the Christian school has proved a means of raising the lowest classes to a higher plane of life, preparing the way for the entrance of the gospel and the conversion of individual students.

Some of the strongest native Christians in India have been the product of the educational work of Dr. Alexander Duff, the foremost educational missionary of India. Elementary schools in many places have led to baptisms. It is stated on reliable authority that most of the Karen Christians, and fully sixty per cent of the Wesleyan converts in Ceylon, accepted Christianity through the agency of the elementary mission schools. In west India, particularly in the earlier efforts of modern missions, the schools proved to be the principal means of gaining converts.

Reports from Africa indicate that missionaries of all societies are in general agreement that mission schools are an indispensable agency in the evangelization of the native. Primitive people coming in contact with Christian influences find the mission school the natural meeting place.

Our first efforts among the Matabeles, and our first mission to heathen people, began with a mission school. By this means the pupils were led to read the Bible. Their minds were trained, they

became more susceptible to the truth, and later on converts were made. These were trained to conduct outschools among their own people. One mission school after another has been opened among different tribes, each making converts, and most of them training native teachers to carry the gospel among their own people; and so the work has grown. More than three thousand young Africans are now under instruction in our own schools. Farm work has been carried on in connection with most of these schools, and pupils have been provided general and technical training, which helps them to lead intelligent and useful lives.

The transformation in the lives of these students, as they come in contact with Christian teachers and learn to read and study the Bible, surprises European visitors who know the tribes from which they have come. The dull and stupid look gives place to bright faces, keen eyes, and an ambition to learn and to become of service in the Master's vineyard.

In other lands, like China, the missionary has such easy access to all classes of people in evangelistic work, that the offer of education has not seemed so necessary a means in winning souls. This may also be said of Japan, as the government provides in a large way for the educational needs of its people. Our educational efforts in most of these mission fields are wisely exerted for the children and young people within the circle of the church. Having broken away from other ties and laid hold of this message, our brethren and sisters are concerned for their children, that they may be taught and trained for the work.

In some countries it has seemed advisable to confine our efforts within the limits of the church. The open doors in many lands call for more native workers than we are able to supply. We dare not fail in the important trust of educating and preparing our own young people for

work in any land. They constitute one of the greatest assets of this cause. Our success in preparing them for service will largely measure the success of the work in every line and its advancement in every land.

The responsibility of educating those within the circle of the church was so heavily pressed upon the workers assembled at the Asiatic Division Conference in Shanghai, April, 1917, that a recommendation was passed advising that our schools be operated for Seventh-day Adventist youth, and not as pioneer agencies, with the idea in view that every church be urged to see that its children of proper age have the advantages of our schools. In some fields our brethren are very much awake to the need, not only for training schools, but for elementary schools for local churches. The last report from central China showed 17 elementary schools, with an attendance

of 215. Many other calls for schools were waiting until qualified teachers could be provided. In east China there are 17 schools, with 18 teachers and 353 pupils. Half of these are children of converts. In south China are 42 schools, 60 teachers, and an enrolment of 1,226.

So the church schools are finding a definite place in our organized work in mission lands. Our four largest schools in south China are at Canton, Swatow, Fuchau, and Amoy. The school at Swatow, which is said to be the best of its kind in that city, has an enrolment of 280. From the school at Fuchau, with an enrolment of 275, 90 have been baptized and united with the church during the 3 years of its operation.

School work in some form has been a means of advancing the work in every land our message has entered. It is grat-

ifying to know that we have in non-Christian countries 246 head schools and out-schools, taught by a staff of 428 teachers, having a combined enrolment of 10,928.

There should be well-equipped training schools in all the large mission fields, preparing workers for various lines of work. There should be teachers from the homeland in charge of these schools, with a well-balanced education, having a deep sense of the responsible work intrusted to their care, and carrying within their hearts a large measure of love for their



MINISTERIAL TRAINING BAND AT SOONAN SCHOOL, KOREA

students and the unwarmed multitudes outside the fold of Christ. Literary training alone is not sufficient. Well-balanced, practical men, able to live the victorious Christian life, and to lead and inspire their students to overcome sin and become successful workers for Christ, is a great need beyond the seas.

The results thus far attained in educational work in mission lands constitute a strong appeal to our educational forces at home, that they co-operate with the General Conference in its endeavors to build up the school work in foreign lands; an appeal to college presidents and associate teachers that they place the right mold upon prospective workers for fields abroad; and an appeal to our young people having educational work in view, to prepare themselves thoroughly as God-fearing teachers to answer the call and do their part in the finishing of the work.

Task of the Mission School in Africa

BY W. H. ANDERSON

All missionary societies working in Africa are agreed that the mission school is the best way to begin gospel work among the heathen. A gospel message which is based upon the emotions and fails to develop the mind, is not very substantial or enduring.

The "raw" native is a very ignorant man, although he is not a fool by any means, and is capable of advancement. His ignorance of many common things of life is very apparent. He has not the least conception of how simple things are made. Electricity is entirely unknown to him. Steam power is a marvel. Manufactured articles are works of magic, and the telephone and telegraph are entirely beyond his comprehension, and a species of witchcraft.

When the white man first constructed the railway through Rhodesia and the natives saw the steam engine draw its load along the track, I often pointed out to them the marvels of its construction, and told them something of the superior wisdom of the white man as a result of the gospel. Many a time the natives have shaken their heads and asked me if I ever expected them to believe that a man constructed the railway engine. They would look it over carefully, watch the engineer start it, and then shake their heads in doubt, and tell me that no one but God could make such a machine as that.

We learn when we study grammar that a word is the sign of an idea, and many ideas that are familiar to us from childhood up cannot be expressed in the Bantu language, because it has no words for them. The Bantus have no words for coat, trousers, lamp, glass, bottle, and many other articles of common household use, because they never possessed these things, and are entirely ignorant of the process of their manufacture.

A few years ago in my school in North-

ern Rhodesia I introduced a book in the Chitonga language, entitled "The Science of Common Things," and tried to teach my native boys and girls in the school a few well-known principles of physics. Most of the very simplest ideas were entirely beyond their comprehension, and many others they refused to study because they did not believe them.

The natives all through Africa are agriculturists; even our native teachers and evangelists in the mission schools must be permitted to stop their school work and preaching every year at planting time in order to put in their crop. Yet they have no idea of the proper methods of preparing the soil, or of how to cultivate the land to conserve the moisture. I have never seen a native in my twenty-three years of experience among them, make any effort at selecting seed suitable for planting, and in the use of farm tools they are entirely ignorant.

I remember on one occasion asking a native to take a wheelbarrow and remove some dried bricks from the yard to the kiln near by where he was to stack them for burning. In a few minutes I heard the bricks all slide out on the ground. The native placed them back in the wheelbarrow again, and they slid down on the other side. After loading them up a third time, he came to me and told me that he would have to have some help, as he could not manage that wagon alone. I asked him what his difficulty was, and he said that he could place the bricks in it all right, but every time he tried to get it on his head the thing would upset and the bricks spill out.

When I first introduced a common two-horse corn cultivator on our mission station, we did not have a man on the place who could manage the two plows attached to it, and so we had to start off the machine with a boy holding each handle; for if one man attempted to work both

handles, one plow would be plowing out the corn while the other would be at the opposite side of the row. The cream separator is a marvel to the natives, and does its work by "magic." Even a pump brings the water from the well because of the presence of the evil one, they think.

The Batonga tribe are entirely ignorant of the principles of government or the rights of man. They have no word in their language meaning "kingdom," no respect for even the headman of the village, and no sense of any mutual obligations. They have no conception of the meaning of a contract, or that it is in any way binding upon them, even after they have solemnly entered into it. They have no conception of the sacredness of an oath; in giving their testimony as witnesses in court, they usually begin by inquiring what the magistrate desires them to say, and then give their testimony regardless of the truth in the matter.

Again: the natives are entirely ignorant of the principles of the gospel. One of the fundamentals of the gospel is helpfulness, and yet many a time I have seen a native struggling to place a sack of grain in the wagon, and finding himself unable to do so, he would have to hunt up the missionary to inquire who was to help him in his work, when half a dozen other natives would be sitting by watching his inability to perform his task, but feeling no obligation whatever to render any assistance. If a number of natives are traveling together along the road, the men never carry their own blankets or food, but always impose the entire burden upon the smallest boy of the company.

The Batongas have no word in their language expressing courtesy, such as "Excuse me" or "I beg your pardon." They never consider anything an infraction upon the rights of others. The sick in their villages are uncared for, and often placed outside the village, exposed to the elements, and left there to die in the rain; for should they die in a house, according to their custom the house would have to be destroyed. In many instances I have known them to refuse to bury a

dead body because it was not one of their own people, and so they felt no responsibility in the case.

Now it is the task of the missionary to remedy these defects, and to teach the natives the gospel way. He must teach them how blankets are made, that they may understand the value of manufactured articles, and not think that they are being robbed when asked to work to pay for a shirt or a pair of shoes. It is a part of the missionary's duties to teach methods of agriculture, so that the natives, instead of living one step from starvation, or in many cases, if the rains do not fall when expected, starving to death, may learn to conserve their supplies of food, to cultivate the soil, prepare a proper seed bed, and select the best of their grain for planting. It is his to teach them to improve their methods of agriculture so that they may not only have sufficient food for themselves, but a surplus for marketing, the proceeds of which will meet many of their other needs.

In our mission schools we teach loyalty to the government, and this has stopped the raiding by the stronger tribes, and given the weaker ones an opportunity to enjoy the fruits of their labors, to keep their homes and the cattle which they have raised, and retain their wives and children, instead of having them taken away as slaves. The missionary must teach them the rights of man, and their obligations to one another and to the government which affords them protection. Above all, he must teach them the gospel.

Many missionaries question the ability of the native, with his untrained mental powers, to grasp and understand even the simplest principles of the gospel. Hence it is a common practice of many societies working in South Africa to begin their work by establishing a system of education which will train the mind and establish principles that make it possible for them to understand the truths of the gospel. I have talked with many educators who have given years of their lives to mission work, and they have questioned

very seriously the advisability of teaching anything in the way of doctrine until a solid groundwork has been laid along the lines of simple education.

Many missionaries refuse to try to inculcate any distinctive doctrine until the natives have had at least five years of training in their schools. They contend that it requires that much time for the

native mind to be prepared to grasp the principles of the truth as found in the New Testament. Just to what extent this is true I am not prepared to say, but on all our own mission stations in Africa we have certainly found the school to be our strongest evangelistic agency, and our only training ground for gospel workers.

Missionary Training in Our Schools

IN order to gain definite information on missionary interest and organized missionary effort in the active work of our colleges and academies, we sent out in January a brief questionnaire, and are happy to present below the responses of the schools. Little comment is necessary, as facts speak louder than words. Commendation of our schools is in place, however, for their enterprise in developing missionary interest and activity among the young people who come for instruction. No feature of school life is a better index to its spiritual tone, and nothing contributes more to keeping up this tone, than participation by teachers and students in real missionary effort while pursuing the usual work of the curriculum. Since the chief aim of our schools is to stabilize character and turn out workers, their success may be measured to a large degree by the spirit of missionary interest and service that permeates the student body during their period of training. The schools that have responded to our questionnaire tell their own story briefly, as follows:

QUESTION 1: What elements in the regular work of the curriculum do you think contribute most to missionary interest and effectiveness in preparation for missionary service?

MAPLEWOOD ACADEMY: Personal contact with strangers is the best means of preparing a student for missionary work. A live workers' band is a great help. The Bible classes and the worship in the homes afford the best opportunities to give in-

struction that is helpful in stimulating missionary interest.

MOUNT VERNON: Our mission bands, and keeping before the students in chapel talks and other meetings the missionary work of the denomination.

DANISH-NORWEGIAN SEMINARY: The different bands organized for missionary purposes, the weekly missionary meetings, and the Friday evening social service.

CLINTON SEMINARY: Our fifteen-minute prayer meetings immediately before chapel every day, the Bible classes, and our various bands.

BETHEL ACADEMY: Bible classes, missions and denominational history, simple treatments, in the regular course; and outside of this, the Friday evening service, the prayer bands, and the Missionary Volunteer Society.

SHEYENNE RIVER ACADEMY: The Missionary Volunteer Society with its three working bands,—the Literature Band, the Correspondence Band, and the Reading Course Band,—the reading of missionary letters, and the reports of work done.

UNION COLLEGE: The classes in pastoral training, missions, and the Bible work, do most in the regular curriculum to stimulate missionary interest.

ALBERTA ACADEMY: The Missionary Volunteer Society, which is very active, being attended by nine tenths of the student body, and is one of the most profitable of all the Sabbath meetings. In the regular course, class work in missions and denominational history.

WASHINGTON MISSIONARY COLLEGE: Pastoral training, Bible work, Harvest Ingathering, personal work among students and outside the school.

WALLA WALLA COLLEGE: Pastoral training, Missionary Volunteer training, foreign mission study, soul-winning work in and outside the school.

QUESTION 2: What are you doing in missionary extension work through the bands, the faculty, or concerted action?

MAPLEWOOD ACADEMY: The Correspondence Band of our Missionary Volunteer Society mails out a club of *Signs*, and follows the paper with suitable correspondence. Young people spend each Sabbath afternoon with some of our isolated believers a few miles away, and in meeting people not of our faith in small Sabbath schools some distance from the academy.

MOUNT VERNON ACADEMY: Our Bible workers' and ministerial bands hold regular meetings in the city and at the State Sanatorium, in which members of the faculty take active part.

DANISH-NORWEGIAN SEMINARY: Our students have held meetings and visited the sick, singing for them and praying with them. In our Missionary Volunteer Society, the prayer, ministerial, Bible workers', correspondence, and personal workers' bands are organized and active.

ADELPHIAN ACADEMY: An enthusiastic Harvest Ingathering campaign brought in more than \$130 from one day's work by most of the students. The Ministerial Band is doing some outside work in Sabbath school and church services. Our Bible Workers' Band and Literature Band hold regular meetings and distribute *Signs* and other literature. Our most extensive line of work this year is regular correspondence with thirteen of our boys in the various military camps and cantonments. Most of these boys are former students. The school is divided into fourteen bands, each with a teacher or his wife assigned as leader. The bands meet and make this work a

matter of prayer as well as of correspondence. Each week the bands write to a different boy. Very interesting letters have been received from most of the boys, and the knowledge of their trials and victories, has had a helpful influence on the school.

CLINTON SEMINARY: Our various bands, such as the African, the South American, and the Russian, meet on Friday evening. We have also a Correspondence Band, and a Samaritan Band, the latter taking food, clothing, and other things to a poorhouse, and holding a meeting or song service for its inmates on Sabbath.

BETHEL ACADEMY: Our Ministerial Band holds meetings in two schoolhouses in the vicinity. Other bands are doing Christian help work and missionary correspondence. One of our most unique efforts is a Students' Recruiting Band, which works for increasing the enrollment of the academy.

SHEYENNE RIVER ACADEMY: Students assist in the weekly prayer meetings in the Harvey Hospital, and do systematic work each week in the town with 100 copies of the *Present Truth*. The latter work will be extended to other towns when the weather permits. Our most important missionary extension work is done by our student colporteurs, of whom we have a band of 20 strong young men and women preparing to spend the summer in the field.

UNION COLLEGE: Our Ministerial Seminar holds mission meetings each week, and also assists in church services on the Sabbath in many places. The Correspondence Band uses 50 *Signs*, the Sunshine Band works in our own community, and the Hospital Band works for children in various hospitals. The young men in our prayer band lead prayer meetings in various districts in the village. From 150 to 200 of our students engage in band work. Teachers lead some of the bands and visit churches at week-ends.

ALBERTA ACADEMY: With the second semester we organized mission groups to

study special mission fields. These are open to the entire student body.

WASHINGTON MISSIONARY COLLEGE: Our Ministerial Band of 25 members conducts weekly meetings in neighboring churches, holds six or more cottage meetings in various parts of the District of Columbia, and does active work in soul-winning in the school. Their influence on the spiritual life of the college is very marked. The Bible Workers' Band of 20 members holds biweekly meetings, and conducts about ten Bible readings

an average of 20 letters and mails 50 papers each week. They engage in Harvest Ingathering and Christian Help

Four Significant Questions

In a meeting of the Foreign Mission Band in Emmanuel Missionary College, its leader, Karl Ambs, presented the following four questions propounded by J. Campbell White, which every Christian student and teacher ought to make a theme for meditation and prayer:

"1. How long would it take to make my community really Christian if every other follower of Christ worked at it and prayed about it just as I do?"

"2. How long would it take to make my whole nation really Christian if all Christians gave their prayers and efforts and money toward it just as I am doing?"

"3. How long would it take to make disciples of all the nations if all other Christians were to give this great program of Christ the place in their lives that it has in mine?"

"4. Have I any moral right to expect or demand of other Christians, or even of preachers and missionaries, any service or sacrifice for Christ that I am unwilling to give myself?"

each week, makes numerous missionary calls, writes missionary letters, and distributes many tracts. Several have become interested in the truth through their efforts. Our Literature and Correspondence Band of 22 members writes

Speed Up the Supply

Speaking of our aggressive denominational effort in the vast mission fields of the Asiatic Division Conference, Elder I. H. Evans said not long ago:

"More and more I am convinced that the educational work in these fields must be pushed to the front. Men who are set apart for the ministry and colporteur work should take training in our central training school. I look upon the educational work, especially the training of workers, as of primary importance from now on in the Eastern field."

With the speeding up of educational effort in these fields themselves, there is laid upon our schools here at the home base a growing responsibility to supply recruits in teachers and principals to help push the development of these mission schools and the training of native workers.

work. Personal work is made a strong feature of our band activity.

WALLA WALLA COLLEGE: Under the direction of the Missionary Volunteer Society the following bands are at work: Foreign Mission, Literature, Christian Help, Ministerial, and Volunteer Training. The Foreign Mission Band has a large and active membership; the Pastoral Training Class, having an enrollment of 26, has the direct supervision of eight of our churches, under the leadership of the instructor. Young men go out by twos to assist in the Sabbath services. This work is a blessing to the young men and exerts a good influence in the school.

EMMANUEL MISSIONARY COLLEGE: Our Ministerial Band is divided into companies that go on the interurban line to various stations that can be reached

by a few minutes' ride, and hold meetings on Sunday nights in schoolhouses. Some of the lady students conduct a children's meeting preceding the regular service. The interest shown by the children who attend, numbering from 15 to 20 in every place, is very inspiring. The entire attendance at each regular service

varies from 35 to 45. A study of the prophecies is now being taken up, and the people show a deepening interest. Sunday afternoons are spent by members of the band in visiting the homes and getting acquainted with the people, while some family Bible readings are being given.

Our Meiktila Mission School

WE give below a reproduction of a Meiktila school announcement in Burmese, prepared and sent out by Prof. R. B. Thurber while he was principal of the school. In the opposite column is given a translation into English.

**မိတ္ထီလာလက်မှုပညာ
စာသင်ကျောင်းတော်ကြီး။
မိတ္ထီလာမြို့အနီး။**

Meiktila Technical and Literary School Near Meiktila

(For original in Burmese, see other column)

၎င်းကျောင်းတော်ကြီး၌ အင်္ဂလိပ်စာနှင့် လက်မှုပညာ
တို့ကို သူငယ်များတို့သည် ကောင်းမွန်စွာ သင်ကြား၍ ရနိုင်ကြ
သည်။

In this school, boys are thoroughly
instructed in English and technical subjects.

လူကလေးများတို့သည်။

Boys!

အစိုးရအလုပ်ကို လူတိုင်း လုပ်ကြမည် မဟုတ်သော
ကြောင့် မိမိတို့သားများ ကြီးလာကြသောအခါ သူတို့သည်
မည်သည့်အလုပ်နှင့် အသက်မွေးကြမည်နည်း။ အတတ်ပညာ
တခုခုကို ရရှိရာမှ အသက်မွေးခြင်းပင် ဖြစ်ပါသည်။

As all men cannot possibly secure
government situations. Prepare your boys now
that they may be able to secure a living by
following some trade when they are grown up.

ကျွန်ုပ်တို့သင်ပေးမည်မှာ။

Instruction Available

လက်သမား အတတ်နှင့် အိမ်ထောင်ပရိဘောဂ လုပ်
ခြင်းတို့ကို ယခုကလေးလုပ်၍ နောင်များမကြာ၍ လက်မှုပညာအ
မျိုးမျိုးတို့ကို သင်ပေးမည်။ ၎င်းပြင် အင်္ဂလိပ်စာကိုလည်း ပဌမ
တန်းကစ၍ သင်ပေးမည်။

Carpentry and cabinetmaking; other
trades to be added soon. English
taught from first standard upwards.

သင်ခွင့်ငွေမရှိသော်လည်း။

To Poor Boys

မည်သို့မဆို လာပါ။ ကျွန်ုပ်တို့က ကြည့်ရှု၍ ကျောင်းတွင်
ကျန်ကျစရိတ်အောင်အလုပ်တခုခုကို ပေးမည်။

Let all come; we will help by finding work
for boys to help out with their expenses.

အထူးကျေးဇူးပြုခြင်းအကြောင်းမှာ။

Important

ပဌမတန်းကစ၍ အင်္ဂလိပ်စာကို သင်ကြားသော သူတို့
ထံမှ တလလျှင် ကျောင်းခံ ၈ သာယူလိမ့်မည်။

English is taught in the first standard,
and the fee is only eight annas per month.

လာကြပါ။

Come!

ကျောင်းကို အကြည့် အရှု လာကြပါ။ သို့မဟုတ် အ
ကြောင်းကြောင်းမျိုးကို သေချာစွာ သိလိုလျှင် ကြော်ငြာစာအုပ်
ကို အောက်၌ လက်မှတ်ရေးထိုးသူ ကျောင်းအုပ်ဆရာကြီးထံ
လျှောက်ထားကြပါ။

Come and see the school; otherwise, if you desire
information regarding it, write to undersigned,
requesting a copy of prospectus.

အဘိဏ္ဍာ
ကျောင်းအုပ်ဆရာကြီး
မိတ္ထီလာမြို့။

R. B. Thurber,
Superintendent, Meiktila.

Earning Missionary Money

BY ELLA IDEN

IF our boys and girls are to become liberal, systematic, cheerful givers, now is the time to train them in Christian stewardship. We must teach them that the Lord's business must be attended to as well as their own. Every boy and girl should have a "Lord's purse;" it may be a box, a miniature bank, a pocketbook, a missionary barrel—it matters not what, so long as the child is taught that the money placed in this receptacle is to

be used for no other purpose save that of missions. ily to suggestions, and put enthusiasm and hard work into an enterprise, if the teacher will take pains to direct them and show them *how*. Although the amount of money earned may not be large, the training in the *desire to give* is what we are especially striving for; and all efforts which will aid in securing this end are worth while.

Now that spring is here, bringing with it the house-cleaning season, many op-



SECRETARY STONE AND THE NEW JERSEY TEACHERS

be used for no other purpose save that of missions.

The offerings which the boys and girls most enjoy giving are those which have been secured through their own efforts. How Mary's eyes sparkle when she can place in the mission basket a coin which she has earned "her very own self"! One little tot was asked where she got her money to give in Sabbath school. "Oh, I earn it!" she replied proudly. "But how can such a tiny thing as you earn money?" exclaimed her questioner. "Oh, I'm not so drefle little," she quickly answered, "and you know I just must earn money for Jesus."

The wise teacher will have a talk with her Juniors about earning money for the Lord's work, and will be ready to place before them some definite, practical plans which it is within their ability to carry out. Most children respond read-

ily to suggestions, and put enthusiasm and hard work into an enterprise, if the teacher will take pains to direct them and show them *how*. Although the amount of money earned may not be large, the training in the *desire to give* is what we are especially striving for; and all efforts which will aid in securing this end are worth while. When he was to clean a rug or sweep a floor, people knew that it would be done thoroughly. He worked nights after school, charging ten cents an hour. Washing windows was one of his specialties; he made them shine so brightly that housewives gladly engaged him to relieve them of that part of the season's work.

A boy who owns a camera is afforded a very pleasant and interesting means of earning missionary money. By learning how to take and develop pretty scenes, mounting them on cardboard or printing them on post cards, he will be able to

make many a dime. This is fascinating work, like play, and will give the children a love and an appreciation of the things of nature, at the same time training them in artistic feeling and accuracy.

Last spring one of our church school boys earned quite a sum of money caning chairs. Besides putting in a new seat, he gave each chair a coat of varnish. He charged sixty cents apiece; but his customers were glad to pay that amount, for he made each piece of furniture look almost as fresh as new. This work is interesting as well as profitable. Some girls enjoy it as much as do the boys.

"How much do you think we made at our food sale yesterday?" asked a pretty, brown-eyed girl of thirteen, not long ago. I had attended the sale which was held on the lawn the afternoon previous, and remembering the fine array of good things, I guessed fifteen dollars, thinking that was a very liberal sum. "You are more than twenty dollars out of the way," she exclaimed delightedly, "for we earned thirty-six dollars!"

The mothers had supplied a good share of the materials used, but the children themselves had done much of the work. There were fruits and vegetables, baked beans, pastry, bread, and many other things displayed. The sale had been thoroughly advertised beforehand. It opened promptly at 4 P. M., and within half an hour every article had been sold. This plan is full of possibilities, and will be found a good one for securing funds, if the parents will co-operate in carrying it out.

Making dainty aprons, pincushion covers, skirt hangers, holders, and the like, is another good way to earn money. Articles made from raffia, such as picture frames, boxes, shoe bags, and table mats, are also very acceptable. The children always enjoy the work. It is astonishing how much more quickly and pleasantly the regular school work will be done if the children can look forward to some such work when their studies are over. There will be no difficulty in selling the articles among friends and neighbors,

if they are useful as well as neatly and prettily made. While it is right that a reasonable sum be charged for the finished product, the children should not be encouraged to place too high a price upon their work.

Have you ever tried saving old papers and magazines to sell? The children may canvass the neighborhood for these articles, asking for the privilege of calling for them at regular intervals. Many people will be glad to help the Juniors in this way. Store the papers in a clean place until the supply is sufficiently large to make it worth while to sell them to a junk dealer.

It goes without saying that selling our magazines is one of the best ways of earning money, for at the same time the child is giving the message to those who buy. Our boys and girls are doing splendid work in this direction.

There are also other things which the children can readily sell. One father bought five hundred post cards for his ten-year-old boy to sell. The retail price for which the cards were sold, was sufficient to cover their original cost and leave a good surplus for the boy. Peanuts may be bought in large quantities, roasted at home, and sold by the small bag. Many a child has earned a neat sum in this way. Popcorn is also a very salable article.

Of course the school garden is always in order, and now at this lovely spring-time season is the time to plan for it. Wherever circumstances will permit, encourage each child to have his own missionary garden, dedicating it to the Lord from the planting of the tiny seed.

Many other kinds of work might be mentioned. The resourceful teacher will think of plans suited to the ability and surroundings of his pupils. If truly devoted, he will work patiently, perseveringly, and enthusiastically to train the Juniors in the grace of giving, teaching them that prayer and work and money must go hand in hand in hastening the coming of Jesus. "In due time ye shall reap, if ye faint not."

THE MINISTRY

Missionary Books in the Public Libraries

It is hoped that many of the readers of this course will take advantage of the public libraries nearest to them. Many libraries contain excellent representative books which treat of the countries under discussion from the viewpoints of religion, government, commerce, and social life. Some of these books will doubtless shed light on the numerous problems which the missionary has to meet. The following list is continued from March:

China

2. "Dawn on the Hills of T'ang," by Harlan P. Beach. Published by the Student Volunteer Movement for Foreign Missions, New York.

This textbook is valuable for higher educational institutions, having been used in more than 700 colleges, universities, etc., of North America and Europe. 201 pages.

3. "Robert Morrison," by W. J. Townsend. Published by S. W. Partridge Co., London.

Two small books which deal very interestingly and simply with practical questions are:

4. "Geographical and Industrial Studies," Asia, by Allen. Published by Ginn and Co., New York.

5. "Peeps at Many Lands," China, by Lena E. Johnson. Published by Adam and Charles Black, London.

6. "Mission Problems and Mission Methods in South China," or Lecture on Evangelistic Theology, 332 pages.

7. "Religion in China, A Key to the Study of Taoism and Confucianism," by J. J. M. de Groot. Published by G. P. Putnam's Sons, New York and London.

8. "The Chinese Empire," by Marshall Broomhal. 472 pages. Published by Morgan & Scott, London. This is a very valuable and exhaustive work.

9. "The Uplift of China," by Arthur H. Smith. 274 pages. Published by the Young People's Missionary Movement, New York.

10. "Chinese Characteristics," by the same author. Published by Fleming H. Revell Company, Chicago.

11. "New Forces in Old China," by Brown. 370 pages. Published by the Young People's Missionary Movement, New York.

12. "The Beloved Physician of T'sang Chou." 293 pages. Published by Headley Bros. A study of medical missionary work in China.

13. "Mary Isabel Bryson," by John Kenneth Mackenzie. 404 pages. Revell Company, Chicago. The life of a great medical missionary in China.

The Islands

14. "Hawaiian Yesterdays," by Lymon. Published by A. C. McClurg Company, Chicago.

15. "The Tonga Islands," by Emma H. Adams. 163 pages. Published by the Pacific Press Publishing Assn., Mountain View, Cal.

16. "The Islands of the Pacific." 515 pages. Published by the American Tract Society, New York.

17. "The New Era in the Philippines," by Arthur J. Brown. 314 pages. Revell Company, Chicago.

18. "The Transformation of Hawaii," by Belle M. Brain. 193 pages. Revell Company, Chicago.

19. "John G. Paton," edited by James Paton, an autobiography of one of the most noted missionaries in the South Seas. 854 pages. Revell Company, Chicago.

20. "Missionary Enterprises in the South Sea Islands," by John Williams. 416 pages. Published by the Presbyterian Board.

Turkey

21. "Daybreak in Turkey," by James L. Barton, LL. D. 490 pages. Published by the Pilgrim Press, Boston.

22. "Islam and Missions." 298 pages. Revell Company, Chicago.

23. "Constantinople and Its Problems," by Henry Otis Dwight. Published by the Young People's Missionary Movement, New York.

Persia

24. "Persian Life and Customs," by S. G. Wilson. 333 pages. Revell Company, Chicago.

25. "Persia, Past and Present," by Jackson. 471 pages. Published by the Macmillan Company, New York.

26. "Twenty Years in Persia," by J. G. Wishard. 349 pages. Revell Company, Chicago.

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 Lessons, Too

A little child, with lessons all unlearned
And problems still unsolved, before me stands;
With tired, puzzled face to me upturned,
She holds a slate within her outstretched
hands:
"My sums are hard—I cannot think tonight:
Dear father, won't you make the answers
right?"

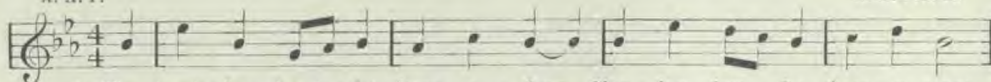
Thus do I come to thee, great Master, dear;
My lessons, too, are hard, my brain is weak;
Life's problems still unsolved; the way not
clear;
The answers wrong. Thy wisdom I would
seek.
A tired, puzzled child, I pray tonight:
"Here is my slate; O make the answers right!"
— Jean Dwight Franklin.

TEACHING NOTES—GRADE BY GRADE

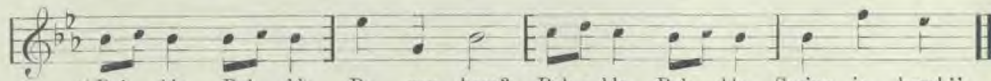
SPRING IS HERE

A. A. P.

A. A. PIERCE



1. The laugh - ing brook - let flows a - long, Sing - ing low its cheer - y song;
2. The wind a - round the tree - top sways, And to the ba - by birds it sings:
3. And rob - in red breast, free and gay, Is sing - ing loud his spring-time lay:
4. The bus - y bees hum all day long A cheer - ful, hap - py lit - tle song;
5. The mu - sic of the A - pril rain Is play - ing on the win - dow pane:



- "Bab - ble, Bab - ble, Do you hear? Bab - ble, Bab - ble, Spring is here!"
"Oo....., Oo....., Do you hear? Oo....., Oo....., Spring is here!"
"Cheer up, Cheer up, Do you hear? Cheer up, Cheer up, Spring is here!"
"Buzz - ing, Buzz - ing, Do you hear? Buzz - ing, Buzz - ing, Spring is here!"
"Pat - ter, Pat - ter, Do you hear? Pat - ter, Pat - ter, Spring is here!"

SECOND GRADE—Mabel A. Swanson

Reading and Language.—Why not make a special study of poetry this month? There are a number of poems in the reader. Add others appropriate for supplementary reading. Help the children to understand and love poetry. Do not allow any singsong reading. Better none at all than to encourage a bad habit. Break up any tendency to pause at the end of a line merely because it is the end, by rewriting the sentence on the board in form of prose.* Drill until unnatural pauses are overcome. Have some memory work done, but

let quality rather than quantity be the aim. Teach correct expression before memorizing begins, so the child may not memorize wrong.

Did you ever have the children write poetry? Try it and you may discover a poet in the bud. First read to the class some very simple poems, such as are found in Stevenson's "Child's Garden of Verses." Write a stanza on the board, and study the principle of rhyme by noticing where it occurs. Conduct little games in which the children think of sets of rhyming words. Study rhythm by having the children clap it softly with you.

Then choose some subject full of interest, and as the children help you compose a stanza, write it on the board. Notice again the rhyme and rhythm. Give a few more hints as to topics, and see if the children will not be eager to try it for themselves. Here is a sample of first returns after such a lesson, written by an eight-year-old girl:

"What I Love

"I love the stars, and sky so blue;
I love the angels, and Jesus, too."

Other Cross-Connections.—April is a good month in which to study weather. Correlate nature study, numbers, manual training, and art by having the children construct a weather calendar. Let the children use rulers and draw according to given directions. Fill in spaces with an appropriate picture in each square to represent the weather for each day,—a sunshine scene for a bright day, a child carrying an umbrella for a rainy day, trees bending in the breeze for a windy day, etc. Let the children keep an account of the number of bright days, rainy days, and cloudy days, and make up problems about them.

THIRD GRADE

Reading.—Supplement the regular reading work by appropriate selections concerning nature. Develop oral work based upon the Reader, correlating it as much as possible with the pupils' experience and the local environment.

Nature.—Little boys and girls can have their flowers and plants, just as well as those who are older. Let each pupil plant some seeds. Encourage them to care for them. Have the pupils bring to class the new flowers as they appear from time to time.

Numbers.—Begin to review the simpler operations. If possible, invent special review problems that will be of interest to the class.

Declamation.—Now is the time to prepare declamations and songs for the close of school. Avoid long and wearisome poems.

FOURTH GRADE — Mrs. Irene Ayars

Bible Nature.—During April, cover chapters 11-13. You will find that chapter 11 contains the hardest work for the children, but with the use of charts and diagrams this work can be made quite simple and interesting.

Some of the points that the children should learn from this chapter are:

1. The circulation of blood through the heart to all parts of the body and back again to the heart. During this lesson emphasize the importance of having plenty of fresh air to breathe.

2. The names of the air passages and the description of each.

3. The parts of the ear. The pupil should be able to describe the path of a sound wave

from the time it enters the outer ear until it reaches the nerves of hearing.

4. To describe the skin.

5. The names of the digestive organs and the work of each.

When studying about the bones, try the experiment of putting a bone in hydrochloric acid to show the softness of the animal matter in bones, and burn a bone to show the brittleness of the mineral matter after the animal matter is removed.

While studying about bones impress upon the pupils' minds the importance of correct posture.

Arithmetic.—Pages 238-251. Spend time reviewing linear and square measure. Do not



Pupils of Pacific Union College Model School ready to put up their bird boxes made by the boys in woodwork

take up cubic measure until both of these are clear.

Be sure to have a box of one-inch cubes to help in explaining cubic measure. Give several examples, and let the children use the blocks in working out their solutions.

After the class understands cubic measure, have them find the volume of the various rectangular solids in the schoolroom.

Take problems from other arithmetics, and have the class work them. Occasionally have the children make lists of problems to be worked by the rest of the class.

The rules $1728 \text{ cu. in.} = 1 \text{ cu. ft.}$, $27 \text{ cu. ft.} = 1 \text{ cu. yd.}$, should be learned by the use of a diagram or with the blocks. A block could be used to represent a square foot.

Language.—As there is not so much written work required this month, you will have time to review previous work. Give lists of sentences illustrating different points. Lists of original sentences should be given by the children.

FIFTH GRADE — Olive Severs

Arithmetic.—Do you have trouble with ratio? Look at it as a form of division, then some of the troubles will cease.

Make your construction work practical by allowing pupils to cut common wrapping paper or construction paper into pieces of definite size for the lower grades to use. Always insist that pupils' work independently unless per-

mission is given for outside help or mutual work.

Nature.—Spring is here, so we will "consider the lilies how they grow." Our work for April is "Plants," Chapter VI, which we omitted before. Notice the references made in the Bible to plants. Learn the parts of a plant and their uses. Learn the parts of a flower and their uses. Encourage the gathering and pressing of flowers and leaves. A nice little book may be made by pasting each flower or leaf on a sheet of paper and fastening the sheets together. The name of the flower should be given at the top and a brief description below. Mending tissue cut in small strips serves to hold flowers in place.

Remember the missionary garden, even though it is in a window box.

Bible.—

"Dare to be a Daniel,
Dare to stand alone."

Teach this from "Christ in Song" if the pupils do not already know it. Establish the date of the final decree to rebuild Jerusalem, as on that date depends the period of 2300 days.

Complete the diagram of the kings and prophets. Review the list until the children understand that all these rulers make a great unit in God's wise plan of the ages. Israel wanted a king. The Lord gave them their desire, but they suffered the consequences. So it is better for us to let God have his way in our lives.

Reading and Language.—Study nouns under these four headings: Singular, Plural, Singular Possessive, Plural Possessive.

Study subject and predicate. Give pupils several subjects to annex predicates, and vice versa. Give them one subject to annex as many simple predicates as possible, and vice versa.

Study the pronouns in the three cases given on page 300, designating clearly the use of each case.

Spelling.—A little girl holding an umbrella, or else some early spring flower on blue construction paper, makes a fitting folder for April.

Manual Training.—Good stencil designs are made from flowers, to be used on curtains for home or school, or on booklets, etc.

The woodwork class may construct bird houses, while the girls make desk sets or workbaskets of heavy construction paper or cardboard covered with cretonne.

Penmanship.—Keep up the free-arm movement, even though progress is slow; perseverance wins the day.

To keep the hand in correct position, put an eraser on the hand knuckle of the index finger.

Watch that the feet stay flat on the floor.

If you tire counting for the movement drills, try tapping at an even rate while counting si-

lently. It serves the purpose just as well and saves your own strength.

SIXTH GRADE—Sara K. Rudolph

Nature.—With the coming of the flowers we are glad to take up the lessons of chapter 6. Make a flower calendar, and ask the children to bring to school the first of each specimen of wild flowers they find. Press and mount these. Learn the names of the flowers found.

Make separate collections of fruit, vegetables, and weed seeds. Mount these on cardboard, and teach the children to distinguish them readily at sight. Fill a box or several flower pots with earth from different sources. Keep these in a warm place, and watch the different plants that come up. Let the pupils write descriptions of interesting plants in your locality, giving their life stories, telling when they blossom, and especially when they begin to ripen their seeds. Study the weeds that injure the gardens. Teach the weed laws of the State. These can be found in Bulletin No. 17, United States Department of Agriculture, Washington, D. C., 1896.

Encourage each child to make a home garden. If there is a community garden club, seek an acquaintance with its leaders, and arouse the interest of your pupils in joining it. In one school several of the pupils have received achievement pins and prizes for their gardens and produce. Help the children to plan their gardens.

Here is a simple experiment for testing retention of water by different soils. Take one hundred grams of gravel, sand, soil from a barren field, rich loam from the woods, leaf mold, and twenty-five grams of dry pulverized leaves. Knock the bottom out of six tall slender bottles (olive bottles will do). Dry before weighing, and put the samples each into its bottle, inverted, with the neck stoppered with a notched cork. Shake the different materials so that they will lie evenly and compactly. From a measuring glass pour in water slowly, so that the whole mass is wet, and see how much water each will absorb before the water begins to run out at the bottom. It is the quantity absorbed that constitutes the water supply for the roots of plants in the soil. Fertility, the power of the soil to support plants, depends largely upon its power to retain water.

Teach the children to recognize the forest trees by their bark, leaves, and seeds. Ask them to report the condition of the trees on the street or roadside. Discuss means of protecting them, and which makes the best shade trees. Read "Woodman, Spare That Tree," or any other appropriate poem.

Reading.—Memorize the last verse of the "Chambered Nautilus" and one or more verses of the poem, "Better Than Gold." After reading the lessons on "The Atlantic Cable," the children will be interested in learning more

about Cyrus W. Field, who laid the first cable, and also about other cables that have been laid since. The life of Fanny Crosby will make a beautiful character study. Sketch her life, and have the children memorize the words of several of her hymns. These may be learned during the morning opening exercises.

SEVENTH GRADE—Frances A. Fry

THE following is material for closing exercises which has been arranged for grade seven with the material of the text as basis and principles that we as a people uphold interwoven throughout.

The class in physiology stand in line on the rostrum or platform. It is not necessary that there be any dramatization in the matter of dress or furniture. The exercise is opened by the following little talk given by one member of the class:

"It is our hope and prayer that we may be able to live out in a practical way the health principles we have gained this year from our study of physiology. There is scarcely a person living these days who has not an ache or a pain somewhere, due largely to the violation of nature's most simple requirements.

"We believe we cannot begin too young to minister to those about us who are sick or in trouble. Tonight we shall give you a simple little demonstration showing how we hope in our daily living to uphold those principles that govern healthful living."

At this point a little boy steps onto the platform and approaches the girl who has just spoken, and the following conversation ensues, she taking the part of the doctor and the little boy the part of the patient:

A Class in Anatomy

Dr. Curem's Hygienic Institute and Students' Clinic

DOCTOR: "How do you do today?"

PATIENT: (Shakes his head, looks gloomy) "Not very well today, Doctor."

DOCTOR: "What seems to be the matter?"

PATIENT: "It's my stomach—such terrible pains and such a heavy feeling."

DOCTOR: "Heavy? Maybe you give it too much of a load."

PATIENT: "No. I'm a very light eater."

DOCTOR: (Smiling) "That's what they all say. Let me see your tongue." (Looks at tongue) "My! what have you been eating? Your tongue looks like a spade on a frosty morning, and your breath smells like a soap factory. A case of biliousness, I should say. Do you eat much meat?"

PATIENT: "Indeed I do. Meat is my mainstay. I couldn't eat a meal without it."

DOCTOR: "So you think; but thousands do, and have better health than you. You'll have to eat less if you wish to get well. How about tea and coffee?"

PATIENT: "Now, Doctor, you don't mean to say I can't have those? Why, you take away all that makes life worth living."

DOCTOR: "That depends on how you look at life. Do you think we should live to eat?"

PATIENT: "It is one of our greatest pleasures."

DOCTOR: "Very true; and if we eat wisely, no ill effects follow to spoil our enjoyment."

PATIENT: "Oh, well, I want to eat what I like."

DOCTOR: "Then I fear you will not be able to get rid of your torpid liver."

PATIENT: "Can't I take pills?"

DOCTOR: "Oh, yes, but be sure to take the right kind." (Picks up dish of oranges, lifts out one) "Here is the best pill known. Taken with a glass of water morning and evening, coupled with temperance in eating of plain food well chewed, it will cure any case of biliousness known. Try it, my friend, with a cool sponge bath on rising, plenty of exercise in the open air, also with your bedroom windows wide open when you sleep, and I'll guarantee you'll be a new man in a month."

PATIENT: "Well, maybe I shall. Sounds good."

DOCTOR: "And it is a good deal better than bitter medicine, and is less expensive. Good-by. Come in again."

Patient bows, salutes with right hand, murmurs "Thank you," and passes out.

Another pupil of the physiology class steps to the front of the platform and greets the coughing boy led by his mother.

DOCTOR: "Something of a cough here, my lad."

Boy: "Yes, sir." (Keeps coughing.)

MOTHER: "He coughs most of the time, Doctor. I was just getting scared about him, so I brought him to you. Do you think he's taking consumption?"

DOCTOR: "Well, I hope not. We'll have to find out. Stand up, son." (Boy stands—coughs.)

DOCTOR: "Now, let's not cough any for a little while. Just shut your lips tight and breathe through your nose." (Doctor puts ear to chest, listening to breathing. Have stethoscope if possible. Boys could improvise one.) "Now fill your lungs—that's right. Swell out as big as your daddy. Good." (Listens again. Taps lungs, front and back.) "That will do, sit down." (Turning to mother) "Nothing wrong with your boy, Madam, only a cramped chest and bad habits of breathing; but if he doesn't change these things, something worse is sure to follow." (Doctor has class give boy a short breathing exercise.)

DOCTOR: "That will do. Just you try an exercise like that three times a day, and keep your chest up, breathing deeply through the nose at all times, and you'll come out all right."

MOTHER: "Thank you, Doctor, I'm so glad he hasn't got consumption."

DOCTOR: "So am I. Good-by."

At this point another member of the class steps to the front of the platform and greets the third patient. Enter young lady heavily veiled.

DOCTOR: (Advancing, extends hand and recognizes patient) "O Miss Brown, is that you? I didn't know you with that veil. No bad news I hope" (kindly suggesting sympathy in be-
reavement by voice).

MISS BROWN: (Chatteringly) "Oh, dear, no, Doctor; nobody dead, of course not. The fact is, I'm ashamed of my complexion. It's just horrid."

DOCTOR: "Off with the veil, then, and let's have a look at it. Pimples!"

MISS BROWN: "I should say so, and black-heads, too, and my skin is the very color of mud. Just see for yourself." (Throws back her veil.)

DOCTOR: (Adjusting his glasses and scrutinizing her face) "Well, it is rather bad, isn't it?"

MISS BROWN: "I know it's perfectly awful. I wanted to go to the beauty doctor, but mother said I'd better try you first. She's afraid of beauty doctors."

DOCTOR: "Wise mother. Better take her advice and leave them alone. Nature is the best beauty doctor."

MISS BROWN: "O yes, so they say, but my skin is all out of fix, and nothing seems to do it any good."

DOCTOR: "Do you put anything on it; that is, any cosmetic, I mean?"

MISS BROWN: "Indeed I do! I try everything I hear of. Mother says I have enough samples of lotions and cold creams to start a beauty parlour myself."

DOCTOR: "Doubtless. But I'd advise you not to do it. Beauty parlors are a snare to woman-kind and cosmetics a curse. Better steer clear of both. The best and only safe cosmetic is made up of equal parts of soap, water, and sunlight, with a dash of lemon juice for tan and a touch of pure oil for softening against the harsh winds and dust. Then, of course, you are a good bather?"

MISS BROWN: "Well, no, Doctor, I'm ashamed to say it, but I just hate water. Mother always has to drive me to my baths. She says I go in for dry-cleaning methods, and I surely do. Baths make me shiver so, and they're too much bother."

DOCTOR: "Bother? More bother than beauty doctors and pimples? You'll have to change your course, little sailor, or you'll land on the shoals of ill health as well as bad looks. Overcome your distaste for water, and leave off the lotions, which only clog the pores. And just a word about your diet. How about chocolates and all those dainties?"

MISS BROWN: "Oh, I just love candy. Guess I could eat a pound of chocolates all at once, if I dared."

DOCTOR: "Bad beauty medicine, my dear; the very worst kind. And ice cream, how about that?"

MISS BROWN: "Oh, I could live on it."

DOCTOR: "Well, a little is good on a hot day, if you're sure it's pure. But it won't do for a steady diet, any more than chocolates. Stick to plain food in the main, with plenty of fruit and pure water to drink, then come back in ten days and let me see your complexion again."

MISS BROWN: "Well, thank you, Doctor, I'll try it. One thing, your plan doesn't cost like the beauty doctor's" (putting on her veil).

DOCTOR: (Bowing and waving his hand) "Don't put on that veil; it shuts out the sunlight."

MISS BROWN: "Oh, that's so. Well, I won't wear it."

DOCTOR: "That's right. Good-by." She goes out, calls back, "Adios."

The remainder of this exercise will be given in the May number of the EDUCATOR.

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

EIGHTH GRADE

Bible.—Daniel completed; Revelation, Lessons 47-68.

REVELATION		
Lesson	Chapter	Verses
47	11	1-4
48	11	5-20
49	11	21-32
50	11	33-41
51	11	42-45
52	12	1, 2
53	12	3, 4
54	12	5-9
55	12	10-13
56	Review	1-3
57	"	4, 5
58	"	6, 7
59	"	8, 9
60	"	10-12
61	1	1-20
62	2	1-11
63	2	12-29
64	3	1-12
65	3	13-32
66	4	1-11
67	5	1-14
68	6	1-17

It is not expected that the teacher will follow the outline of lessons literally. In fact, the teacher should assure himself of his mastery of simple historical and spiritual truths which may be connected with the lessons outlined, and then try to develop these ideas in the pu-

pil's mind. Discuss the moral questions of the concrete interpretations of prophecy, rather than the intricate and difficult details of the prophecy itself. Omit those features which are beyond the experience of the pupils.

Arithmetic.—Proportion. Have each pupil make a right isosceles triangle with two of the sides each at least six inches long. Demonstrate local problems similar to those suggested on pages 530 and 531 of the textbook.

Students should be taught the meaning of *ratio* and *proportion*. The fundamental idea is a relationship.

History.—Pages 492-527. The money question is rather difficult for boys and girls, so give plenty of time for the study of this question. Bring different kinds of currency to

and by his intense love of the truth and unchanging purpose began to undermine the foundations of paganism.

Study Rome as it was in Paul's time. Have brief reports brought in showing the customs of the people, their luxurious living, and their lack of godliness. Compare Nero and Paul.

Review each missionary journey.

Composition.—Exposition and Argument, chapters 17, 18. In narration we tell a story, in description we make a picture, but in exposition we tell the reason. Most boys and girls of this grade enjoy telling the why and wherefore, so let them learn how to explain with simplicity and clearness.

Illustrate the meaning of "exposition" by oral explanations of interesting activities.



PUPILS IN OUR BETHEL SCHOOL FOR GIRLS, CANTON, CHINA

class, and study their values in the light of the textbook. A few gold and silver coins and a collection of bank notes will help in maintaining the attention of the class during this period.

Study results of strikes in your vicinity. Have each pupil look up, if possible, the story of a strike, and explain its cause, its effect, and the remedies applied.

Have the pupils make a list of the causes, such as plans, diplomatic acts, and wars, which have made American influence expand. What principles have made this nation powerful? See Smith's "Marvel of Nations."

Agriculture.—Take the class to visit a model dairy, stock farm, or poultry ranch. Visit these places yourself beforehand in order to utilize the time of the class to the best advantage. Have the pupils make special observations on the system, neatness, order, and general conditions. Let written compositions be assigned upon themes based on the observations made.

NINTH GRADE

Bible.—Pages 178-186. Paul's missionary work in Rome is of great importance. He stood at the capital of the great world empire,

and by his intense love of the truth and unchanging purpose began to undermine the foundations of paganism.

Let a boy explain how a motor cycle runs, and a girl how to bake a cake. Give time to the preparation of outlines of expository compositions which illustrate the unity, coherence, and emphasis that should characterize this type of work. Great pains should be taken in making every step show clearly its relation to the main thought.

Argumentation.—Great care should be taken in selecting questions which will not only promote interest, but at the same time give valuable information.

Let the composition class resolve itself into a committee of the whole to discuss the building of a new schoolhouse. The following arguments may be taken up:

1. *Resolved*, That a brick structure is more satisfactory and economical than a frame building.
2. *Resolved*, That a certain site of land is preferable to another site.
3. *Resolved*, That we raise the money first, rather than borrow it.

Have the pupils get the facts,—evidence,—and then have them prepare the briefs to be read and criticized.

Other practical local topics, which involve

truths on both sides and which do not have a wrong side morally, may be used.

TENTH GRADE

General History.—Pages 679-752. The careful study of this section is of vital importance to the understanding of the present world war. The failure of Napoleon to consolidate the nations of the world into one empire, left Europe in a broken and unsettled condition. Republicanism was defying autocracy on every hand, and from Napoleon's time down to the present the struggle for a world control through autocracy, or by a paramount influence through democracy, has continued.

Study in the light of prophecy the downfall of the temporal power of the Papacy. See "Daniel and the Revelation," by Uriah Smith. Point out the relation of the war of 1870 to the present war. Compare the policies of England, Germany, and France during the past century.

Rhetoric.—Chapter XI concluded, pages 363-378. (Review.) Conclude the study of Argument. Choose from four to six speakers who will prepare, for a public exercise, a debate on a topic which really has two sides. Limit the briefs and discussions to twelve minutes each.

Notes From the N. E. A. Convention

(Continued from page 232)

Infect the boys and girls with the gardening idea, and details will work out themselves.

There is more than the scientific and economic side to gardening. The child who handles a seed and deals with life, deals with the most marvelous thing in his experience. The cultivation of the soil teaches lessons of experience in preparation for later life (he cited Emperor Diocletian's abdicating the throne and going back to the land to cultivate cabbages, refusing persistent invitations to return to the political arena; also the picturesque incident following Garibaldi's military triumphal march through Naples, when he went into a seed store and bought some beans and other seeds to go back to his rural occupation).

The keynote to gardening is *illuminatio deus mca*. Bring school gardening into

the curriculum. The normals must equip the teacher. Ask the school authorities to provide funds (as a war measure) for experts to aid in training children to garden, but these experts must know how to handle boys and girls. Aim at vegetables for the table, not for the market.

MRS. MARY C. C. BRADFORD, *President of the N. E. A., Denver, Colo.*

Gardening deals with practical, concrete things, but the spiritual realities back of it and within it are greater in value. The spirit of the Creator and of creation permeates the gardening art. One loves the soil patriotically (she mentioned the idea of *pays* in the word "patriotism"), and so feels the uplift of touch with it. A boy was told how he could help God in the work of creation by tilling the soil. He caught the idea and became an enthusiastic gardener.

A. A. KENNEDY, *Inspector of Schools for the Province of Saskatchewan. Weyburn, Saskatchewan, Canada.*

Give the child the credit for effort — the teacher too — even if he does not get all the returns expected. They have done something worth while. Make garden work voluntary. Cultivate interest in it. School gardening has one fourth of the space in our *Dominion Monthly Agricultural Gazette*, at Ottawa. School exhibits of garden products are worth while.

VAN ERIE KILPATRICK, *President of the School Gardens Association of America, New York.*

All garden work is school garden work if it is under school supervision. School garden work that does not produce home gardening is worth little. From the school viewpoint you could not have home gardens unless you have school gardens too. What the teacher thinks worth while at school, Johnnie thinks worth while at home. It is not enough to *tell* the children how to garden, you must *show* them. Ask for booklet on school and home gardening, by Charles McMurry, of Peabody College, price ten cents.

HOME EDUCATION

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

Nature Month by Month

WALTON C. JOHN

Awakening

NEVER yet was a springtime
Late, though lingered the snow,
That the sap stirred not at the whisper
Of the south wind, sweet and low;
Never yet was a springtime
When the buds forgot to blow.

Ever the wings of the summer
Are folded under the mold;
Life, that has known no dying,
Is Love's, to have and to hold,
Till sudden, the burgeoning Easter!
The song! the green and the gold!

—*Margaret Elizabeth Sangster.*

April

The Heavens and Sky.—During the winter and early spring the sky often has been cloudy. The cold north winds have been full of destruction to both plant and animal life. Now that the warm winds come, we see new life come also. Flocks of birds will follow up the warm south winds, and begin preparations for their summer homes. The April showers will come, and give the plants, young and old, the water they need. Notice how easily it rains; watch the low gray mist flow by, turning into a quiet drizzle.

The Vegetable Kingdom.—Every day will be full of surprises to the little student of nature. Watch for new buds, leaves, and flowers. How many new plants have you discovered today? How many new ones will you find next week? Notice the delicate colors in nature, the light greens, yellows, and pinks. The plants and flowers are small, young, and tender; notice how they grow larger, stronger, and more pronounced in color. Now is the time to have a little flower and vegetable garden. Study your plants as they grow.

The Animal Kingdom.—When you go out after a rainstorm, you will often find a lot of earthworms on the ground. Worms work at night, so it is necessary to have a lantern to observe them. Worms are very busy workers; they bur-

row several feet into the ground, taking dead leaves and other refuse down into the soil, which is thus made rich. The worms dig around so much that it makes it easy for water and air to sink in and feed the roots of the plants. In some soils there are as many as 53,000 worms to the acre, and they bring up out of their burrows as much as ten tons of soil per acre each year. How few realize the importance of the humble little earthworm!

When down by the creek, see if you can find any tadpoles. Go down every few days and see how they change into fine-looking frogs.

The Human Body.—The care of the body is of great importance to every one, and especially to boys and girls. Here are a few things that will help us keep healthy and happy:

1. Breathe pure air.
2. Drink pure water.
3. Eat nourishing food.
4. Take plenty of exercise, by working and playing.
5. Bathe regularly. Take a hot bath once a week, and several cool or tepid baths during the rest of the week.
6. Go to bed early, and get sufficient sleep.
7. Do not eat too fast, and do not eat between meals.
8. Chew your food slowly and thoroughly.

9. Clean the teeth after each meal.
10. Do not drink coffee or tea. Avoid iced drinks, especially after meals.
11. Try to keep a happy spirit; a smile is good medicine.
12. Trust in God.

SUGGESTIVE QUESTIONS AND ACTIVITIES

1. Study the heavens, and see how the constellations have moved.
2. Take the temperature out of doors during this month. Compare April 1, 7, 14, 21, and 28.
3. Take an old dishpan and place it on a box or other high place where it cannot be disturbed. After a rain, measure the depth of water that has fallen.
4. Draw a picture of an earthworm. Count the number of rings it has.
5. Take breathing exercises. Breathe deeply and slowly. Do not breathe through the mouth.
6. Make some bird homes, and set them in convenient places. Watch how the birds build their nests.
7. Learn the different bird songs.
8. Draw pictures of birds you have seen. Color these pictures if possible.

American Home Economics Association

Carrie Lyford, of U. S. Bureau of Education, presiding.

Home Economics in the Public Schools under War Conditions

GRACE SCHERMERHORN, *Supervisor of Domestic Science, New York Public Schools.*

THE public school is the most important field for home economics, because it comes closest to the homes and the people, though we depend upon the colleges for our teachers. Help the child to see the relation between arithmetic, geography, history, and so forth, and his home life. Teach not only how to make war bread to save grain, but how to make good bread and what to use with it to make a good meal; what makes a meal of food, a day's food, and so forth. Teach the relation of diet to health.

Words without concrete examples are worth little to the child. Teach the girl

to become independent in her work — we teach too little that way. The science will come later in the college. Teach the meal cycle. Teach the girls in sewing how to *choose*, how to *buy*, not alone how to sew.

Teach the girl to be a *girl*, not a woman. Interest her in future needs through her present needs. Make a place for Red Cross work, but do not displace entirely the regular work. Teach the care of babies and children by taking students to hospitals, and by having lessons on the care of one-, two-, three-year-old, etc., children. We sometimes take high school girls to a poor family of children and interest them in their clothing. One teacher adopted a baby a few months old, brought it to school every day for three years, and had it cared for by the students. It afforded the best possible demonstration, as its care and needs were studied in the class. We must keep at our educational aim, and not let it be displaced entirely by emergency work

CORA HARRIS, *Supervisor of Home Economics, Shelby County, Tennessee.*

In 1913 one of our schools had sewing taught as an experiment. Now every school in the county is teaching home economics. Every Saturday teachers meet the supervisor to map out the work in detail.

In cooking the work is easily adapted to the local conditions. Have the pupils make food charts for class use. Make children and parents familiar with food facts to build on. Girls from grades five to eight are organized into Hoover Helping Clubs. They study the food needs of children in Europe, and hold demonstrations for the community. The girls go personally and invite the people to attend. Our Southern diet is short in vegetables and milk, and contains too much fried food. Provide for a nice, fresh vegetable in the diet once a day.

Seeing is vital to the education of children. Demonstrations should therefore be frequent. We arranged for a demonstration-room at the county fair, having girls do the demonstrating. We put our lesson schedule on exhibit, that the people

might see what we do. We can take advantage of the war situation to push the work in economics to its rightful place in education. The primary supervisor works out lessons for grades three, four, and five, while grades six, seven, and eight use the Government lessons. The county supervisors work in concert.

ALICE JOHNSON, *Supervisor of Domestic Science, Philadelphia, Pa.*

Organize Junior Red Cross work, which leads so well to the work in home



Three brothers in Kalyan School, India, aged 5, 7, and 9 years

economics. We must all be Hoover helpers. Hoover is getting the facts before the people. We must use them. We teach sewing in the fifth and sixth grades and cooking in the seventh and eighth. Put cornmeal in every recipe in cooking. We ask children to bring the material and jars from home. We teach drying, preserving, and canning, especially of vegetables. Invite mothers to come and see the children at work in home economics. In a bazaar we held we put in sugarless sweets,—coconut strips, popcorn, gingersnaps, and so forth. We sent

Christmas boxes to seventy camp boys who were formerly pupils. We must keep our ears to the ground for war announcements, and reach parents through the children. We use the food leaflets for every child, and aim to make some definite article each week, such as a muffin this week, a roll next week, and so forth, and have the child take it home to show mother.

MRS. WILSON, *Teacher of Cooks in the U. S. Navy.*

Mrs. Wilson has 1,000 men under instruction, and has already sent out 1,500 into the service. She has spent 40 hours in a submarine, to study the conditions of cookery there; has cooks on the "Vaterland," "Ste. Cecilie," and many others, especially boats formerly owned by the Germans. Her course is from five to seven weeks, ranging in hours from 5 A. M. to 10:30 P. M.

Cooking on board a ship has very different conditions from those in the home. She says she has never met a nicer set of men, and all but four in her classes have made good. Among them are lawyers, clerks, bookkeepers, cobblers, and one tramp. She trains commissary stewards. In one section of her school she trains for U-boats entirely. In a U-boat the heat cannot be raised above 240° under water, so the food must be cooked largely while the boat is on top, then warmed over when they are below the surface.

Mrs. Wilson works without pay—even a dollar a year. By special arrangement she passes over the heads of all subordinate officers, and deals directly with Secretary Daniels.

MISS ETHYLWIN MILLER, *of the Iowa State College, reported for the Textile Committee.*

It is proposed to have only 500 standard colors, instead of 5,000, to select from in women's clothing on the market; also to have fewer types of dress material, and standardize dress models as well. This is one good result of the war, as it will give women time for social work in the world, instead of consuming so much of it on their clothing.

CHRISTIAN EDUCATOR

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W. E. HOWELL - - - - - Managing Editor

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Let the teachers' slogan be "Quick ways of having good-looking things." Learn the trade methods of doing things well, as it will help in teaching. A woman should not spend her time crocheting, and girls their time in dressing for school as if for a tea, but under war conditions there is every opportunity to clear up their sense of duty. Ninety per cent of American families live on \$1,400 or less a year.

Harvest Ingathering Work

THE autumn campaign for the gathering in of funds for foreign mission work has become a marked feature of student and teacher activity in most of our schools. It promises to become as important relatively as our student colporteur work with its marvelous sales and continued gains during recent years. So far as we have information, Emmanuel Missionary College has made the best record on Harvest Ingathering funds. As their success seems to us due to thorough organization for this peculiar type of service, we asked Fred Green, the assistant business manager, who has taken active leadership in developing this work, to write a brief account of their campaign last autumn. His contribution follows:

"The teachers and students entered into the Harvest Ingathering work this year with really more courage and enthusiasm than ever before. We organized 18 companies, and set to work studying the paper and methods of solicitation for a number of days before going out. Fourteen of these companies went out to the surrounding cities and into the country; the remaining four were home bands, and worked at ordinary labor at home, and contributed either the earnings of the day, or \$2 in money per member. We had set our goal at \$500, but when the reports were made by the leaders of the companies the next morning after the first day's work, it appeared that \$540.66 had been received up to that time. The nearest that I could estimate, somewhat more than \$500 was actually received through solicitation from those not of our denomination.

"With this encouragement it was decided to double our goal, and students and teachers continued their work. Altogether we gathered in on this fund a total of \$1,035.43. We indeed feel very thankful for his collection of money for missions, but we are more grateful for the real spirit of courage and enthusiasm which all our people seem to have gained for the Harvest Ingathering work."

Books and Magazines

"TEACHING ELEMENTARY SCHOOL SUBJECTS." This is a textbook by specialists concerning the aims and important features of the methods of teaching: The Kindergarten, Spelling, Handwriting, Composition, Grammar, Reading in the Lower Grades, Reading in the Upper Grades, Arithmetic in the Upper Grades, Household Arts, Industrial Arts, Fine Art, Music, Nature Study, Geography, Agriculture, Hygiene, Physical Education, History, Civics, Ethics. The opening chapter treats of the educative process in relation to elementary school children. Measuring Results of Teaching is considered in such a way as to encourage further work of this kind. Each chapter begins with a series of ten preliminary problems for independent study, and following the regular chapter exposition there is given a carefully prepared summary or digest of the chapter. This is followed by a list of Projects in Application, which leads the teacher to study his own problems in the light of the textbook and experience. A useful and very complete bibliography concludes each chapter. The book is well illustrated with cuts and half tones which are full of stimulation and suggestions to the elementary school teacher. Edited by Louis W. Rapeer, Dean of the University of Porto Rico, P. R. Charles Scribner's Sons.

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