

CHRISTIAN EDUCATOR

A MAGAZINE FOR HOME AND SCHOOL

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CHRISTIAN EDUCATOR

W. E. HOWELL, Editor

O. M. JOHN, Associate Editor

VOL. X

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No. 6

EXTENSION AND EXPANSION

THE work of the gospel should not be done in a corner. The "good news" was released for publication centuries ago, but is essentially fresh every morning and new every evening.

The advent movement is world-wide in scope, and all-inclusive in its benefits. Those who become adherents to the third angel's message are entitled to receive all it has for them.

Our schools are part of this movement—born of it, and designed to serve its highest interests for the greatest number. Compared with the entire movement, they form but little corners here and there. The tendency is to confine their work too exclusively to the few who can enter them.

EXTENSION

It is vital to the very health of the school enterprise that the work of the classroom be vitalized by touch with the pulsating life about us. Real knowledge is not a thing of textbooks and formal recitation, but a thing of experience—of handling the word of life, of discovering the principles of truth and error at work among the people, of recognizing and interpreting the laws of God in nature itself.

The people who know this truth are entitled to the wider service that our teachers of talent can render them by extra-school ministry. Saving knowledge of the gospel is capable of amplification. It should include understanding of the laws of hygiene and sanitation, personal and household; interest in good reading and discrimination in the choice of books and magazines for the home; enlightenment on child-rearing; instruction in the parables of nature, in the lessons of history, in the elements of Christian business, in esthetic and cultural values.

EXPANSION

Our work is expanding in all its departments. This is a sign of healthy growth. Our school plants are enlarging their facilities. More school plants must be established in new places, lest those we have grow unwieldy and self-centered.

Extension and expansion are twin sisters in our school enterprises. Let not one be neglected while the other is being fostered,

THE EXTENSION OF PUBLIC EDUCATION

THERE is a tendency to overlook the precise nature of the process known as public education. It is a common habit to think of the activities which go on in the classroom as in some essential way different from those which go on in the parlor, the office, and the shop. The imposing and intricate machinery of modern education makes it easy to lose sight of the fact that nothing is done within the school that is not done outside of the school. Children learned to understand graphic signs and to count things by means of symbols long before schools existed. In the tribal period, history and poetry were imparted to the young through the camp-fire recitals of the elders. Today boys and girls begin to pick up the three R's and to acquire something of local geography before they enter a classroom. Many boys use saws and hammers before they get into the manual training shop, and most girls do something with dishes before they enter the domestic science room. With everybody, learning begins before the school days and continues after they have passed, and even during them it goes on outside the classroom as much perhaps as within it.

Statistics show that new and varied activities have come within the environment and under the control of public education. Viewed as figures, or as so many congregations of human beings, they have little meaning. When regarded as evidence of an increase in the range and power of the most effective instrumentality for the improvement of mankind that society has ever contrived, they have an enormous significance. Do they show that lectures are held in the schools? It means that new canals have been dug to facilitate commerce in the world's stores of knowledge. Do they reveal parent-teacher gatherings in classrooms? Society is getting team-work between the home and the school. Political rallies and voting? The seat of democracy is being transferred from the back hall and the barber shop to more suitable quarters. The games of boys and girls? Childhood is beginning to receive intelligent consideration.—C. A. Perry, in *United States Bureau of Education Bulletin*, No. 655.

EDITORIALS

What Is School Extension ?

SCHOOL extension, as it is dealt with in this issue of the *EDUCATOR*, has reference to extending the work of the class beyond the schoolroom, and the work of the school beyond the school campus. It comprehends, therefore, the extending of the work, the influence, and the benefits of the school beyond the traditional four walls and the campus limits.

Two or three years ago the University of Wisconsin gave expression to the best conception of the responsibility of a school to its patrons that we have seen anywhere. It was embraced in these few words: "We regard the State of Wisconsin as our university campus." Theirs is a State university. The people's money is used to support it. The school, therefore, recognizes a responsibility to serve all the people to the best of its capacity. This university has therefore put into operation extended plans for carrying practical and cultural knowledge to the people of every occupation and class in society. It sends out special cars on the railroad for lecture and demonstration purposes. It publishes brief bulletins of practical information for distribution among the masses, so that all can become intelligent on the best up-to-date ideas bearing upon practical life.

Looking at this matter from the same angle, each one of our elementary schools may say: We regard the local community as our school grounds, and the people, especially the families in the church, as our school. The school originated to supplement the home and at its best is only a home annex, although supported by the entire church body. In one sense it may be regarded as the church annex. Such a relationship calls for the closest co-operation and a very live mutual interest between the school and the people.

Our academies may properly say that the local conference is their campus and the conference membership its school body. An academy is maintained by the people's money. It ought, therefore, to

serve the people as truly and fully as it can. It is not right that the school should serve only the few pupils who live within its doors, when all the people need a kind of service the school can give them.

Our colleges may well say that the union conference they serve is their school campus, and the conference membership their school body. There is assembled in our college faculties the best teaching talent the denomination affords. It is not right that this talent should be employed to serve only the few young men and women who register as regular students of the school, resident there during the nine months of the year. The college teachers are capable of carrying to the people a large amount of instruction and information that would be a great uplift to them. The benefits of the school ought to reach into every possible home in the union conference.

Benefits of School Extension Work

THE benefits that would result from well-conducted school extension work are many. Among the most important are these:

1. The vitalizing of the school work itself, by contact with the actual needs of the people, as touch with them is established. It is unfortunate that it is necessary for a school to be as much isolated as it is from the life of the community. It is more so in practice than is necessary. The school is to serve the home, and the more fully contact with the home can be established by the teachers and the parents, the more fully should the school work itself naturally be adapted to the needs of the home.

2. The people in the home become better acquainted with the nature of the work done in the school. The spirit of the teachers and of the class work is felt by parents and other members of the home. Often the solution of school difficulties lies merely in a clearer understanding between the school leaders and the school patrons.

3. Especially in the extension work of our larger schools the teachers can carry to the rank and file of our people instruction and counsel that will be appreciated and result in improving the home life. The people in our local churches are left for the most part without a pastor, and the leadership rests with only one or more local elders whose chief business is looking after the welfare of their own families. If teachers will go out week-ends and vacations and give practical talks in the churches, it brings encouragement and good cheer into the homes of the people and gives the teachers themselves a contact with the home and its needs that has a very wholesome reaction upon their work in the school itself in dealing with the children that come from those homes and in adapting the instruction of the schoolroom more fully to the actual needs of life.

Directing Extension Work

OUR colleges and academies have been conducting extension work for many years. Thus far very little, if anything, has been done toward organizing this work into a definite unit. Experience has demonstrated that the success of any enterprise is largely the result of organization and careful management. Realizing the possibilities in extension work and the benefits it brings to the school, the community, and the field, it seems only reasonable that it be more closely organized and more definitely directed.

If all lines of extension service were placed under the direction of one of the administration committees—the Committee on School Extension—we believe this service would develop into one of the most important enterprises conducted by the school.

Without interfering with the responsibilities of those who have charge of the separate branches, this committee would have general supervision of extension work. It would assist in formulating plans, in keeping records of work accomplished, and in giving publicity to the various lines of endeavor, thus stimulat-

ing a healthy growth and a wholesome spirit of co-operation.

In this way all work performed by missionary bands, also the lectures, demonstrations, correspondence, short courses, night schools, etc., could be brought under one general head, and made to stand out with the same distinctness as that of the regular academic lines conducted by the school.

Furthermore, a description of this branch of service should have a place in the annual calendar, thus providing information for prospective students and others interested in the school's activities.

O. M. J.

The School a Community Center

ONE form that school extension work can profitably take is the use of the school as a social center for the community. In our schools this should be especially so for the church membership. Programs can be given occasionally by the pupils of the school, not for the purpose of showing off what they can do, but rather as samples of what they actually do in the regular work of the school from day to day. In addition to acquainting the patrons and church members with the character of the work actually being done, it is a blessing to the pupils to learn to do work of this semipublic nature. Occasional rallies can be held to work up the interests of the school library or of certain school equipment that is needed. A program on the subject can be prepared and members of the church invited, asking them either to pay a small admission fee, or to leave a free-will offering.

Then when there is any issue on in the community, like temperance, Red Cross, food conservation, or food marketing, it would be an advantage to the school to make it the center of such activities. A little aggressive effort in this direction, with invitations to both the church members and their neighbors in the community, would accomplish good, and put the school work in a favorable light. The work of our schools is such that the com-

munity ought to know what is being done in it to help remove misapprehensions of its nature and methods. In short, the school should work to the end of establishing contact with the people, taking the initiative in the matter. It may be made a gathering place for a lecture when some good speaker is in the community, or for discussing civic or social questions in the community, or current topics of the day. Whatever brings the people together at the school for some good purpose can be made a blessing to both the school and the community under proper leadership.

Extension of Schools

THERE is another kind of extension that may fittingly be mentioned in this issue, namely, the extension of our schools in number and capacity. Ours is a growing work. The benefits of our own schools have been extended already to about half the young people of school age in the denomination. This is far from reaching the goal we are aiming at. The benefits of the Christian school ought to reach the entire number of our boys and girls.

School extension in the sense of extending the benefits of the school to all the people is one of the very best ways to promote the extension of the schools themselves. When the people see what a

school can do, how it can be made to serve their actual needs, and when they are made acquainted with the progressive methods that ought to prevail in our schools, they will want all the more to have their children put under this kind of instruction. The spirit is catching. Good school work almost promotes itself, for the news of successful accomplishments in any given school travels far and near, and awakens interest.

One of the very best ways our advanced schools can enlarge their student body is by this very kind of extension work we are talking about. There is no better publicity for a school than the contact of its teachers with the constituency. There is only one other agency that approaches it in serviceableness, and that is the contact of the student body with the constituency after they have greatly enjoyed a year's work at the school. It has been said that the students are the school's best advertisers. To the extent of their influence that is true, but there is a ground the teachers can cover that the students cannot to so great advantage. If extension work draws somewhat upon the time of the teachers, it has compensations to them personally that will overbalance that.

Both school extension and extension of schools are worthy of study and of being tried out.

Education Today

DR. JAMES E. GREGG, principal of Hampton Institute, in a recent address gave expression to some very practical principles of education.

He defined education as "the process of enabling a youth to become the man God intended him to be," and added:

"As soon as we grasp the full meaning of this idea of education as being the right kind of self-development, we see that a good deal that passes for education is just the imparting of knowledge, which may help or hinder.

"One thing that the best educational authorities are seeing and saying now is

that hand-training should be given to every child. . . . The majority of the people will need mechanical, commercial, or agricultural training.

"For the era of reconstruction that must follow the war, the need of sound, thorough education is even plainer. We must send more of our children to school; we must keep them longer in school; we must make their schools better,—not only by improving methods and material equipment, but by persuading men and women of more forceful, more creative personality, to do the work of teaching."

Extension Service in Universities and Colleges

BY THE ASSOCIATE EDITOR

EXTENSION service, as conducted by many leading schools of the land, marks a wholesome movement in the field of education. It represents a spirit of generous diffusion of knowledge, in contrast to the traditional exclusiveness which once had possession of many institutions of learning.

State institutions are especially active in this branch of education, with results that are mutually beneficial to both the school concerned and the people in its territory.

The ends sought in Extension Service are clearly set forth by the following statements published by a few representative institutions of learning:

The Pennsylvania State College has this motto: "Take the College of the State to the People of the State."

"The Extension Division of the University of Wisconsin constitutes the Extra-Mural College of the University."

"The object of this university in carrying on extension work is to serve the citizens of the commonwealth who are unable to attend established educational institutions, to stimulate and guide them in the pursuit of a higher and more effective education, to enable them to achieve more nearly the best things in life of which they are capable. . . . The constant aim of the regents has been to make the university the center of every movement which concerns the interests of the State; to give every man a chance to get the highest education possible at the smallest practical cost; to bring the university and the home in close touch."

"The University of Missouri wishes to bring a complete practical education within the reach of every citizen of the State. . . . The university desires to go even farther than this in its efforts to be of service to the public: it intends to interest itself in the solution of all live problems, general and local alike, to bring itself into closer touch with the daily life of the people, and to assist in

forwarding every movement which in any way concerns the interest of the State."

"In one branch the pupils come to the college; in the other the college goes to the pupils."

The methods employed in this work are many, varying somewhat in different institutions. The most important of these are given in the following outline:

Correspondence Courses.—A large number of courses are offered in Agriculture, Home Economics, and Industrial Education, each receiving college credit.

Special Courses.—The Farmers' Course in Agriculture is a popular course of addresses, demonstrations, and exercises, covering a period of from one week to ten days, designed to give busy farmers the most helpful instruction in the science of agriculture in the shortest time when they can be away from home.

The Special Dairying Course is a week's course designed to meet the needs of creamery men.

The Women's Course in Home Economics, a one week's course, is planned to give women practical instruction in home economics, including such topics as cooking, sewing, nursing, etc. It is given at the same time as the course for farmers, thus permitting the whole family to attend.

The Young People's Course in Agriculture, also a one week's course, includes lectures, demonstrations, and exercises in grain growing, seed testing, and other subjects of value to farm boys and girls.

Lectures.—The field covered by lectures is a wide one, including topics in education, geography and travel, history, political economy, sociology, business administration, literature, physical sciences, engineering, forestry, physical training, etc. The lectures may be given in series, or as single numbers. They are given at centers in connection with the local Y. M. C. A. or church associa-

tions. Credit is allowed for this work.

Night Schools.—These and apprentice schools are maintained in many industrial centers, thus giving opportunity for workers to increase their general education or become more efficient in their special trade.

Farmers' Week.—This is described by the Ohio State University as follows:

"Throughout the year almost every farmer has some contact with the university, either by having a son or daughter attend the institution, or through the Extension Service by means of the farmers' institute, extension school, or boys' and girls' club work. It is pleasing, therefore, to note that such large numbers of rural folk take time to spend a week at their College of Agriculture, to mingle with each other, to learn more about the institution, and to attend the many special lectures and demonstrations planned for them during Farmers' Week."

Farmers' Institutes.—Two- or three-day institutes are held in various parts of the State. Special instruction is given for the purpose of improving methods in farming and home-making.

Neighborhood Clubs.—Clubs are organized for the discussion of topics of interest, also for demonstrating improved methods.

Holiday Demonstrations.—During the holiday vacation numerous universities turn over their entire equipment and faculty to the farmers, road supervisors, and housewives of the State, for their instruction. These demonstrations are usually held during Farmers' Week.

County Agricultural Agents.—Agents instructed in agricultural methods are appointed for each county, and devote their time to giving instruction and demonstrations, also in organizing the rural interests and forces.

Movable Schools.—Movable schools of agriculture and home economics spend from two to five days in a community, giving practical instruction in farm and home problems.

General Information and Welfare Bureau.—This department becomes a clear-

ing house which receives information and inquiries, and passes out to the public helpful suggestions and valuable items of research. It works through bureaus of municipal reference, civic and social centers, health instruction, community music, visual instruction, etc.

Boys' and Girls' Clubs.—Clubs are organized in communities, gathering in the boys and girls between ten and eighteen years of age. Through these clubs the young people are taught in a practical and forceful manner the essential points in agriculture and home economics. Each member is encouraged to carry on some definite project or line of investigation.

Publications.—Circulars and bulletins are published, giving reports on extension work, also giving information and answering questions on soils, crops, orchards, live stock, home making, etc.

Debating and Public Discussion.—Under this department an intelligent interest in social, educational, and political problems is maintained by the distribution of bulletins and loan libraries for debating societies, school and library boards, literary societies, also farmers', women's, and business men's clubs, etc.

County and State Fair Work.—The county or State fair offers special opportunities for the departments of Agriculture and Home Economics to give publicity to their extension enterprises. Here hundreds and thousands of people become interested in this work by means of demonstrations, exhibits, and publications.

From the foregoing paragraphs it will be seen that School Extension represents a high type of educational service. Its aim is that of bringing the school's most practical instruction into every home, farm, and enterprise. To this end it employs every legitimate and effective means of intercourse between school and public. It makes possible a more perfect realization of the school's highest ideal,—that of becoming the center from which emanate influences that develop and direct the intellectual, social, and economic life of the community.

Extension Service in Our Schools

The following reports give a fair representation of the Extension Service being conducted in all Seventh-day Adventist schools.—Editor.

Lancaster Junior College

M. ELLSWORTH OLSEN

IN Lancaster Junior College our chief enterprise thus far during the present school year, in the direction of school extension work, has been the conducting of an evening school in connection with the college.

We felt that there were a number of busy people in South Lancaster, some of them of mature years, who might appreciate the privilege of studying the fundamental principles of our faith with a view to being able to go out to their neighbors and friends and conduct Bible readings with them. Accordingly, we first started a class in Bible doctrines, conducted by the head of our Bible Department, Prof. H. S. Prenier. With a little effort, we were able to enroll nearly twenty in this class. Students are still coming in, so we shall have a larger enrolment before long. Secondly, we are conducting two classes in practical nursing and hydrotherapy, under the direction of Mrs. Harmon Lindsay, a graduate nurse. Our third subject is first-year Spanish, taught by Mrs. Prenier.

The classes in Bible doctrines and hydrotherapy each meet twice a week. The Spanish class meets three times a week. In all these classes the students are taking hold with interest and enthusiasm and are doing good work. We feel that these evening classes are exerting a strong influence for good in the community. Our present enrolment is about fifty, and others are coming in from time to time.

Our Harvest Ingathering experience brought a great spiritual uplift to the school. On the first day our students and teachers brought in over \$600. The second day being Friday, we were not able to do so well, but all told, we took

in about \$900. On the evening of the first day we all gathered in the assembly-room and had an experience meeting. It was a most inspiring occasion. Some of our youngest and most inexperienced students had done wonderfully well, because they had taken hold with a will and the Lord had blessed them. Some who had never before had any part in the Harvest Ingathering went out and enjoyed remarkable success. We were all brought to realize anew the great fact that our schools are carried on for the express purpose of preparing workers, and all around us are great multitudes who need our help.

During the influenza epidemic our students were able, not only to lend their assistance to a number of families in great need, but also to demonstrate in a practical way the superior advantages of our rational methods of treating the sick. These opportunities of making the influence of the school felt throughout the neighborhood were faithfully used.

Emmanuel Missionary College

FREDERICK GRIGGS

I HAVE been requested to say a word with reference to the activities of Emmanuel Missionary College in its school extension work. Owing to the fact that the school has been badly broken up by the influenza and other hindering causes, I can do little more than tell of our plans.

Last year the school raised approximately one thousand dollars during the Harvest Ingathering campaign, but owing to the unfavorable conditions for soliciting this year, at the time our school was closed in October plans were perfected for a series of evangelical efforts in the near-by neighborhoods.

Heretofore, Emmanuel Missionary College has accomplished an excellent work in bringing to men and women a knowl-

edge of the truth. We are endeavoring to broaden and strengthen this line of our work as should be the case, owing to the increasing importance of our message. We are planning to send out companies of our teachers and students to the churches in the Lake Union Conference, to set before them the principles taught in our school. Health and temperance, Christian education, and other lines of study will be presented. I believe that these lectures and studies will be the means, not only of educating the people throughout the Lake Union Conference, but of interesting other young men and women in our college. Our students are carrying on Christian help work in the distribution of necessary supplies to those who are in need, also in the care of the sick.

It is the purpose of Emmanuel Missionary College to extend the influence of the school as rapidly as possible, not only in its immediate community, but throughout the entire Lake Union Conference.

Southern Junior College

THE following items from a recent letter written by F. W. Field tell something of the extension work being conducted by Southern Junior College:

"During the last school year openings were found in three different neighborhoods within easy reach of the college, and public meetings were conducted by students and teachers. In one school-house only a few meetings were held. They were discontinued after the close of school on account of press of work and shortage of workers during the summer vacation.

"In another locality meetings were held even during the summer vacation, with the result that one young woman was baptized and has united with the church. The interest is still good, and we plan to continue the effort this year.

"In the third locality perhaps the largest interest has been aroused. Meetings were held there regularly last winter, and one family accepted the Sabbath and kindred truths. This family became regular attendants at our Sabbath services. Now another family of three adults is keeping the Sabbath, and they desire more light on the Bible. During the past summer a Sunday school was conducted at the meeting place, with an attendance often reaching sixty. A good interest in this neighborhood continues.

"Something has also been done by our students in the holding of Bible readings in Ooltewah, and in the country near the school."

Schools and Epidemics

THE recent epidemic of influenza which swept over this country has doubtless awakened earnest thought among the members of our school boards and faculties. There is still considerable diversity of opinion as to how a school can best adapt itself to such scourges. The following letter from the normal director of Union College, relates the experience of one of our schools with scarlet fever, and contains some very interesting and helpful suggestions on how to handle an epidemic:

"DEAR EDITOR: I have been thinking for some time that you would be interested in the experience which we had in

connection with a scarlet fever epidemic last year. The disease first became epidemic in the village and public school, and later cases developed in the church school. The public school board immediately took the matter under consideration, and decided to close the schools. When it became evident that the church school would not escape, the church school board gave the matter consideration and in council with Dr. Lovell, decided that we would not close school, but that we would institute a very careful daily medical inspection of the school. We were very fortunate in having the Nebraska Sanitarium near at hand, and

its directors were glad to let some of their nurses assist in this inspection for the experience which they would gain.

"The first day the doctor, assisted by the nurses, gave each child in the school a very careful examination. The doctor and nurses were stationed in a small room, and the children were sent in to them a few at a time. All doubtful cases were sent home for the day, and were asked to report the following morning. It took the doctor about three hours the first day to inspect the whole school of about one hundred children. The next morning the nurses themselves made the inspection, under the supervision of the doctor. After this the nurses were able to carry on the inspection morning by morning; and as each nurse inspected the children from a different room, the inspection was soon over, taking generally from twenty to forty minutes.

"We were all well satisfied with the plan, and feel sure that the children were better cared for, and that the disease was more easily controlled, and also that there was less danger of contagion, than there would have been had the children been out of school.

"There has been considerable controversy among authorities as to whether or not schools should be closed during epidemics, and I suppose there is much good argument on both sides of the question. However, I find myself favoring, very strongly, the plan of continuing school, and instituting careful medical inspection. I feel that this accomplishes a great deal more than would be done by closing the school, unless stores, post offices, office buildings, etc., were also closed.

"Very sincerely yours,

"[Signed] MILTON P. ROBISON."

School Activities

M. ELLSWORTH OLSEN

THE social activities in our training schools have a large place in the hearts of the pupils, and do not a little toward the molding of character. It is therefore advisable for the principal and his ablest associates on the faculty to give careful thought to such matters.

In Lancaster Junior College our general policy has been, on the one hand, to avoid cheapness and frivolity, and on the other to be careful not to make such entertainments so strongly educational that they would seem to be almost like a religious meeting. We want to give our pupils a good time, and yet keep them on safe ground. I believe it is possible to have social gatherings that will develop the social instinct along helpful lines.

Sometimes an evening devoted to a discussion of current topics is greatly enjoyed by the students. A leading part in such a program could be taken by the history teacher. Good music would help to give variety. The departure of some student for a foreign field gives oppor-

tunity for a program, which can be bright and interesting, and at the same time deeply spiritual in its appeal to the young people. We ought to make much of such occasions. Celebrating the dates of certain outstanding events in the history of our denomination and in the history of world missions will furnish occasions for social gatherings of a helpful kind. An evening can be given now and then to various types of music. If there is a series of musical evenings, the last of the series should preferably be an evening devoted to sacred music. Sometimes an old-fashioned spelling match is found to be both lively and interesting. It helps to put new life into the spelling classes.

In general, social gatherings in our schools should be of such a character that the most earnest and zealous students would feel that they had not wasted their time in taking part in them, while the less earnest ones would know that they had had a good time.

What the College Stands For¹

It may be worth while for the college to have somewhat definitely in mind what it means to a man to *realize the best possibilities of his nature*, and so remember that the college should have some real part in helping a man to that realization — in producing a man physically fit, a man of decision of character, a self-mastered man, a thoughtful man, a growing man, an achieving man, a friendly man, a home man, a patriotic man, a world citizen, a citizen of the kingdom of God.

Is it not high time that it was recognized on all hands that the community has every right to expect, as a matter of course, from persons so privileged as the students of our higher institutions of learning, pre-eminent regard for the public good, patriotic devotion, deep concern for the inner life of the nation, and, therefore, most honest and earnest use of present opportunities, and a corresponding intelligent insight into the laws of life and obedience to those laws!

The serious work of training the leaders of the nation's life cannot be done in an atmosphere lacking *self discipline*. But the colleges frequently do not give that impression. I am no pessimist nor kill-joy. But there is call, I cannot doubt, for a new Puritanism in our college life. We shall not make again the mistake of asceticism,—of regarding self-denial as an end in itself,—but we shall feel that teachers and students alike ought to take on, understandingly and whole-heartedly, all that self-discipline that is valuable for the individual himself as physical, mental, and moral hygiene—all that self-discipline that, though the individual himself may not feel its need, is fairly demanded by the good of the whole community; and all that self-discipline that is further involved in the full subordination of all the lesser goods to the greater, and in the

clear recognition that a man is made for heroic service, and cannot himself be largely and finally satisfied in passive self-indulgence. Such self-discipline is no enemy of joy, but itself the condition of the largest and truest joy.

The atmosphere of the college, too, should be characteristically one of *work*. The college courses should not mean four years of "loafing and inviting your soul"—whatever that may mean. If laziness—physical, intellectual, and moral—is not the original sin, it lies, certainly, very close to the source. Frantic activity is not what is desired. Leisure is doubtless necessary to the highest results in education, but not loafing around. And only that leisure will be fruitful that has a background of work, not of laziness; of duties faithfully performed, not of duties forgotten and neglected.

A college, too, that has not permeating it through and through positive and aggressive intellectual and spiritual *convictions and ideals*, simply cannot give serious and vital content to the life of its students, nor will it have the sincere intellectual respect of the very students whom it is coddling.

Self-discipline, work, positive and aggressive convictions and ideals, moral, social, and religious leadership—these the college must show; and it will not show these characteristics in students if they do not exist in teachers. We may not ignore the law of cause and effect, if we want a sound life in our colleges.

The present world situation is certainly calculated to give the thoughtful man a new and solemn sense of the mission of the college.

Too few of our college students are thinking even enough to know themselves, to learn their own task, to make certain that they are to be no mere echoes or imitations of others.

Finally, no imperative upon the race has been felt more keenly or more per-

¹ Extracts from an address delivered by H. C. King, president of Oberlin College.

Manual Training in Our Elementary Schools

C. A. RUSSELL

THE Eden school was God's ideal. Under existing conditions the nearer we approach that ideal the more lasting the results. Our lessons from nature should be learned from her own study book, God's great out of doors. On every blade of grass, on every tinted petal, on every budding leaf, is written the name of God.

Every school ought to be so situated that the student is brought into close contact with nature.

"The cultivation of the soil is good work for children and youth. It brings them into direct contact with nature and nature's God. And that they may have this advantage, there should be, as far as possible, in connection with our schools, large flower gardens and extensive lands for cultivation.

"An education amid such surroundings is in accordance with the directions which God has given for the instruction of youth; but it is in direct contrast with the methods employed in the majority of schools. . . .

"A return to simpler methods will be appreciated by the children and youth. Work in the garden and field will be an agreeable change from the wearisome routine of abstract lessons to which the young minds should never be confined. To the nervous child or youth, who finds lessons from books exhausting and hard to remember, it will be especially valuable. There is health and happiness for him in the study of nature; and the impressions made will not fade out of his mind, for they will be associated with objects that are continually before his eyes."—*Counsels to Teachers*, pp. 186, 187.

An active Parent-Teacher Association will be happy to look after the elementary school garden during the summer vacation. This is not theory, but has been tried out. Unless some definite provision is made for taking care of the garden during this interval, it will prove anything but a credit to the school.

Success Points

AMONG the helpful items discussed and agreed upon by the recent Western Canadian Educational Council, are the following:

1. We must realize more than ever before the urgent needs of this field for workers, and the place our academies have in training them.

2. In the matter of our social relationship, there should be a decidedly spiritual influence in all our programs. Our training schools must set the example which we expect our young people to follow.

3. In financial matters each faculty member must realize the need of co-operation with the principal, and that the teachers are placed in their positions as stewards of the Lord's goods.

4. Success in our school work will come through individual touch with our students. We must show a personal interest in all their work if we expect to touch their spiritual life.

5. We should give more attention to art than we have in the past, in order that a sense of beauty and appreciation of nature may be more fully developed in our students.

6. The Bible should be the foundation of all our educational work, and should be studied as the words of God to the soul. The Bible should be given careful study from a literary standpoint as well as from a spiritual.

7. Greater interest should be stimulated in the reading of our periodicals by using them in research work and in other ways.

8. We must be careful to cultivate in our students a taste for good music.

9. Teachers should have one or two hours a week set apart as conference hours in which they may give special help to their students.

10. Much would be gained if each student had an individual program for the twenty-four hours of the day, which would include all the study, recitation, work, and other regular exercises, with a special program for Sabbath and Sunday.

11. It is essential that there be complete co-operation among the members of the faculty. While the principal is the head, yet each teacher must bear his part of the work, and should assist in bearing the burdens of the principal and other teachers.

12. The principal should have private conference hours in which he could meet the teachers alone.

13. Special attention should be given to physiology and hygiene and methods of sanitation. Ventilation must not be neglected.

14. We should realize the fact that all truth is from God, whether it is Biblical, mathemat-

(Concluded on page 175)

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*.

Which Industrial Subjects Shall We Teach?

RUBIE OWEN

In deciding which of the industrial arts we shall teach in the primary grades, let us study the following questions:

First, will this line of work contribute to the general functions of primary education?

Second, is it sufficiently rich in educational value to justify acquainting all children with its contents?

Third, does it contribute toward the development of any one of the fundamental processes of industry?

Fourth, does it relate itself to the natural activities of primary children?

The manual arts should function both as subject and method. In the primary grades they act chiefly as method, enriching and vitalizing the regular school subjects. In the intermediate grades they still operate as method, but are also taught as a subject.

In the primary grades the child is given a broad foundation in the various constructive activities where a great variety of materials is used, which gives *large opportunities* for freedom of expression. In the intermediate grades the activities find their place as a subject with some stress on technique. In the grammar grades good technique is as important as was freedom from it in the primary grades.

Initiative and creative power have been named as two of the functions of elementary education. This should be taken into account in planning for elementary activities. A common error in elementary education is to present subject matter that is unrelated to the pres-

ent experiences of the child. Primary occupations are being based more and more upon the child's natural interest and activities.

"The fundamental point in the psychology of an occupation," says Dr. John Dewey, "is that it maintains a balance between the intellectual and practical phases of experiences."

The problem of selecting subject matter for the various sections of education calls for a careful study of the fundamental processes of industry and "should be the result of the combined efforts of technical and pedagogical experts." Reduced to their lowest terms the most fundamental industries of today might be classified as those related to—food, shelter, and clothing. A broader classification, as used by Bennett, is as follows:

- a. The graphic arts.
- b. The mechanic arts.
- c. The plastic arts.
- d. The textile arts.
- e. The bookbinding arts.

"These five," says Bennett, "should be found in every course in the manual arts which extend through the elementary school period; and if cooking is more art than science, the culinary arts should form a sixth class."

Dr. Ruediger strikes the keynote of industrial teaching in his "Principles of Education" when he says:

"The general educative effect produced by the vocational courses will depend primarily on the spirit in which the work is done, for all subjects when approached from the rational and human, instead of the sordid point of view, yield social and liberal influences. The

head and the heart must be put into the work as well as the hands, and when this is done, the life-realizing value of any vocation is subject only to the tastes and capacities of the individual concerned. Any training is liberalizing that liberates the mind through insight into principles, and any training is socializing that makes the heart go out to one's fellows. Whether vocational and indus-

trial education will be cultural or not will depend far more on the teacher and the spirit in which he teaches than on any other consideration involved. To emphasize the liberal and social aspects, and to subordinate the sordid, will be more difficult here than in the general culture subjects, but we may confidently expect that our teachers will be equal to the task."

TEACHING NOTES—GRADE BY GRADE

FIRST GRADE—Anna A. Pierce

Seat Work.—Each recitation should be supplemented by seat work. If the recitation has been well conducted, it is a simple matter to interest children in carrying forward at their seats some of the things brought out in the class. The following suggestions may be used with success:

1. With black crayola make copies of new sight words on drawing paper. Pass these out and let each child cut out the word.



2. Patterns illustrating such words as apple, nut, dog, baby, etc., may be cut out and mounted.

3. With damp chalk write a word on each desk. The children can trace these words with kernels of corn or with lentils. Have yellow, red, and white corn assorted in boxes.

4. Sheets of hectographed words taken from the reading lesson may be distributed. Have the children cut out the words, piling together those that are alike.

5. For sentence building the teacher may prepare and pass out slips containing words already learned. (These words may be selected from various studies.)

6. The cutting and mounting of patterns which illustrate the reading lesson story may also be useful. This can be done by drawings.

7. For Bible seat work have the children illustrate each verse by paper cutting. The cuttings should be preserved in notebooks along with their respective verses. For example, the accompanying cuts will illustrate this:

a. Birds. Ps. 104: 16, 17.

b. Star. Ps. 33: 6, 9.

c. Book and lamp. Ps. 119: 105.

d. Buildings on hill (make lights with orange crayola). Matt. 5: 14.

e. Clouds (white clouds may be mounted on black paper). Job. 37: 16.

Have a card with each illustration. Use card when teaching the verse. Give review drill of verses by having the children turn to each page of the notebook, giving the verse that is illustrated.

The poster patterns may be used for illustrating these verses.

SECOND GRADE—Rose E. Herr

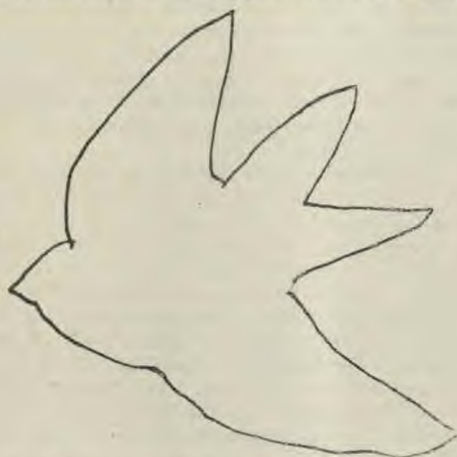
Physical Culture and Indoor Games.—The teaching of physical culture has been much neglected because of a lack of definite instruction. Teachers will find excellent help in the new "Manual of Calisthenic Exercises," by Jean B. Henry. All the grades may work together, though often it is more profitable to separate the first three grades. All that is necessary to success is faithful, regular, daily performance of the exercises described in the manual.

During these days when bad weather prevails, frequently prohibiting outdoor play at recess or the noon hour, the teacher's ingenuity and resources are taxed to provide suitable indoor games. I am therefore presenting a few of the games described in the manual, which our primary children have greatly enjoyed.

Aside from the physical exercise obtained from these games, their ethical value should be noted. Children who are selfish, desiring the conspicuous parts, may be encouraged to give

up to the more timid ones. Gentleness and fairness may also be developed by the proper use of such games.

Changing Seats.—All are seated in the schoolroom. At the command, "Change right!" all slip quickly and quietly from their seats into the seats on their right. Those in the row



on the extreme right stand in the aisle, or if the teacher so indicates, the standing row lightly run around to the row of vacant seats on the other side of the room. Should the command be, "Change left!" all must then slip into the seats on the left, etc. The commands may also be, "Change forward!" or "Change backward!" the pupils then moving forward or backward, as the command may indicate. Rapid and unexpected changes make the game more interesting and lively.

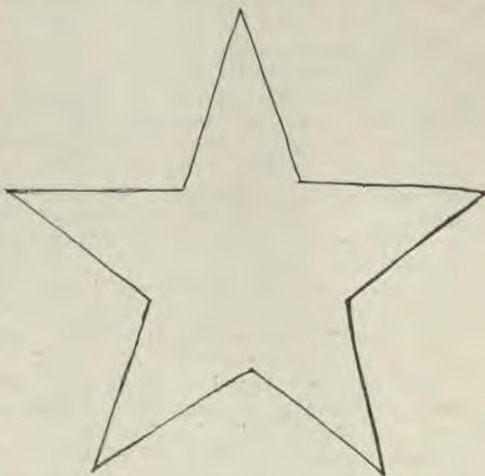
Catch the Squirrel.—One pupil is chosen for the squirrel. All the others are in their seats, with their heads bowed forward resting on their arms. Each, however, leaves one hand outstretched and open. The squirrel, who carries some small object, supposedly a nut, runs stealthily around the room, up and down the aisles, and drops the nut into one of the open hands. The pupil receiving the nut immediately rises from his seat and tries to catch the squirrel before he reaches his own home (his seat). If the squirrel reaches his nest in safety, the one who holds the nut takes the place of the squirrel, and the other pupil returns to his seat. All may awake to watch the chase.

Lost Child.—One child in the room is either blindfolded or sent out of the room. Another child is then asked to leave his place and hide. The others now change their seats, after which the first one is unblinded or called back, and he tries to tell which child is missing. If he guesses correctly, both he and the child who is hiding take their seats and two others are chosen to perform. If the child who guesses is not successful, he may try again.

Last Man.—All but two players are in their seats. Of these two odd ones, one is chosen for

the runner and the other for the chaser. The object of the chaser is to tag the runner, who, when he is tagged, immediately becomes the chaser, and the original chaser must then run or be tagged. When, however, the runner finds himself in danger, or at any other time when he so chooses, he may save himself by stepping to the back of any row of seats and proclaiming, "Last man." This is a signal for the one in the front seat to flee, for he now becomes liable to tagging, and the chaser must center his efforts on this new runner. As soon as the runners are out of the aisle, all in that row move forward one place, making room for "last man" in the rear seat. Those in the front seats need to be on the alert, since they may be compelled to run at any minute. All should be careful to keep their feet well under their desks so no one will be tripped.

Wall Tag.—The children should all be seated, with an equal number in each row of seats. The play begins when the teacher or leader gives the signal, at which the last child in each row leaves his seat, runs down the aisle, and touches the front wall. Just as soon as the runner is out of the aisle, all the other children in the row move backward one seat, leaving the front seat vacant for the one who is running. As soon as the runner has touched the wall, he returns to the vacant front seat. When he is seated, he raises his hand high, which is a signal for the next one in the back seat to run. So the game continues, until the one who occupied the front seat at the beginning has run



and returned again to his original seat. The row wins whose players are first all thus transferred.

Imitation.—The leader, who stands in front of the class, says, "I say, Stoop," and instantly he himself stoops and rises, the class immediately doing as he did. The leader may continue with a number of rapid commands, such as, "I say, Rise on toes," "I say, Bend

the knees," etc., each time performing the exercise and the class instantly following. He may say, "Stoop," without saying, "I say." At such a time any pupil who thus thoughtlessly performs the exercise must change places



with the leader, and give the commands until he catches some one else in a similar way.

The leader may also surprise the other players by saying one thing while he himself executes some other movement. Whenever any other player does what the leader does instead of what he says, he must become leader. Almost any gymnastic exercise may be given in this game.

THIRD GRADE — Hazel Gordon

Language.—Language lessons this month may be made interesting by weaving into them something from the lives of three great men whose birthdays are in this month — Abraham Lincoln, George Washington, and Henry Wadsworth Longfellow.

For picture studies we may have Washington Crossing the Delaware, Washington and Lafayette at Mount Vernon, Washington at Trenton, Washington Resigning His Commission, portrait of Lincoln, portrait of Washington, Longfellow's home, and Longfellow's daughters.

Read to the class the story of Little Blossom and President Lincoln, then have it told by Blossom, by the President, by Bennie, by the mother, and by Father Owens. These stories as told from the different viewpoints will be intensely interesting.

Lincoln's advice to Stanton would make an excellent model for a review in punctuation:

"I believe I'll sit down," said Stanton, "and give that man a piece of my mind."

"Do so," said Lincoln; "write him now, while you have it on your mind. Make it sharp, cut him all up."

Stanton needed no second invitation. It was a bone crusher which he read to the President.

"That's right," said Abe; "that's a good one."

"Whom can I send it by?" mused the secretary.

"Send it," replied Lincoln, "send it! Why, don't send it at all. Tear it up. You have freed your mind on the subject, and that is all that is necessary. Tear it up. You never want to send such letters; I never do."

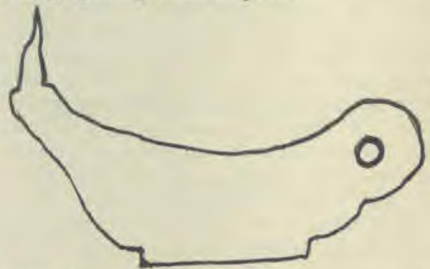
Sometimes children are so apt to think of Washington merely as the boy who would not tell a lie. Have them look up and report to the class stories and incidents in the life of Washington which reveal his wonderful character. An excellent example is found in his request issued after the surrender of Cornwallis in 1781: "My brave soldiers, let no sensation of satisfaction for the triumph you have gained induce you to insult your fallen enemy. Let no shouting, no clamorous huzzing, increase their mortification. It is sufficient that we witness their humiliation. Posterity will huzza for us."

The following little anecdote is amusing, but it surely proves some of Washington's finer sentiments and his true greatness:

Washington, one day, came across a small band of soldiers working very hard at raising some military works, under command of a pompous little officer, who was issuing his orders in a very peremptory style indeed. Washington, seeing the very arduous task of the men, dismounted from his horse, lent a helping hand, perspiring freely, till the heavy object was raised. Then turning to the officer, he inquired why he too had not helped, and received the indignant reply, "Don't you know I'm the corporal?" "Ah, well," said Washington, "next time your men are raising so heavy a weight, send for your commander-in-chief," and he rode off, leaving the corporal dumbfounded.

Get a picture of the "Village Blacksmith." Have the children tell stories about the village blacksmith, then read Longfellow's thoughts on "The Village Blacksmith." Have this poem memorized. Be sure to have a large number of selections from "Hiawatha" both read and studied.

Spelling.—In the spelling lists we usually find only two or three words that are new to the children. Be sure to teach each of these words. I have found the following steps in teaching spelling most helpful:



1. While writing the word, pronounce it distinctly.

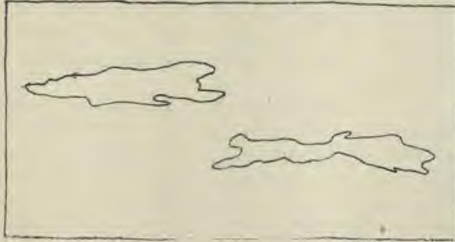
2. Develop the meaning by calling for sentences.

3. Divide the word into syllables. Call on the pupils to spell orally by syllables. Have them indicate what part of the word presents difficulties, or whether the word contains parts they already know.

4. Have the pupils write the word on practice paper several times, spelling it audibly as they write.

5. Allow the class a moment in which to look at the word again, and then have them close their eyes and try to visualize it, or use any other means of a similar nature. Have considerable repetition, both oral and written.

After the new words of the day's lesson have been studied in this way, write on the black-



CLOUDS

board the new words and several review words. Allow the class three or four minutes for studying independently the whole list, suggesting that each pupil emphasize the words which seem most difficult. This time should be limited so that each pupil will pay close attention. Call upon pupils individually and in concert to spell the whole list without looking at the board. Refer them to the board again when they hesitate.

This month I would have all spelling papers cut in the form of a log cabin or a hatchet, and the words written neatly on these. Tell them that only one-hundred-per-cent papers will be finally placed in the hatchet or log-cabin book.

Arithmetic.—Sometimes, to aid in rapid calculation in arithmetic, we play, Morra, an old Roman game. It is both interesting and helpful.

A group of children stand or sit in a circle. At a given signal each extends all or any of his fingers. An immediate estimate is made as to the total number. Then all are added to see who are nearest right. In counting fingers do not count one finger at a time, but count by groups of fingers. For instance, Mary holds out four fingers and John five; four and five are nine and three are twelve, etc.

Reduce arithmetic to play and to games as much as possible. Sometimes a bean bag thrown and caught by teacher and pupils as combinations are called and answers given, makes an arithmetic period pass with very much interest and profit. Three minutes spent each day in a rapid drill on combinations will work wonders in improving both speed and accuracy.

FOURTH GRADE—Sydney Bacchus

Bible.—To accompany the story of the plagues, let the class keep a chart to be filled in as each lesson is studied. Show the purpose of God in each of the plagues. The notes in

these lessons are very helpful, and should be carefully read by each pupil.

Drill the students on the facts of the Passover. Teach what each symbol represented. Select portions from "Patriarchs and Prophets" for special study. On a large map trace the journey of the children of Israel. This should be faithfully followed each day, and should be reviewed frequently. It is a good plan to let some child each day relate the story from its beginning. Pictures illustrating the events that occurred at the different places on the journey may be found in back numbers of the *Sabbath School Worker*. These may be pasted on the map in their order, thus aiding the children in forming a mental image.

Spelling.—The main point in teaching spelling is to lead the pupil to see clearly the picture of the word. Any device, however good or interesting, is of little value unless the pupil has learned to see. "Repetition is the mother of wisdom." This is especially true in learning to spell. In assigning the spelling lesson, emphasize the following points:

1. Pronunciation of words.
2. Attention to hardest words.
3. Silent letters and difficult parts of words.

This month the spelling booklets may have a shield for a cover, or a small picture of Washington or Lincoln may be pasted on the cover.

Reading and Language.—Pupils in the reading class deserve our sympathy. Especially is this true in the lower grades. We sometimes expect too much of the pupils and leave them to prepare their reading lessons without the necessary assistance. Try to make each pupil feel that he has a message for the class, and that he is not reading merely for himself. Let



CITY ON A HILL

three or four pupils stand in the front of the room, and when they are through reading, let those who are seated offer suggestions on position, expression, etc. Do not fail to commend the good points exhibited.

In the language work give attention to contractions and plurals. Biographies of Washington and Lincoln, both oral and written, may be utilized. Stanzas of our national songs should be thoroughly learned this month.

Arithmetic.—In taking up long division, show the similarity between this and short

division. Let pupils work problems in short division, but set them down in the form of long division.

Write the following steps on the board:

1. Divide.
2. Multiply.
3. Subtract.
4. Bring down next figure.

Allow these to remain on the board for some time, thus aiding the pupils in the different steps of long division. Pupils often waste much time in determining the number to be placed in the quotient. Show them how to estimate the number of times an approximate divisor is contained in the approximate dividend. For example, in $176 \div 32$, estimate the number of times the approximate divisor, 30, will go into the approximate dividend, 700.

Nature.—If February is a warm month, have pupils bring twigs of different trees and place them in warm water.

Observe the noon shadows. Look for the first signs of spring. Note the shedding of heavy coats of animals.

The last chapters in the book may be studied now, while the chapter on "Plants" is more suitable for springtime.

Fifth Grade — Hazel Philips Treible

Arithmetic.—Why is arithmetic a bugbear to so many children? If a child is asked to tell what his favorite study is, he will seldom answer "Arithmetic," but will declare that he just "hates it." When analyzed, the trouble seems to be a lack of understanding of what the subject involves. The child will ask, "Shall I multiply, or divide?" or, "Do you do this one just like the last one?" If the child is taught to analyze his problems and decide just what he wishes to find out and write down each statement (and these points should be emphasized from the very first), he will find that half his troubles are over.

This analysis of problems with, of course, the continual drill in addition and multiplication, will give the pupil's mathematical tendencies a "square root" in life, and be the necessary foundation for all his future work.

A permanent blank notebook, with the work carefully graded, to be placed on exhibition in the spring, is an incentive to neat and careful work.

Nature.—Since the child has made a start in nature study in the fourth grade, and the fifth grade is merely an enlargement of the previous year's work, I have found that some simple devices help to keep up the interest. In the study of the continents a large map drawn on the blackboard with a daily marking in colored crayon of the various places studied, will prove valuable. At the same time each pupil should work up a map corresponding to this one, and after all the continents are studied, let him make a booklet with covers of

wall paper taken from a sample book. Have the children prepare a scrapbook for items of interest concerning the nations and countries they control, also including clippings, pictures, and accounts pertaining to our mission stations. Accounts of earthquakes, famines, fires, battles, etc., recorded in newspapers, which may occur at the various places studied, will make a lasting impression if put in the scrapbook. Old Harvest Ingathering papers make another good source for scrapbook material.

This work may be continued through the year. A spelling match on the map questions as each continent is studied is also interesting and profitable.

After the continents are all studied, have the children dramatize them. One child, or several together, may represent a continent and relate the important facts about its rivers, lakes, mountains, people, etc. The stories of the continents found in the third-grade readers might be used as examples of the conversation. Let them show script employed by different nations—Chinese, Egyptian, French, German, Spanish, etc. Each continent may also be represented by the flags of its nations. Let the children draw and color the flags as they are shown in the dictionary. All this will be of great value in making the study of the continents something alive and real, rather than abstract book information.

SIXTH GRADE — Sara K. Rudolph

Bible.—The third period of Christ's life contains the most beautiful lessons. A number of these are given in more than one of the Gospels. The class may be drilled in finding the different parables or in telling quickly where they may be found. Such drills, either written or oral, may be given at the end of each week, by way of review.

Nature.—"Variety relieves the monotony which steals like the dry rot into the same formula administered day after day. Variety keeps alive the interest, encourages investigation and research." It seems that no greater variety is found anywhere than in nature study. The body is a wonderful mechanism, and supplies endless subjects for discussion and investigation. The first lessons in the nature book present a beautiful comparison between the temple service and the processes that take place in the temple that God has given us to dwell in.

Many of the lessons found in the textbook are too difficult for a sixth-grade pupil. In order to help your pupils to get the most out of these, give questions covering the important points in the lesson, using a portion of the recitation period in explaining such parts of the lesson as are not understood. These questions may be used later for reviews.

Language.—Most of the time this month can be given to analyzing. After reading the sentence, state what kind it is, and point out

the complete subject and predicate. Then name the simple subject and predicate, and specify the modifiers of each. Explain the difference between the complete and the simple subjects and predicates. The following definitions may be copied in the language notebooks:

A modifier is a word or group of words added to another word to change its meaning. Adverbs and adjectives are modifiers. Adjectives usually modify by showing *what kind, which one, or how many*. Adverbs usually modify by showing *how, when, or where*. See the Reader for the definition of a phrase. Phrases derive their names from the kind of work they do, as adjective and adverbial phrases. This form may be used in parsing modifiers:

Beautiful snowflakes fall softly.

Beautiful is an adjective used to modify the meaning of the noun *snowflakes* by stating the kind of snowflakes.

Softly is an adverb used to modify the verb *falls* by telling how the snow falls.

Suggestions: Analyze sentences from every lesson studied, even those from arithmetic. A child who can analyze the sentences that make up his arithmetic problem will have little difficulty in understanding the problem. Change adjectives into adverbs, and vice versa, as, soft, softly, quiet, quietly, etc. Also supply a word for each to modify. Change phrases to words, as, flakes of snow, snowflakes; dewdrops of pearl, pearly dewdrops, etc.

Composition.—In the textbook nothing has been written about the use of proper stationery, good black ink, and legible penmanship. These points may be emphasized by placing side by side on a large display sheet samples of desirable and undesirable forms. Sometimes you can obtain from a stationer specimens of writing paper, cards, and envelopes, with instructions concerning the proper occasion for using each size. Leave these on exhibition in the classroom long enough to cultivate the pupils' taste, and encourage them to strive to attain some degree of proficiency in writing. A little time should be spent in writing invitations to a party, a dinner, a picnic, or a school entertainment, and answers of different kinds.

Secure a picture which includes three or four persons, and spend some time studying it. Have the class write the story the picture suggests to them. Write in the form of a conversation an imaginary incident concerning the characters in the picture. Make each speech a separate paragraph. Watch the quotation marks, and avoid the use of the word "said" when referring to the statements of the speakers.

SEVENTH GRADE—O. M. John

Manual Arts.—In many of our schools the teaching of manual arts is greatly handicapped by the lack of proper equipment. It is hoped that the day is not far distant when every

school will be equipped with proper apparatus, and when every teacher will have a thorough preparation for teaching this important subject.

In the meantime, however, every school can secure some equipment and every teacher can have sufficient preparation to make this work of value and interest.

Home Projects.—In a large number of schools, home project work is successfully carried on in connection with vocational subjects. A "project" is any definite piece of practice work carried out over a period of time sufficient to give definite and complete results. Thus, under home projects would come any definite assignment in gardening, farming, poultry raising, housekeeping, cooking, sewing, etc. To make this work profitable, definite instruction should be given the student as to how to conduct his project, and results should be recorded and handed in to the teacher. By following this plan every school may have an extension laboratory in the home, garden, or farm of every student.

The United States Department of Agriculture offers the following suggestions for project work:

1. The plan for work at home must cover a more or less extended length of time.
2. It must be a part of the instruction given in the school.
3. There must be a problem more or less new to the student.
4. Parents and pupil should agree with the teacher on the plan.
5. The work should be supervised by a competent person.
6. Detailed records of time, method, cost, etc., must be kept.
7. A written report based on the record must be handed in to the teacher.

With a little thought this work can be adapted to every school. The benefits of project work are many. It gives a practical touch to the technical training of the schoolroom. It vitalizes home duties, by elevating them, in the student's mind, to the rank of class subjects. It unites the home and the school by awakening an interest on the part of the parents and securing their co-operation in the project.

EIGHTH GRADE—Myrtle E. Schultz

Geography.—In many respects geography teaching in the upper grades is identical with that in the lower grades. In the lower grades, life conditions, especially the industrial, should be studied. Work from effects to causes, from responses to controls. In the upper grades, however, the process should be reversed. Study physical conditions with care, then life conditions, culminating in the consideration of commercial relations, seen as consequences of physical controls. Much of the work in the lower

grades is inductive, in the advanced grades deductive. If the principles of geography have been well taught, the children should be ready to tell the responses. They should arrive at the conclusion that certain industries will naturally thrive because of certain controls.

In studying industries in the upper grades, the view should be broader and the work less detailed than in the lower grades. Thus physical geography, for example, states the determining causes of existing life conditions, and presents problems full of interest and worthy of solution. Many times a whole region can be studied by solving one real problem. This helps to relate facts so that they may become permanent possessions of each pupil.

To illustrate the points mentioned, I will state a few problems:

1. What does Alaska mean to the United States?
2. How does South America stand in regard to raw materials? Why does it import manufactured goods?
3. Why has the Atlantic Ocean been so great a thoroughfare (previous to the war)?
4. What do you predict for the future of Australia?
5. Why is New England a great industrial center?
6. Why are the Middle States a great mining center?
7. Why is lumbering one of the great industries in Maine?
8. Why has Pike's Peak become a summer resort?
9. Can the English colonies in South Africa be of as much value to England as Canada (after studying Canada)?

10. What effect has the war had on such industries of the United States as manufacturing, agriculture, etc.?

11. Why are famines so prevalent in India?

12. How has man conquered the deserts of the West?

13. Why have so many people come to America, and why have so few left it (up to time of war)?

14. Tobacco used to be grown almost exclusively in the Southern States, but now it is grown extensively in the Northern States as well. Why has this change come about?

Think of all the items that may be involved in solving the eleventh question — climatic conditions, nature of surface, poor soil, unfavorable winds, inability to obtain sufficient water for irrigation, occasional floods, destructive insects, density of population, lack of knowledge of farming, indolence, lack of foresight and thrift, lack of adequate means for transportation and communication.

In solving the fourteenth question the following points are suggestive:

1. Change in climate in either South or North.
2. The South needs land for cotton.
3. Better facilities for manufacture and transportation in the North.
4. Cheaper to raise it in the North than to ship it from the South.
5. Increased demand for tobacco.
6. Change in economic conditions in the South due to the Civil War.
7. People of the North have learned how to cultivate tobacco.
8. Possibly a better quality can be grown in the North than in the South.

The Training of Teachers

A RECENT letter from one of our superintendents expresses ideas that are worth thinking about, and we pass it on:

"While I am writing about church schools, there is one thing I should like to mention in regard to our Normal training. Somehow it does not seem to me that our present method of training church school teachers is a real success. I have found, both here and in other conferences, that teachers who came to us highly recommended, and who had been considered first grade in their practice teaching in the Normal school, were all at sea when it came to actually conducting a church school of six and eight grades. They could teach two and three grades to perfection, but how to manage an eight-grade school with one and two pupils in a grade was more than they could do. Some flounder through the year the best they can, and refuse to take a school again that has more than four grades; some stop teaching; some go

to teach public schools; and some keep on trying and protesting that it can never be done any better.

"It seems to me that if one of the rooms in our Normal schools could be used for a demonstration-room, containing the whole eight grades, one, two, and three in a grade, none of the grades more than four or five, and the whole school not larger than twenty students; and if this room could have one of the very best critic teachers to do the teaching, while the Normal students took notes and made observations, it would really be of more actual advantage to the prospective church school teachers than the present plan is. One day's teaching of such a school, under such a teacher, would accomplish more for a girl than a week of teaching one grade off in a nice little recitation-room alone. What church school in our conference has a nice little recitation-room where the teacher can take one class at a time to recite? There seems to be a link missing somewhere."

HOME EDUCATION

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

Training Little Children

Seventeen Rules for Mothers — They Will Help Over Many a Hard Place

MRS. GERTRUDE H. CAMPBELL

Suggestions by mothers who have been kindergartners. Issued by the United States Bureau of Education, Washington, D. C., and the National Kindergarten Association, 8 West Fortieth St., New York.

MANY mothers have asked me, "Do you find that your kindergarten training really helps you when you are dealing with problems in your home?" My answer is invariably, "Yes."

Two years of thorough and stimulating training in Froebel's wonderful methods for teaching little children, and several years of trying to put those methods into practice, could not fail to give a mother a more intelligent and spiritual grasp of the meaning of her children's activities.

Thinking back over the past years I have been trying to formulate some of the practices that have helped me over the hard places, and offer the following to the mother who wishes to make of her children's early years a period that they and she will remember with great joy.

1. When it is necessary to restrain a child from doing something wrong or harmful, always suggest something else he may do. Never issue a "don't" without proposing a "do."

2. In giving a child permission to play, take care that his activities do not develop into license. For he will be happier if some limitations are imposed to test his powers and help him concentrate. For instance, if he is playing with blocks or cutting from paper, giving him permission to do anything he pleases often results in aimless or destructive activity. Some suggestion from the mother to make something — to furnish a house, for instance — stimulates and directs his mind, while leaving him free to express himself.

3. Before a command is given always consider whether it is going to raise an

issue. If a child refuses to obey, do not always insist upon implicit obedience; your command may not have been an entirely wise one. Punish for disobedience, if necessary, but do not raise avoidable issues. "Breaking a child's will" is cruel and most harmful.

4. When a child is naughty, always be sure that the cause is not a physical one, for fatigue and hunger come easily to little people. Many problems that are unsolvable before a meal are no longer problems afterward.

5. Try to follow your children's activities and to understand the instincts and inner laws from which they proceed. View what they do in the light of your intelligence and of your spirit. Such a habit of watchfulness and care prevents nervous irritation, and enables you to enter into and to encourage sympathetically activities which are pleasing.

6. Be consistent in what you approve and disapprove. Do not one day, because you are tired, reprove a child for something he has done, and the next day ignore the same thing because you are rested.

7. Answer questions truthfully. A child's mind does not always crave details. Give him only broad statements. Build a strong foundation of truth, to which details may be added later. As regards the vital question of the origin of life, be careful not to give the child more than he asks for. Do not force your buds to open too early. The life of flowers and birds is analogous to human life, and will tell you how to answer this question in a manner that will both satisfy and interest.

8. Avoid useless negations. If there is no real reason why a child should have his requests denied, do not deny them.

9. In regard to children's interruptions, consider whether what they want you to do is not more important than the special activity you had planned for that moment. In the last analysis, why do we mothers exist at all if not to give of our best to our children and to meet their needs as they show themselves?

10. The care of a child's body is important, but it should not monopolize the mother's attention at the expense of mind and spirit.

11. Cultivate a sense of humor in yourself and in your child. It is wonderful how many trying situations may be relieved through this means.

12. Show a child the same respect you would a grown person. What a child resents most in being struck is not the pain, but the insult to his pride.

13. Do not leave your children largely to the care of nurses, however conscientious or seemingly intelligent they may be. Nurses minister mostly to the physical needs of little children, and the time soon comes when they are no longer necessary for this purpose. Then it may be too late for the mother to build the bridge of sympathy between her children and herself. Moreover, it is in early years that the child is most impressionable and that a mother's influence may count for most.

14. Do not threaten. Make punishments slight, but see that they always follow the offense. Their effectiveness depends upon their inevitability, not on their severity. A child keeps his fingers from the flame because he knows it will always burn him.

15. A child that is occupied is always a good and happy child. For outdoors, try to have a sand-box, a swing, a garden and garden tools, and let this be a spot where the children hear the word "don't" as seldom as possible. For indoors, provide modeling clay, paints, a soap-bubble outfit, blocks, crayons, colored paper, blunt scissors, colored wooden beads, shoestrings for stringing and pegs for peg boards. (Beads, pegs, and peg boards may be procured from Milton Bradley Company, Springfield, Mass., or E. Steiger & Co., 49 Murray Street, New York. Both companies will send catalogues upon request.)

16. Since you are constantly supplying your child with mental and spiritual food, see that your own mind and spirit are kept renewed and inspired by good books, fresh air, poetry, change of scene, stimulating companionship, good pictures, and music.

17. And remember, your child came to you with the divine spark. He is for you largely to make or mar.

Please pass this article on to a friend, and thus help Uncle Sam reach all the mothers of the country.

Avoid Doing Business on a "Hunch"

THE good old-fashioned American method of doing business on a "hunch" will not do for the future. We have seen many a business concern dashed on the rocks of its own temerity. The appalling percentage of business failures in the United States is due largely to ignorance — ignorance of cost accounting, ignorance of market, ignorance of proper production methods, and ignorance of the human element composing labor. As a nation we have generally depended on luck and hustle to produce the big results

of which we are so fond. Evolution, stability, and a long look into the future have appeared to us somewhat superfluous to success on a big scale. This is not the attitude of all American concerns, of course, for there are some of national scope whose foundations are laid solidly in the concrete of study, experimentation, and laboratory research. Too many of our concerns continue to do business on a "hunch."—*Burwell S. Cutler, U. S. Chief of the Bureau of Foreign and Domestic Commerce.*

Carey the Hero

CHRISTIAN England laughed when Sydney Smith sneered at William Carey as a "consecrated cobbler," going out on a fool's errand to convert the heathen. Carey died, aged seventy-three years. He was visited on his deathbed by the bishop of India, the head of the Church of England in that land, who bowed his head and invoked the blessing of the dying missionary. The British authorities had denied to Carey a landing place on his first arrival in Bengal; but when he died the government dropped all its flags to half-mast, in honor of a man who had done more for India than any of their generals. The universities of England, Germany, and America paid tribute to his learning, and today Protestant Christianity honors him as one of its noblest pioneers.—*Anon.*

A Request

We have received a request from Prof. C. B. Hughes, the principal of our new training school in Jamaica, for a set of our Teachers' Reading Course books from the beginning of the course, as a con-

tribution to the library of the school. The purpose is to use these books in the school and to circulate them also among other of our teachers for reading. If there are any who read this notice who have books belonging to our Teachers' Reading Course for the several years it has been operating, and which they would be willing to part with, we should be pleased to have them sent to the Department of Education, this office, and we can have them shipped to the island at a convenient time with other books that may be going from the Review and Herald. We ought to help this young school all we can.

Principles of Teaching

WOULD you a child attempt to teach,
Study his nature, habits, speech.
Ere you begin to teach the elf,
Master your subject and yourself.
Make him tell you all he can;
From his knowledge form your plan.
Beginning with that which he does know,
Tell him but little, and tell that slow.
Use words that he will know and feel.
Repeat, call back, draw out at will.
Consult his tastes, help him to climb;
Keep him working all the time.
Be firm, be gentle; love is strong.
Looking to Jesus, you'll not go wrong.

—*Selected.*

What the College Stands For

(Concluded from page 163)

sistently than the demand for religious discernment and commitment. Religious faith is profoundly needed, as reason, motive, and power for all these other tasks of the race. We cannot hope that students will come into the full meaning of these great intellectual and spiritual achievements of the race without the motive power of the religious life. The sense of the permanent meaning and value of life must be built upon the conviction of an infinite purpose of good back of the universe, of faith in a heart of love in all life. We have no occasion to apologize for religion in college education. In truth, we can deal seriously and adequately with our educational task only as religion permeates the whole.

Success Points

(Concluded from page 164)

ical, or otherwise, and that in all lines of teaching effort should be made to connect all kinds of truth with spiritual truth.

15. Promptness is the most important standard for a school. Teachers must set the example.

16. Teaching should be held before the students as a very important calling. Class work should be such as to prepare the student to teach the subject he is studying should he ever be called upon to do so.

17. Academies should encourage the work of the elementary school, and reach out to assist conference workers and lay members by special courses, institutes, and visits.

18. We should constantly hold before our young people the fact that they are in school to make a business of getting a good education, and that in all their associations they should conduct themselves in harmony with the dignity of their calling.

SCHOOL EQUIPMENT

School boards should be considering their needs in the way of equipment — furniture, maps, apparatus, etc.

For suggestions, address,

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