

# CHRISTIAN EDUCATOR

A MAGAZINE FOR HOME AND SCHOOL

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No. 1

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Washington, D. C.

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# “Remember the *Educator*”

THIS is our Autumn Slogan.

It is the watchword in our EDUCATOR Campaign to

## Treble Our List

of readers. CHRISTIAN EDUCATOR has just completed the first cycle of seven years in its life. It is a fitting time to give it a new lease of strength — in content and in readers — to begin the second cycle of its service. To enlarge our reading circle we depend chiefly upon our educational officers and teachers to place this magazine in every Seventh-day Adventist home and as many other homes as possible. On our part, we have seriously undertaken to

## Treble the Value

of the magazine content. We do not claim to have done this yet, but we promise to keep pace with the growth of our list. The summer was hot and busy, but autumn is an ideal time to *push* the campaign *harder*. We must not think of stopping till we

## Reach Our Goal

Schools and families may obtain our premiums — the Globe and the Atlas — for five full subscriptions each.

Send for free campaign material to our publishers, Review and Herald, Takoma Park, D. C. And by all means do not forget to

# “Remember the *Educator*”



Courtesy Saturday Evening Post

" GIVE ME LIBERTY, OR GIVE ME DEATH "

# CHRISTIAN EDUCATOR

VOL. VIII

Washington, D. C., September, 1916

No. 1

## Is Christian Education Up to Date?

BY THEOPHILUS

IN his recent brochure entitled "A Modern School," Dr. Abraham Flexner has given us some stimulating things to think about. They are of special interest to the Christian educator because they deal with many ideas that are fundamental to the success of an educational plan that makes the building of character and ability to do service its chief aims. Moreover, some radical changes from time-honored methods and material proposed for this modern school, lie in striking parallel to reforms that have long been urged upon and theoretically accepted by the promoters of the system of Christian schools represented by this magazine.

In all honesty we are bound to admit that some of these reforms have lain dormant in printer's ink for a long time, so far as our making them, in a serious way, the working basis of our school curriculum is concerned. Among these may be mentioned the development of industrial and physical education as an inseparable part of the daily program, the elimination of subject matter not essentially pertinent to the chief aim of our schools, and the adaptation of pertinent subjects to our own specific ends. If we can derive any stimulus to greater activity in these three directions, if any enlightenment on how to go about it, it will not be in vain for us to study the propositions discussed by so able and practical an educator as Dr. Flexner, of the General Educational Board. In doing so, we purpose to keep in mind the principles and policies already before us

now a long time, as a certain guide and check-up in our study.

The keynote to Dr. Flexner's monograph is found in his first sentence: "Tradition still too largely determines both the substance and the purpose of current education." His first paragraph is summed up in this statement:—

"Generally speaking, it may be safely affirmed that the subjects commonly taught, the time at which they are taught, the manner in which they are taught, and the amounts taught are determined by tradition, not by a fresh and untrammelled consideration of living and present needs."

A sweeping charge, this. If true, it ought to produce a shock sufficient to wake up the Christian educator enough to ask himself seriously what he is doing, or not doing, to merit the charge; for of all people, *he* does not relish the rule of hidebound tradition. Not at all, if he knows himself and his cause.

"Subjects commonly taught . . . determined by tradition." Let us see; what does Dr. Flexner cite as samples of these? We almost hold our breath to hear whether they are found in *our* course of study, or, in sooth, whether they might possibly include some subject *I* am teaching. Here they are:—

"Latin and algebra"! Why these? Two reasons: (1) "Most children in the elementary and high schools struggle painfully and ineffectually to bring the subject matter of their studies within a world that is real and genuine to them;" but "most of them never succeed at all"

in the case of "Latin and algebra and geometry." (2) The remarkable extent to which "our current teaching fails" to pass students in these subjects.

What facts support these two reasons? "We know that a large percentage of the better students of these subjects try the college entrance examinations, and that for these examinations many receive special drill in addition to the regular teaching." Results of these examinations in 1915 were: Candidates falling below —

60 per cent in Cicero — 76.6 per cent  
 60 per cent in Vergil — 75 per cent  
 60 per cent in algebra — 69.7 per cent  
 60 per cent in geometry — 42.4 per cent

"What would the record be if *all* who studied these subjects were thus examined by an impartial outside body?"

"It is therefore useless to inquire whether a knowledge of Latin and mathematics is valuable, because pupils do not get it; and it is equally beside the mark to ask whether the effort to obtain knowledge is a valuable discipline, since failure is so widespread that the only habits acquired through failing to learn Latin or algebra are habits of slipshod work, of guessing, and of mechanical application of formulæ, not themselves understood."

Teachers of Latin, or algebra and geometry, be honest with yourselves: How often have the "slipshod," the "guessing," the "mechanical" elements in the work of your pupils disturbed your peaceful slumbers? Has it ever occurred to you why those very elements loom large in these subjects so highly prized for their "valuable discipline"? Perhaps an answer will suggest itself if you will go back and reread that passage on the painful struggle of children to bring all their studies into a world that is real and genuine to them.

#### When is a Man Educated?

It may not be inconsistent, in quoting from Dr. Flexner's monograph in answer to this question, to italicize certain expressions that are obviously indexes to his view. We do this to help make his

thought clear from limited passages. Proposing an answer to the question above, he says, "A man educated in the modern sense has mastered the *fundamental tools of knowledge*: —

"He can read and write; he can spell the words he is in the habit of using; he can express himself clearly, orally or in writing; he can figure correctly and with moderate facility within the limits of practical need; he knows something about the globe on which he lives."

"So far," continues Dr. Flexner, "there is no difference between a man educated in the modern sense and a man educated in any other sense."

"There is, however, a marked divergence at the next step. The education which we are criticizing is overwhelmingly formal and traditional. If objection is made to this or that study on the ground that it is useless or unsuitable, the answer comes that it 'trains the mind' or has been valued for centuries. 'Training the mind' in the sense in which the claim is thus made for algebra or ancient languages is an assumption none too well founded; traditional esteem is an insufficient offset to present and future uselessness. A man educated in the modern sense will forego the somewhat doubtful mental discipline received from formal studies; he will be contentedly ignorant of things for learning which no better reason than tradition can be assigned. Instead, his education will be obtained from studies that *serve real purposes*. Its content, spirit, and aim will be realistic and genuine, not formal or traditional. Thus, the man educated in the modern sense will be trained to know, to care about, and to *understand the world he lives in*, both the physical world and the social world. A firm grasp of the physical world means the capacity to note and to interpret phenomena; a firm grasp of the social world means a comprehension of and sympathy with current industry, current science, and current politics. The extent to which the history and literature of the past are utilized depends, not on what we call the historic value of this or that performance or classic, but on its *actual pertinency to genuine need*, interest, or

capacity. In any case, the object in view would be to give children the *knowledge they need*, and to develop in them the power to handle themselves *in our own world*. Neither historic nor what are called purely cultural claims would alone be regarded as compelling."

Commenting upon efforts that have already been made to get school work out of the traditional rut, the writer says:—

"Even the progressive curricula of the present time are far from accepting the principle above formulated. For, though they include things that serve purposes, their eliminations are altogether too timid. They have occasionally dropped, occasionally curtailed, what experience shows to be either unnecessary or hopelessly unsuitable. But they retain the bulk of the traditional course of study, and present it in traditional fashion, because an overwhelming case has not—so it is judged—yet been made against it. If, however, the standpoint which I have urged were adopted, the curriculum would contain only what can be shown to serve a purpose. The burden of proof would be *on the subject*, not on those who stand ready to eliminate it. If the subject serves a purpose, it is eligible to the curriculum; otherwise not. I need not stop at this juncture to show that 'serving a purpose,' 'useful,' 'genuine,' 'realistic,' and other descriptive terms are not synonymous with 'utilitarian,' 'materialistic,' 'commercial,' etc., for intellectual and spiritual purposes are genuine and valid, precisely as are physical, physiological, and industrial purposes."

Lest his discussion seem to lay emphasis on the realistic in education at the expense of the truly cultural, Dr. Flexner concludes this part of his argument in these words:—

"Hence the realistic education we propose must *eventuate in intellectual power*. We must not only cultivate the child's interests, senses, and practical skill, but we must train him to interpret what he thus gets to the end that he may not only be able to perceive and to do, but that he may *know in intellectual terms* the significance of what he has perceived and done. The modern school would prove a disappointment, unless

greater intellectual power is procurable on the basis of a realistic training than has been procured from a formal education, which is prematurely intellectual and to no slight extent a mere make-believe."

#### Summary

As further study of this theme must be deferred to the next issue, let us sum up the discussion to this point:—

1. The subjects now commonly taught in the schools, the time when they are taught, and the amounts taught, are still too largely determined by tradition.

2. The substance and purpose of current education should be determined by a fresh and untrammelled consideration of living and present needs.

3. Examples of traditional subjects in elementary and high schools are Latin, algebra, and geometry. Most students fail to bring their subject matter within the world that is real to them, fail to master these subjects formally, and hence fail of obtaining even the valuable discipline for which they are prized.

4. To be educated, a man must be able to read, to write, to spell, to express himself clearly, to figure correctly and readily within the limits of practical needs, to know something of the globe on which he lives; these are the tools of knowledge in all education.

5. In continuing this education *in a modern sense*, a man should not be guided by the claim alone that a subject trains the mind, or that it has been valued for centuries; he will be guided rather by the consideration that the subject serves real purposes, helps to understand the world he lives in, produces knowledge he needs for present and future use.

6. In selecting studies, or building a curriculum, let the proof of value be on the subject itself, not on its historic or purely cultural claims; least of all, on the disposition of those who are too timid to eliminate a subject till its uselessness is overwhelmingly proved.

So much from the viewpoint of the secularist in education.

That the Christian educator is confronted with the same problems and ex-

posed to still more serious dangers, may be seen from the following passages, which have been before us for years:—

1. "The judgment of men, even of teachers, may be very wide of the mark as to what constitutes true education."

2. "Today young men and women spend years and years in acquiring an education which is but wood and stubble, to be consumed in the last great conflagration. Many spend years of their lives in the study of books, obtaining education that will die with them. Upon such an education God places no value."

3. "Why does not the Word from God contain the chief elements which constitute education? Uninspired authors are placed in the hands of children and youth in our schools as lesson books—books

from which they are to be educated. They are kept before the youth, taking up their precious time in studying those things which they can never use."

4. "We should fasten their minds [of children and youth] upon the plain and simple truth, digging out that which has been buried beneath the rubbish of tradition, and letting the jewels shine forth."

5. "All unnecessary matters need to be weeded from the course of study, and only such studies placed before the student as will be of real value to him."

6. "The whole line of study in our schools should be to prepare a people for the future, immortal life."

Next month our study will be "The Curriculum of the Modern School: What Should It Include?"

## The Teaching of English

### Recommendations Made at the National Education Association

BY M. E. OLSEN

WHILE attending recently the meetings of the National Council of Teachers of English held in New York City in connection with the session of the National Education Association, I was pleased to notice that in some important particulars the association has come, after years of special study of the problem, to look with favor upon the methods which have been in vogue in our own schools for some time.

An outstanding feature of the meeting was the report of the Committee on the Reorganization of High School English, acting jointly for the National Education Association and the Council of English Teachers. This committee has been at work for five years, and its conclusions, which received the hearty support of the delegates, are likely to work something of a revolution in English teaching throughout the country. The full report makes a document of about two hundred and fifty pages, to be published by the Bureau of Education early in September, and any teacher of aca-

demic or college English may receive a copy free of charge by addressing a request to the U. S. Bureau of Education, at Washington, D. C.

The most noteworthy departure from present methods is the decision in the future to prepare students, not for college, but for real life. It is probably well known to our teachers that the high schools of the country have for many years based their English teaching almost entirely on the entrance requirements of the colleges and universities. And yet hardly one out of five high school graduates ever enters college, the vast majority leaving the twelfth grade to begin their life work. Why, then, should the English teaching in all high schools be concerned chiefly with the reading of a list of books arbitrarily fixed on for college entrance requirements? How much more reasonable to give the students in the high schools and academies that training in English that will best fit them for life! This is what the Council of English Teachers will attempt to do in the

future; and this, it may truthfully be said, is what we have been doing in our denominational schools for a number of years past.

Another decision arrived at which is also in line with the practice of our own schools, is that of recommending the separation of the study of English literature from that of composition and rhetoric. In the high schools generally, there has been no such definite line of demarcation in the past, and pupils who were willing readers of the standard authors and showed appreciation of them, have often been allowed to slip through, even if they had not mastered the essentials of composition, spelling, punctuation, and good grammar. The new ruling would not, of course, interfere with the reading of suitable classics as models in connection with the study of rhetoric, but would treat English literature as a study by itself, just as has been done in our own schools from the beginning.

A third point of real similarity between the ideas set forth by the Council and our own practice, is the large emphasis placed upon the practical side of English teaching. "Subjects for oral and written composition should be drawn mainly from the pupil's own life and experience in the home, the school, and the community. The individual should be encouraged to draw upon his peculiar resources and to exploit his dominant interests." Books for class study or individual reading "should be selected with reference to what the pupils can bring to them as well as with reference to what they are expected to get out of them." "English is not a merely formal subject, capable of being mastered at a certain point in the curriculum and then dropped. Life and language grow together; hence the study of English should continue throughout the school period. Only so much of technique should be taught at any one time as will actually enable pupils to improve their use and understanding of the vernacular."

In the course of the discussions a good

deal was said as to the importance of having all the teachers in other departments coöperate with the English teacher in the effort to inculcate correct habits of expression, but strong exception was taken to the plan of having the English teacher look over and correct the written work done in other departments. Classes in English, it was urged, should be comparatively small, and the teacher's work should be moderate in quantity, in order that he may give the personal attention required by each pupil in order to do his best.

Emphasis was placed on the teacher's need of wide reading and culture, in order to direct the minds of his pupils into the most fruitful channels. School papers were recommended. A liberal equipment in the way of pictures and other illustrative material, was regarded as highly necessary. Regular index files were suggested as the best means of preserving these and also the essays written by pupils.

### Who Can Teach English?

SOME persons have a mistaken idea that anybody can teach English; that a person who cannot teach history, or science, or mathematics can teach English; that the left-over English class can be given to any teacher who happens to have a lighter schedule than some already overburdened English teacher. I have even heard it argued that every teacher should have at least one class in English. These assertions are absurd. We must have better English teachers, more English teachers, born English teachers,—teachers who regard their subject as De Quincey did the *Maid of Orleans*, "with a love that burns;" teachers who do not fear the inevitable influx of papers, who are not afraid of countless hours of earnest toil. They must be persons of inherited culture, of strong personality, of successful experience.—*Helena Hartsorn, in Education.*

Let every school principal take notice.

# VITALIZING SCHOOL SUBJECTS

## Editor's Foreword

OUR general reasons for recommending the use of magazines in the school-room, are set forth in an editorial. The aim here is to provide the busy teacher with a suggestive outline, in the form of questions and topics, based upon current events and matters of special interest that are discussed in the public press, especially in their bearing upon subjects taught in school. It is believed that if the teacher will take part or all of a recitation period, once or twice a week, to study with his class certain events or movements going on in the world today, and certain themes written upon by the best writers, as they may be related to the regular studies pursued, it will serve both to give students a better view of that study itself, and to keep them in touch with live issues of the day, besides contributing interest and efficiency to shut-in study that is constantly in danger of becoming formal and disconnected from life.

No attempt is made to adapt these outlines to any grade. Teachers in colleges, academies, and elementary schools can adapt them to their needs. There is no reason why seventh- and eighth-grade students may not use them to advantage.

Does this plan add another item to the already congested curriculum?—No. It is rather like pausing a little in routine effort to take a refreshing drink. The work of the outline may often be substituted for the regular assignment, especially in subjects like Bible, English, history, geography, and science. It will frequently illustrate and supplement what is taught in the usual way. Students will work a little harder on regular assignments when they have in prospect a pleasing diversion to the things of the moving world about us, as recorded in standard magazines.

As a basis for this work, the *Literary Digest* is used for secular material, and the *Watchman* for denominational. For school use, the *Digest* is furnished for five cents, and the *Watchman* for four cents, a copy, and postpaid, for such time as you like, whether ordered singly or in clubs. Order blanks and full instructions on how to order, may be obtained from your nearest tract society, but send your orders to the publishers direct.

It is much preferable for each student and teacher to have his own copy. The *Digest* is a weekly, the *Watchman* a monthly; hence both will cost only 24 cents a month. The outline for the use of each magazine accompanies each number received for school use. Some of the outlines will be given in the EDUCATOR from time to time, with comments and reports from those who adopt the plan.

We give below an outline for the August and the September *Watchman*, and a sample of the *Digest* outline for June 24. The latter prints no outline for July and August, and the September outline is not available as we go to press.

### School Outline for the August "Watchman"

#### Fulfillment of Prophecy

1. WHAT shadow is upon the nations today? (Page 7)

2. Illustrate the common saying, "Coming events cast their shadows before." (7)

3. What agencies prepare for Armageddon, and what opens the way for them to work? (7, 8)

4. What political situation marks a parallel to prophetic interest centering in the destiny of the Turk? (10)

5. What is the relation of Egypt to the Turkish question, as viewed by the powers? (10)

6. Sketch the political struggle to date be-

tween Teuton and Anglo-Saxon for the control of Egypt. (10-14)

7. Point out the destiny of the Turk and the next event to follow. (14)

8. Mention the varied views of men who are "looking after those things which are coming on the earth." (15)

9. What is the answer of Jehovah to this babel of voices? (18-20)

### U. S. History and Government

1. Mention a new menace to American democracy, and the foothold it has already gained in State legislation. (22)

2. What prophetic utterance does the militaristic movement recall?

### General History

1. Mention some marked changes in the world since the time of Christ. (28)

2. What notable awakening is taking place in the Orient, and what Bible phraseology predicts it? (28)

3. What share has India in this awakening, and why? (29, 30)

4. Mention the high points in the waking up of China. (30-32)

### Education and Philosophy

1. What is the influence of education upon ideals and conduct? (33)

2. Point out the powerful grip of education upon China; upon the Greeks and Romans. (33, 34)

3. Sketch the struggle between pagan and Christian education in the early centuries. (34-36)

4. What two feeble efforts were made to free education from the "wine of error," and to infuse Christian leaven in its place? (36, 37) Why did they fail?

5. What hard facts must we face in the history of education during the early and middle centuries? (37)

### Sample of Teaching Plan for the "Literary Digest" (June 24)

#### American History and Civics. *Political Parties in the United States*

1. WHAT three political parties have recently made an appeal for the votes of the people?

2. We are said to be governed by political parties. In what sense is that true?

3. Why do we hold the Democrats responsible for the legislation of the country today?

4. Upon what deeds do they base their claim for another four years? (Page 1828)

5. State four planks in their platform. (1828)

#### The World Peace. *The Peace Prize Essay*

1. Who offered the prize, and who is the winner? (1848)

2. What does Mr. Gladden mean by "The Forks of the Road"? (1848)

3. What does he mean by saying that the spirit of militarism has taken possession of Christian civilization? and what institution does he hold responsible? (1848)

4. Would defensive wars be called right? What danger here? (1848)

5. What tendency is pointed out as distinctly wrong? (1848)

### Literature

1. What literary information can be obtained from the review of Lounsbury's "Life of Tennyson"? (1851) Show by reference to Tennyson's poetry that he was greatly influenced by Byron.

2. What is the meaning of Alfred Noyes's "Lanes"? (1859) Comment on the use of: elfin pass-word, April-colored, sky-pure, bloom-bowered spray. Contrast the poem with Galsworthy's "England to Free Men." In what other forms of literature is Galsworthy eminent? What are Sapphics? (See "The Hills," 1860.) What is meant by pantheism? (See "Orchard" and "Invocation," 1860.) Name some poets of pantheism.

### School Outline for September "Watchman"

#### General History — The Eastern Question

1. WHAT remarkable announcement has Russia made that bears directly on the Eastern Question? (Page 3)

2. What situation in Arabia tends further to weaken the European grip of the Turk? (4)

3. Point out a notable Jewish movement that is in conflict with the prophetic destiny of Jerusalem. (4)

4. Show that the so-called Christianity of European nations will not restrain them from doing their share to bring the Eastern Question to a climax by force of arms. (8)

5. Sketch the kaiser's proposition to the czar for the solution of the Eastern Question. (14-17)

6. What military aspects of the European war tend to hasten a decision on the destiny of Constantinople and other objectives of this war? (18-22)

7. Compare the struggles of the Orient and the Occident in their relation to the conflict for supremacy in the Near East. (36-39)

### Fulfilment of Prophecy

1. What remarkable prophecy of Joel is now finding a literal fulfilment? (9)
2. Note its particular features, and compare them with a similar prediction in Matthew 24. (9-11)
3. Cite some assertions of statesmen and students of world affairs that bear a striking relation to these prophecies. (11-13)

### Education and Philosophy

1. What military menace is now threatening the peace of American public schools? (27)
2. What notable body of educators recently gave much attention to this menace? (27, 28)
3. Mention the attitude of eminent educators and national leaders toward military training in the schools. (28-30)
4. Cite the provisions of the New York State law already passed. (31) What city has taken a similar step? (29)
5. What two declarations has the National Education Association made on this question? (31) What influence is their action likely to have? (31, 32)

### United States History and Government

1. What third Emancipation Proclamation is now due in America? (40)
2. Mention the names and methods of several organizations that are working to set America free from slavery to liquor. (40, 41)
3. What are the specific aims of the Anti-Saloon League? and what success has been achieved so far? (41, 42)
4. How can the United States Constitution be amended?
5. Cite radical temperance measures taken by the warring nations of Europe. (42, 43)
6. How is the young people's wing of the American temperance movement conducted? (44, 45)

## Dormitory Life

### Sanitation Measures

THE health of students is as precious as that of the traveling public. From measures enforced by the Pennsylvania Railroad for safeguarding the health of passengers in its traveling dormitory of sleeping- and dining-cars, we may take lessons for the conduct of our student homes. Read:—

This company compels every person in its employ (about 1,100 in number) having anything to do with the preparation or serving of food in its restaurants or dining-cars, to undergo a physical examination every thirty days, and some of them three or four times a month.

Medical examiners inspect at least once a month all kitchens, cooking vessels, and store-rooms, with the object, if possible, of finding things that should not be.

All foods easily affected by change of temperature are kept in a chill box or refrigerator, some of them inclosed in air-tight bags to protect them from germ-carrying dust on removal.

Samples from every water supply used are examined at least once every thirty days.

Drinking-water containers on cars are emptied at the end of every trip, and all containers are sterilized with live steam once a week, immediately scrubbed, and rinsed with clean water.

By means of a perfected system of ventilation, costing \$265 to a coach, each passenger in a full car is supplied with 1,000 cubic feet of fresh air an hour, and this with all windows and doors closed.

## Physical Culture Drills

JEAN B. HENRY

FOR effective physical culture work, an essential starting point is a good standing position. This can be obtained by simply lifting the chest. Nothing need be said to pupils concerning shoulders, head, or hips. There is, however, a more satisfactory way of securing correct position, particularly in children, one which has a more lasting effect. This is by means of a preliminary stretching exercise.

An informal command to stretch the arms upward (or sideward, never forward) is followed by enthusiastic admonitions to stretch them farther and still farther, after which the arms are lowered at the command, Position! and the exercise repeated two or three times.

Some simple beginning exercises for the schoolroom are as follows:—

1. BREATHING EXERCISE.—Take a deep breath, exhale. Repeat.

Take another deep breath; hold it; extend the arms forward (shoulder-high); clap the hands once; lower the arms and exhale.

Repeat several times, each time clapping an additional number of times before exhaling.

2. ARM EXERCISE.—Raise the arms overhead, bending the elbows and wrists until the tips of the fingers are resting on the top of the head, on count 1; lower the arms to the sides on count 2. Repeat for 16 counts.

(Concluded on page 24)

# EDITORIALS

## A Vital School Question

ONE of the most dangerous tendencies in education is to lose its connection with life. Instruction in the schoolroom is too intensely historical. Knowledge is dispensed in packages made ready to take. Teachers and students live too much as shut-ins, with the great out of doors throbbing all about them unheeded. They spar over obsolete issues of the past, while the procession of current events marches by, laden with weighty significance. They patronize the intellectual drug store, with its essences of creed and doctrine, its dry-root traditions, its unpronounceable labels, with prescriptions in doses to suit, while the fresh, life-giving products of the growing garden of current human thought and activities are scratched from the menu.

These are the *tendencies*, we say. They need offsetting. A countercurrent of interest in the things of today needs to be induced. Information on current issues and events, with a study of their meaning, will keep open an inlet of fresh air to the schoolroom that is both stimulating and health giving. The four-walled inclosure, the stereotyped book, and the formal routine we must have, but we *live* in the *now*. We cannot awake too early nor too fully to the necessity of adapting school life to this fact.

In a modest way, we purpose to help toward this end the coming year to such extent as we can. Under the running title "Vitalizing School Subjects," we shall give each month suggestions and outlines, based on current events, which, if carried out in a systematic way, will contribute toward infusing new interest into both the commonplace subjects of the schoolroom and the most significant happenings in the world about us.

We are living in times of momentous significance. Prophecies are fast fulfilling. The spiritual message we have to give the world bears upon every phase

of human activity — social, industrial, religious, military, political, literary, scientific, philosophic. School subjects must not be abstracted too much from these activities, lest the instruction given lose its concreteness, and our students be sent forth with a message that has not kept pace with the march of unfolding, meaningful events.

To aid us in making our proposed plan practical, we have secured the coöperation of the publishers of the *Literary Digest* and of the *Watchman*, on terms explained elsewhere. The *Digest* is a standard, trustworthy publication reflecting public opinion on both sides of current issues. The *Watchman* is a denominational chronicler and interpreter of such issues as are most vital to the times in which we live. With our severe limitation of space, we can touch only upon a comparatively few school subjects in our outline, but we trust that this effort will at least contribute toward awakening activities in and out of the schoolroom that are needed to help keep us from fossilizing.

Study the plan, try it out, and write us your opinion of it.

### Push the Census

No more important way measure has been adopted by our Educational and Missionary Volunteer Departments than the decision to take a census of our children and youth of school age in all our conferences. When this work is completed, it will doubtless show some surprising results.

Such a surprise is forecast by the recent statement of an educational superintendent in Lake Union, that there are thirty churches in his local conference with an average of fifteen children of school age where no school is being conducted. We may not assume that the

Lake Union Conference is any worse off in local conditions than other Unions. Indeed, its educational secretary reported some time ago that the elementary schools in that Union had increased thirty-four in number the past year, and that in membership these schools had passed five hundred beyond the assumed general average of fifty per cent of our children in our own schools.

School surveys conducted scientifically in various cities and sections of the country by secular educators have brought to light some astonishing conditions. The census we have begun to take, let us hope, is the beginning of a survey of our denominational problems in education, which will doubtless throw much light upon conditions as they really are, and enable us to proceed more intelligently and effectually in the direction of equal opportunity for Christian education to every boy and girl among us.

Let us push the census with vigor.

### Two Good Points

THE plan of holding midwinter institutes for elementary teachers has proved itself of so much practical value in building up school efficiency that many of our local conferences are beginning to conduct them regularly. Lake, Central, and Pacific Union Conferences have been particularly active.

A new feature in these institutes was noticeable the past year in Lake Union,—that of inviting members of local school boards and giving them a responsible part on the program.

The East Michigan Conference has determined to make this a permanent feature in its institutes, having passed at its latest session the following action:—

"That inasmuch as the midwinter institute has become a permanent and potent factor in building up the elementary work in this conference, we urge every church having a school to send a delegate from its school board along with its teacher."

This is one good point we wish to emphasize and recommend to other conferences.

The other good point is likewise embodied in a resolution passed by the same conference, as follows:—

"That in the sense of this conference it is the duty of every worker so to acquaint himself with the principles of Christian education that he can give an intelligent study on this theme in the churches that he may visit; and that in every church he visits he endeavor to meet all the young people of school age and urge them to enter our own schools."

Such coöperation as this by our conference workers would mean more than we can estimate by merely reading the resolution. The word of a minister or other conference laborer often has more weight with young people and parents than that of the professional school worker.

Talk and push the adoption of these two good working points.

### A Colorado Advance

WE are pleased to record here an advance step taken recently by the Colorado Conference, which merits duplication by several other conferences:—

"WHEREAS, The supervision of the educational work needs a normal-trained, experienced teacher to organize new schools, help the teachers, and lift the standard of our school work,—

*We recommend,* That an educational superintendent be selected for this conference who will give his entire time to this work."

This action is in harmony with a recommendation of our Autumn Council nearly three years ago, to the effect that in conferences with a membership of 1,500 or more the superintendent give his full time to educational work. At the time of our California Educational Council last year, only four out of nineteen such conferences had made this provision. According to the latest statistical report, there are now twenty-one such conferences, and Colorado has set her sister conferences a noble example in taking this advance step. It is in harmony with the spirit of a familiar message: "Nothing is of greater importance than the education of our children and youth."

What conference will be next?

# THE NORMAL

The teacher should be himself what he wishes his students to become.--- Mrs. E. G. White.

## A Parent's Plea

My boy is eight years old,  
He goes to school each day;  
He doesn't mind the tasks they set—  
They seem to him but play.  
He heads his class at raffia work,  
And also takes the lead  
At making dinky paper boats,—  
But I wish that he could *read*.

They teach him physiology,  
And, oh, it chills our hearts  
To hear our prattling innocent  
Mix up his inward parts!

He also learns astronomy,  
And names the stars by night;  
Of course he's very up to date,—  
But I wish that he could *write*.

They teach him things botanical,  
They teach him how to draw,  
He babbles of mythology  
And gravitation's law;  
And the discoveries of science  
With him are quite a fad.  
They tell me he's a clever boy,—  
But I wish that he could *add*.  
—P. McArthur, in *Life*.

## Opening Day

“Begin as you expect to continue”

### BEFOREHAND

1. Be Early — 8 A. M.
2. All in Readiness — Floor, desks, pictures (not too many at first), plants, bell, chalk, erasers, water fountains. (1 Cor. 14:40)
3. Be on Playground.
4. Plans Outlined — “Nothing left to the impulse of the moment.”

### OPENING EXERCISES

1. Song, No. 499 — Follow with Scripture reading and prayer.
2. Remarks, 5 minutes — Inspire confidence.
3. Seating — By grades, size, sex, individual (reserve the right to change).

### PLANS

1. Classify and assign short lessons.
  - A. M. 2. Recess.
  3. Short Drills — Arithmetic, geography, spelling, etc.
- NOON On Time — 1 hour.
1. Song, No. 574.
  2. Short Recitations.
  - P. M. 3. Adopt few regulations — “I expect each pupil to do what is right.”
  4. Keep full time, or part, if necessary to buy books.
  5. Close with prayer.

### BE

Natural, self-possessed, at ease, watchful, cheerful.

I. C. COLCORD.

## The First Day

EDITH SHEPARD

OF all the special days which we shall endeavor to observe in our schools this year, the first day will be the most important. If it passes off pleasantly, the road to a successful year is opened. But to make this day count big for a splendid school year depends upon the steps which the teacher has taken previously.

Heaven accepts the work of only that teacher who is consecrated to the Master Teacher. Your aim in following this profession is to lead the boys and girls to Jesus, and to train them to become workers for him.

Next to consecration comes efficiency. If our schools are to be an honor to the cause of God, they must be taught by capable, well-trained teachers. Always work to a high standard.

Be very familiar with the course of study; it answers many questions; it solves many problems.

The *Normal Instructor* and *Primary Plans* is a helpful magazine; the *Teacher's Reading Courses* give splendid books on methods; the *Missionary Volunteer Reading Courses* are valuable.

The teacher's appearance may bring sunshine into the room. I have seen the influence of a light-blue bow make itself felt throughout the day.

### Free Exhibits

Send for the following helpful exhibits, which should become the property of the school. The postage, express, or freight is paid by the manufacturer:—

- Silk—Cheney Brothers, South Manchester, Conn.
- Carborundum—The Carborundum Company, Niagara Falls, N. Y.
- Petroleum—Standard Oil Company, New York, N. Y.
- Spool Cotton and Needles—The Spool Cotton Company, Post Office Box, Madison Square Station, New York, N. Y.
- Corn Products (34 specimens)—Corn Products Refining Company, 26 Broadway, New York, N. Y.
- Cocoa—The Walter M. Lowney Company, 486 Hanover St., Boston, Mass.
- Asbestos—Keasy & Mattison, Ambler, Pa.
- Coffee—German-American Coffee Company, Omaha, Nebr.
- Cream of Tartar—Royal Baking Powder Company, New York, N. Y.
- Breakfast Foods—Postum Cereal Company, Battle Creek, Mich.

Always be on the lookout for appropriate and interesting songs. A. Flanagan Company,

Chicago, furnishes "Songs in Season" for 50 cents.

Be with the pupils at every play period. You need the fresh air as well as they.

Arrange marked envelopes for pictures which may be picked up here and there. Specimens will be very helpful in teaching all classes.

A hectograph for duplicating copies of lessons, pictures, etc., is most helpful. A good recipe with directions may be obtained from the General Department.

Books for manumentials may be secured from A. Flanagan or Thomas Charles, Chicago. Send to either of them for catalogue.

Opening Exercises—Houghton's "Opening Exercises," Flanagan; "Little Ten Minutes," by Bayley, Fleming H. Revel Company, Chicago; "Five-Minute Object Sermons," by Stall, The Vir Publishing Company, Philadelphia.

A week spent in visiting the patrons and working in the interest of the school may accomplish much toward a successful year. The day after arriving, call the pupils together for a short session. Examine carefully the final report of the previous year, follow its instruction, and do not take the pupil's word for his standings. Classify fairly. Give each pupil a list of the books he will need. Make up the total list needed that afternoon, and order at once through the local church librarian. With this fore-thought in planning, the books will be on hand before school opens.

Now the teacher knows what grades will fill, and can make out a suggestive program. Write it on the blackboard. All lesson assignments for the first day should be placed on the board or on slips of paper. The seat work should be very carefully planned. Do not allow the seat occupations to be degraded to "busy work" in name or in reality.

Boost the *EDUCATOR*, first by subscribing yourself, and then by working up a club. See a copy for the splendid premiums offered.

Short calls at the homes of the patrons will encourage all to become personally interested in the school, and you will also have opportunities to influence doubters to send their children.

The school board should see that the room is ready, but if they are careless about it, you will be there to encourage promptness. A plant, pictures, blackboard drawings, clean curtains, etc., will make the room attractive.

The school board will meet with you before school opens, when definite plans will be made. A contract should be signed.

Carry out these suggestions in Christ's spirit. Go to school leaning hard upon Jesus, and with a pleasant greeting for each child. Plan such a full day's work that there will be no room for disorder, and the first day of school will be a good beginning toward a successful year.

# TEACHING NOTES—GRADE BY GRADE

## FIRST GRADE—Anna A. Pierce

### Reading and Language

*How to Teach Sight Words.*—Words learned by sight are termed sight words.

A device is necessary in the teaching of sight words, as children learn by presenting to the mind familiar objects with which they associate new facts.

In these exercises a variety of objects should be used, and uniformity in the manner of presenting them avoided.

Originality is an essential qualification of a successful teacher, and for this every teacher should study.

An initial stock of sight words should be taught before attempting the use of the Reader. From six to eight weeks is usually given to this work.

A few sight words taught at the beginning, with suggestions as to devices, may be helpful.

It is well to begin with the sentence method. Let us take the sentence, "God is good." Tell a story, speaking of God's goodness. Have the sentence written in several places upon the board. Use this sentence often in the story, pointing to it whenever repeated.

Sing the song in the front of Reader One, pointing to the sentence on the board as sung.

Find the part that tells God's name.

Use children's names, as,—

May is good.

Will is good.

Teach "good" from this exercise.

I                      You

The words "I" and "you" are easily taught together.

Prepare large pieces of cardboard, with "I" written upon one, "You" upon the other. Let one child handle both cards, keeping the card with "I" and handing the other to another child, at the same time saying "I" and "you." Repeat this, going around the class until each word can be recognized by all. Drill from board.

leaf   flower   nut   apple

These words may all be taught at the same time. Place three lists upon the board, as follows:—

1. Picture of objects with names.
2. Pictures only.
3. Names only.

Study list 1. Match lists 2 and 3.

Prepare slips, some with objects, some with names. Play game, matching objects with words.

Use in sentences, as,—

*The leaf* is good.

*The flower* is good.

Made

Let children mention things that God has made. Require full sentences. Write as given. Use drawings when words are not known.

God made ———.

God made ———.

Things the children made:—

Ruth made ———.

I made ———.

You made ———.

Give

Teach "give" by showing the children that this is the best word we have. All that we have God gives to us. He gave his life. We live to give.

Have objects at hand and use action device, writing the sentences upon the board, and having the children do what the sentence says.

Give Walter *the leaf*.

Give May *the apple*.

All

Draw or write in a cluster some of the things God has made.



Surround the group by the word "all," emphasizing that God made *all* things. Let the children name a number of these things, such as they see every day.

things, such as they see every day.

Look

Have children make rings with thumb and forefinger, and look through.

"We will draw these little rings upon the board"—o o. "What did we do?" "Look." Add the rest of the word l o o k.

Light                      See

Review creation of light. Explain how all was dark at first.

Have children close eyes and imagine darkness. While eyes are closed, write "light" upon the board. Repeat Bible verse, "God said, Let there be light: and there was light." As the teacher says "was light," pupils open eyes quickly. Light appeared as quickly in obedience to God's command.

Use "see" in sentences.

"Close eyes. Open. What do you see?"

I see *the leaf*.

I see *the flower*.

I see *light*.

*blue yellow green red brown*

Have two lists: one written in the colors, one in white. Let children compare lists.

Mix the words in another place on the board, and let children point to words, referring if necessary to colored list.

*day night*

Teach from a disk. Show with a globe how the sun's rays cause night and day.

*night day*

Let children color disk at seats, and paste words "day" and "night" in proper places.

*air*

By use of a chalk talk illustrate how light coming in contact with water caused vapor around the earth in the beginning.

Explain how God lifted the clouds.

*who*

Blindfold one child. As he points to some one in the class, the pupil pointed to comes forward. The blindfolded child guesses *who* the other is.

Teacher repeats the question, "Who is it?" each time writing "who" upon the board.

After giving these sight words in the class, some kind of seat work should be given the children that will fix the words in mind.

## SECOND GRADE —

Edith A. Cummings

### Reading

We teachers are often disappointed the first few days or weeks of school, to find that our Second Grade pupils have seemingly forgotten how to read, have even forgotten many simple words. Much time should be spent in review of both phonetics and words.

Review all the phonograms taught during the first year, taking eight or ten of the simpler ones the first day, and adding a few each day. Urge the children to try to have all the First Grade phonograms learned by the end of the second week; some will learn them before.

Frequent drills from cards or blackboard may profitably be given, using words found in every lesson; such as, *each, more, will, has, now, there, other, but, make, with, those, here,*

*they, their, that, which, from, like, what, when, then, why, who, most, some, more, such, say, once, would,* etc. With these common words mastered, the children will read much more fluently.

### Language

Most little children like books. They like to write in books; they like to make books. During the first month of school the children will need to review writing as well as reading. Some may have forgotten how to copy from print.

If the alphabet is on the blackboard in both capital and small letters, the teacher will be spared the answering of "How do you make the letter —?" The last three lines of Lesson 1 of the Reader may be copied into a little booklet shaped like a Bible with round corners. The children will enjoy coloring the cover black.

The Second Grade may also have a notebook in which to write their language lessons.

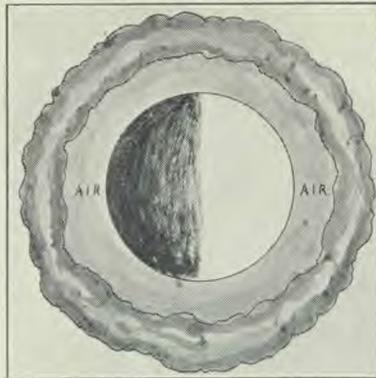
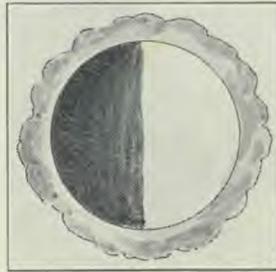
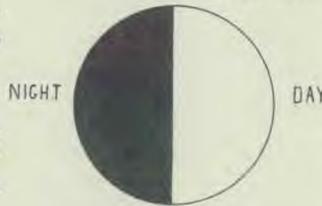
Urge them to keep the books neat and clean. If the page is not too large, it is best to devote an entire page to a lesson. This will not be too much, as most of the lessons will be illustrated.

Notice the lesson on pages 13 and 14. The seat work calls for a whole page of birds, and only two lines to be copied.

If the children are given different patterns of birds — some flying, some standing, others singing — to trace around, the task will seem more pleasant. Let them make a border of birds all around the page, with the two lines written in the center.

On another page in the notebook, a window with raindrops splashing on it may be drawn, letting the children use their rulers, giving them the length and width in inches. The window may be sketched on the board while the assignment is being given. Be sure that this assignment is very simple and complete, and that each one understands what he is to do. Speak slowly and distinctly, and one statement will be sufficient if all are giving attention as they should.

REMEMBER THE EDUCATOR





Miss Kellogg and her Primary Methods class



Secretary Russell and his Woodworking class



Reed, raffia, chair caning



Basket work

LAKE UNION SUMMER SCHOOL

**THIRD GRADE — Irene Campbell****Spelling**

Attractive little booklets for spelling words may be made by the children, and the covers decorated during the drawing period. The children will enjoy making them, and will take pride in getting good grades. A star placed at the head of a perfect lesson is quite an incentive to good work.

A simple game to help children learn the definitions of words in spelling, and also the reading lessons, is to let one child give a definition, and let another who guesses the word have the privilege of giving the next definition.

**Reading and Language**

The flash cards will be found very helpful for children in the phonics. Nearly every day a few minutes should be spent in this work.

Before assigning the next day's lesson, it is well to have the different words on the board, and study them with the children. Also take time to go over the blend drills.

While the children are reading, be sure they are getting the thought, as this is the main purpose in reading. Having the children tell the story contained in the lesson will do this, and will also help the children in expressing themselves.

**Arithmetic**

For teaching the combinations, flash cards are good. These may also be used for drill work in multiplication tables. Hold the card before the class, and the first one to give the answer receives the card. At the close of the drill the one having the most cards has won the game.

The drills in the book can well be taught by the use of the black-board. Draw a ladder upon the board, and on the rounds place combinations or a multiplication table. Give each child time to climb the ladder. If a child misses, he falls off the ladder; but if he doesn't, and reaches the top in the required time, his name is written on the board.

Place a bill of fare on the board, and after each dish the price. Let each child go to the board, pick out a meal, and give the cost of it.

The teacher or a pupil may say, "I am thinking of two numbers which, added, make 15, or, multiplied together, make a certain number." The one giving the right number has the next turn to give a number to be guessed.

5

3

Have the children form a circle, then give each child a number,—17, 16, etc. One child is chosen "it," and takes his place in the center of the ring, with a rubber ball. He tosses the ball up into the air, and at the same time says " $8 + 8$ ," or " $6 + 11$ ," or any other combination. The child whose number is the answer, catches the ball. If he fails to do so, he becomes "it," and the former "it" takes his place. This can also be used for teaching the multiplication tables.

#### FOURTH GRADE—Dorothy E. White Bible

Read the Preface. Give drills to help locate the books of the Bible. Study the first week's lessons with pupils during the class period, that they may learn *how* to use the books. Correlate with language. Be sure that the child secures a clear picture of each day of Creation Week, then have him present a story of each day—first oral, then written. He may also give stories of the Temptation, the Fall, Noah, the First Rainbow, the Tower of Babel; likewise a description of the earth before and after the fall, the Garden of Eden, and the Ark (see Languages). A pretty drill on creation may be given by having seven children represent the seven days, each reciting that part of Genesis 1 and 2 relating to his day; at the close, all recite the fourth commandment, and "Wonderful World," in First Reader, page 90.

Correlate Bible with arithmetic. Have children stake out the dimensions of the ark. Compare with some building near the school-house.

In a notebook make a list of places they are to become familiar with, a list of people, a list of stories. Use every spare moment for drill. With cards and games these lists may become firmly fixed. Have a threefold aim—spiritual growth, familiarity with geography and history, and the power to tell stories well.

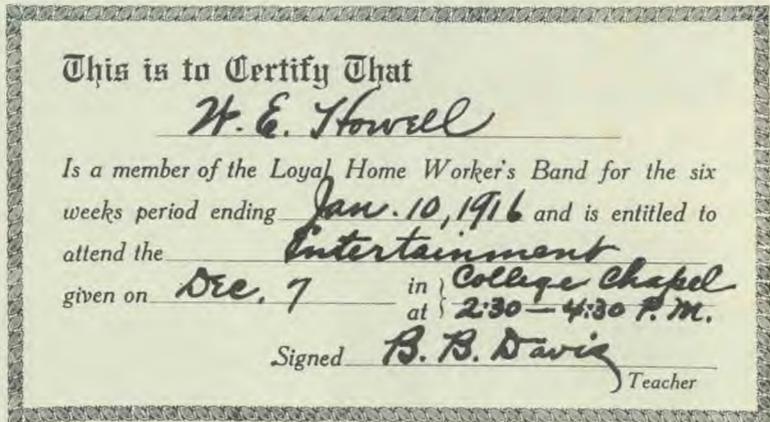
#### Language

Our aim in this grade should be to teach the proper use of the mother tongue. Crowded programs and short recitation periods make correlation necessary. The oral story for the Bible class, reading class, language class and

Missionary Volunteer meeting, serves as an excellent base for written work. Story-telling is your right hand. Develop outlines in class from which children will tell their stories. For example, the Temptation:—

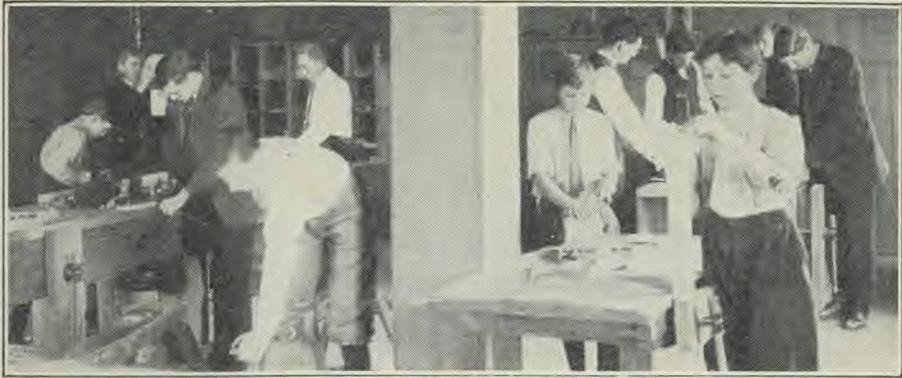
1. God's command.
2. Eve leaves Adam and goes to the tree.
3. Description of the serpent.
4. Eve's conversation with the serpent (direct discourse).
5. Result.

A simple outline like this will help the child to tell events in proper sequence, and its continual use will help him develop the power to think logically. Make a list of rules to be mastered this period from the Reader. Put in a corner of your notebook, "Drill." Insist on application of each rule in all written work after its explanation in class.



#### Arithmetic

Aim: Speed and accuracy in fundamental processes. Review drills on pages 29, 52, 57, 70, 72, 99, 125. Immediate recognition of answers should be the result. Drill until when the child sees  $7 + 8$  he will immediately think 15, as when he sees a-t he will think *at* and not a-t. After the children have learned  $7 + 8$ , change to 70 and 80, later to 71 and 80 (no carrying), then 79 and 82, etc., until any two numbers may be instantly combined. Use drills from left to right, right to left, lower to upper, and upper to lower, to avoid learning results in rotation. Give mental problems, as  $2 \times 9 + 7 \div 5 = ?$  Also concrete problems; as, If six men can build a fence in five days, how long will it take twelve men to do it? Their reason is thus developed without being hampered by learning how to put it down. Devise games, time limits, let them race with you, etc., for teaching multiplication tables. Read the Preface. Write the publishers for their manual.



DIRECTOR DAVIS'S GRAMMAR GRADE BOYS AT WOODWORK

## FIFTH GRADE—Grace R. Rine

## Bible

The Bible lessons for the fifth grade contain some beautiful memory verses, and some plan should be devised to help the children remember these verses all through the year.

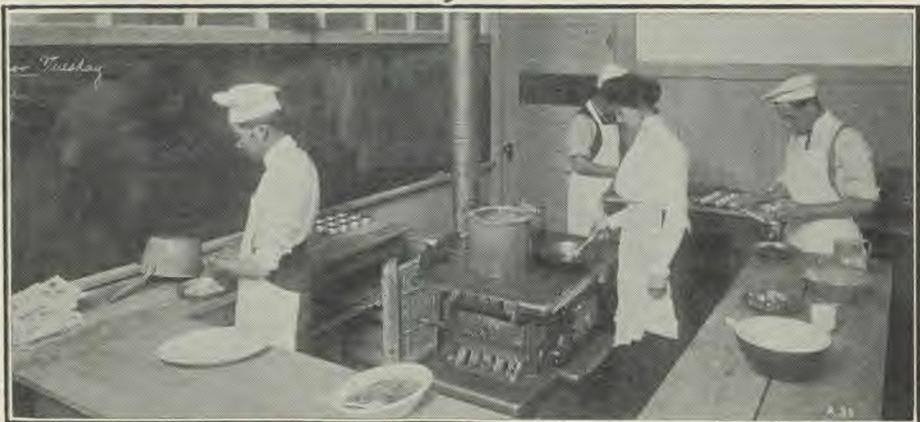
*Suggestions.*—1. If the class is not a representative one, and has had little drill in memory work, do not require a memory verse every day. A child's memory will be strengthened by learning a limited number of verses *well*, whereas it will be weakened by learning a large number imperfectly. There are some children, however, who can learn a verse every day and remember all of them through the year.

2. Make the memory verse a very important thing in the assignment of the lesson. Never say to the class, "Do not forget to learn the memory verse," but institute some plan or device by which the children will love to learn it and do it without any urging.

3. The secret of remembering the memory verses lies in thorough drill. A very few minutes of almost every recitation should be

spent in reviewing them. *Never neglect this drill*, and the children will know every verse at the close of the year, and know where it is found.

4. Have the children illustrate the verse themselves on a good-sized card; and as the verses are memorized, make a border with the cards along the top of the blackboard. By the time they have reached this grade, the children have become tired of the illustrated card made by the teacher and held up before them, and now they will enjoy making the picture themselves and watching the border grow around the blackboard. It keeps the verses constantly before their eyes, and they can review them by looking up at the illustrations on the wall. Illustrate verses at the drawing period or at some other time under the teacher's supervision, by paper cuttings, in crayola, or a combination of both. By the close of the school year, the border of illustrations will extend nearly around the school-room, and may be reviewed as follows: Have a child recite verses as far as he is able without making a mistake; another child may recite all on the front of the room; another all



MRS. RINE WITH HER GRAMMAR GRADE COOKING CLASS

on the side or back of the room; a child may begin at any card the teacher may designate, and recite; one child may recite verses while another tells where each is found.

5. Children may make a memory verse folder for the illustrations made throughout the year. Place only the best ones on the wall, with each child's work represented some-time during the year.

The busy teacher does not always have time to think about *how* she may illustrate the memory verse. Often the verse is very hard or impossible to illustrate. Because of this the following suggestions are made to help the busy teacher in illustrating the memory verses in "Bible Lessons," Book Two. For convenience, they are outlined by lessons, those for the First Period being given in this issue.

#### PAPER CUTTING

- Lesson 1. A man to represent a prophet.
- Lesson 2. A warrior to represent Joshua.
- Lesson 5. Torches and pitchers.
- Lesson 7. Naomi parting with her daughter-in-law.
- Lesson 11. A woman leading a little child.
- Lesson 13. A little child kneeling and praying.
- Lesson 14. An ark.
- Lesson 17. One person pleading with another.
- Lesson 20. Saul offering a burnt offering.
- Lesson 22. A heart.
- Lesson 23. A harp.

#### Spelling

*Design for Spelling Folder.*—Do you have your spelling booklets planned for the year? Children never get too old to enjoy a pretty cover on their spelling lessons, and they will take so much more pride in writing them neatly if they are to be preserved.

Have you tried the folder idea for spelling? This is a slight variation from the booklet, and is enjoyed by children of this grade.

On this page is shown the folder when closed, with the picture of a little schoolhouse, this being appropriate for the opening month of school.

The lesson for each day is first written on a ruled sheet that just fits the folder, and when corrected, is placed in it. In this way the cover is kept clean, for it need not be turned back while writing, as it must be in a booklet. In this way also, the pages are kept clean, for it is not necessary to look over the past lessons in order to find the new page on which to write. There should be just twenty pages in the folder, for next month you will put this one away and have a new one.

*Spelling Device.*—To keep up the child's daily interest, I have tried this plan: Write the names of the class on the board, and opposite

each name draw the outline of a flower. Choose some flower having many petals, as a rose or a sunflower. Color only the center, and for every lesson in which the child spells every word correctly, color a petal of the flower. Or draw one large outline, and every time the entire class has a perfect lesson, color a petal of the flower.

#### Arithmetic

*Correcting Careless Habits.*—There is no subject in which careless, slipshod habits may be formed more easily than in arithmetic. Why not begin the school year with *preventing* bad habits? then you will not need to *correct* them later in the year.

1. From the very first day, insist that the figures made on the board be neat; that they be of uniform size; that they be placed one



just below the other, when they are supposed to be. Insist on this same neatness in copying work in the notebook. Keep a blotter in the notebook.

2. Do not allow children to form the habit of erasing figures after placing them on the board. Time is wasted, it detracts from the neatness of the work, and is an evidence that one is not doing accurate thinking. If a child really *thinks* before he places a figure, there will be little necessity for erasing.

3. Many children have acquired the habit in early grades, of writing down the carrying number in both addition and multiplication, and this habit is observed in many fifth-grade children. Begin the year by teaching your pupils to carry the numbers in their minds.

4. Do not accept arithmetic papers that have been poorly done. This only encourages carelessness in doing the next assigned work. An arithmetic lesson should be as carefully prepared as a language lesson.

5. Often a child has fallen into the habit of using incorrect forms in oral work. Very frequently a child will say "7 x 7 is 49." The teacher should not let this mistake be repeated. She should at once say, "7 x 7 are how many?" and continue to repeat the question, using different numbers, until the child answers correctly, "7 x 7 are 49," or "8 x 9 are 72."

6. Do not allow the children to use written multiplications when determining the numbers to be placed in the quotient. For example:—

$$\begin{array}{r} 387 \\ 25 \overline{) 9675} \\ \underline{75} \\ 217 \\ \underline{200} \\ 175 \\ \underline{175} \\ 0 \end{array} \qquad \begin{array}{r} 25 \\ 3 \end{array} \qquad \begin{array}{r} 25 \\ 4 \end{array} \qquad \begin{array}{r} 25 \\ 7 \end{array} \qquad \begin{array}{r} 25 \\ 8 \end{array}$$

This is a waste of time. Pupils should be taught to estimate the number of times a divisor is contained in a dividend.

### Notebook Work

We should give careful thought to the amount of notebook work required of the children throughout the school year. If they are given too much to do, they acquire a distaste for notebooks, which will follow them throughout their school days; while if rightly planned, notebooks are a real source of pleasure and inspiration to children.

How many notebooks shall the fifth-grade child keep? First of all, there should be one for Bible. A small size of folder paper may be used for this purpose, using the ruled for composition work, and the plain, unruled paper of the same size for maps and drawings. Or a folder may be made in which all work is kept in loose leaves. Until we have a new notebook in Nature, the work required may be kept in the Bible notebook or folder, having one section for Bible and one for Nature.

Then there should be a carefully kept notebook in language, and an ordinary bound notebook for arithmetic. This will not be too much for the child to keep up, if the work is under the supervision of a systematic teacher.

All notebooks should be written in ink.

### Manual Training

Begin your manual training on the same day you begin other regular work. Do not say, "We will begin our manual training in a short time," and then defer it from day to day. The children are given the idea that manual training is not so important as other

studies, and that the teacher does not regard it so. Let us give handwork the place it deserves from the very first day of school.

### SIXTH GRADE—Lillie M. Holaday

#### Bible

The first part of this year's work is very difficult for the child to comprehend, therefore you will need to make the lessons very interesting. I would suggest the story-telling method. Spend the first recitation by telling the children the story of God's care and how wonderfully prophecy has been fulfilled. Weave the contents of the first two lessons into an interesting story, using the map and any other helps you can secure; then assign these lessons for them to study. Ask them to be prepared to answer any question you may ask them in the recitation the next day.

The order of the second recitation should be:—

1. Review of previous lesson.
2. Your story, consisting of the contents of the third lesson.
3. The assignment.

This lesson is wonderful, and the children will enjoy writing a simple story during their study period. You will need to take special care in making the children enjoy these lessons, or the entire year's work may be spoiled.

#### Nature

In this year's work emphasize the geography. This first chapter consists of simple lessons in physical geography. There are four lessons (4, 6, 12, 13) that may be omitted. The historical part of Lesson 4, about the microscope and telescope, is interesting, as is also that concerning the thermometer in Lesson 6. Have one child keep a record of the room temperature. Use the extra time gained in performing the experiments. They are not so hard as they look, and there is no better way to create interest. The boys will gladly perform experiment 3, Lesson 14.

In Lesson 20 give definitions for questions 6 and 7. Let the pupils understand what each is by pointing out similar things around their own home and school, but they will save time by having a definite definition to learn. The questions following the lessons are often given to stimulate thought, and the direct answer will not be found in the printed subject matter; therefore be sure you can answer them all. The printed notebook is optional, but by all means have a notebook of some kind.

#### Arithmetic

This is the last definite work with fractions. So be sure that all principles are thoroughly fixed and understood. Drill on the terms used, and insist that the children use the proper language. Very often the work is made more

difficult because the children do not learn to express themselves in arithmetical terms. Be sure that the children understand and learn the principles printed in italics inclosed in the parallelograms. Do not hesitate to review the fractions of the fifth grade if necessary. Supplement the lessons on pages 142 and 147 with more difficult examples. Conduct the recitation somewhat after this plan:—

1. Call the roll, and have the children report the amount of work done. Place on the board the names of those who have not completed their work, to be erased by them when they hand in their paper. Require all work handed in.

2. Discuss and clear up all difficulties.

3. Give the children four or five examples to work on a clean sheet of paper; check, and report.

Lastly, by the developmental method assign the new lesson.

Give careful attention to cancellation. Show how it is an advantage in working problems. You will need to give shorter lessons when working with the problems. Study each problem with the class during the assignment.

### Reading

The lessons of this month will bring in quite a variety. Use the dialogue method in the "Soldier's Reprieve" and "The Beatitudes." Memorize the poem, "Tone of the Voice." Aim to commit to memory one poem each month. This means nine poems during the year. Bring in some outside reading on the life of Mary Reed. Connect the dictionary work with the reading. Have each child find definitions for only two or three words. Give definite instruction, at the very first, on how to look up words in the dictionary.

In order to bring out the thought-work in these lessons, have the children ask questions of the one who has read the selection. Let the one who has read remain standing until he has answered all these questions.

### Language

The language work is largely taken from the Reader, but quite a little supplementary work will be necessary. Have one story reproduced from the reading lesson,— "The Divide," "A Soldier's Reprieve," "An Interesting Family," or "Mary Reed." Omit all grammar work.

Emphasize the spelling rules, homonym exercises, punctuation, synonyms, misused words, and the analyzing of words. Have one picture study and several original stories. Keep the language work in a notebook, and see that all misspelled words and mistakes in punctuation are corrected.

Make up several drill sentences on punctuation. For instance, place a number of sentences on the board to be punctuated. Review

the marks used for the various kinds of sentences. Have the children write stories containing the homonyms given. Variety and planning will give interest.

### Spelling

Establish at the very beginning the thought in each child's mind that he is to have perfect lessons. Use a special tablet, and have him enjoy seeing a new "100" placed in it every day. Begin the first day by keeping a record of the children's grades on the board. For perfect grades use bright-colored chalk that all can see, and for other records, some color, as blue, that cannot be seen so well, thus emphasizing the best. You can rule a place on the board that will hold the records for six weeks. Have the recording done by some pupil who has received a 100 mark. Have two or three children whose paper you mark and who have a perfect lesson, correct the rest directly after the close of the recitation. Try working on the principle of connecting the old with the new in learning the new words; for instance, in the first lesson the word "anthem" is *an them*, so a *light, nice ty, ad here, villa in, as ton ish*. Place the words on the board, and underline them as the children suggest. I like to make the assignment just before the spelling lesson, then the children will enjoy studying because they will take the enthusiasm right into their study.

### SEVENTH GRADE—Harriet Maxson

#### Geography

*Necessary Material.*—Missionary maps should be in the teacher's possession, besides the ordinary physical and political maps. Missionary maps can be made by obtaining ordinary map paper and tracing the outlines from the political map. The different conferences may then be colored, using the Year Book as authority for their boundaries. If there isn't time to prepare such a map of each continent, a missionary map of each hemisphere will prove very useful and satisfactory. Leave off all names so that maps may be used for drill. Very good outline maps may be obtained from J. S. Latta Company, Cedar Falls, Iowa, at thirty cents a hundred. These will prove indispensable for quick drill work, and a better grade of map from the same company will serve in the geography notebook.

*Class Work.*—Fix in mind relative size, position, and shape of continents. North and South America equal in length; each as long as Africa is wide, etc. For position, have a child place on the board an "X" to represent North America; have another child place another "X" to represent South America, etc. For shape, have children gain general ideas: North and South America as triangles, Asia as a trapezium, etc.

*Notes on Map Drawing.*—Have children look at map of continent, calling attention to general shape, then pass to board, block in general shape, and sketch in coast line. Do not demand accuracy at first. Five minutes ought to suffice for a student to place any continent on the board, except perhaps Eurasia.

As ease increases with practice and coast line is studied, teacher may dictate place to begin; for instance, pupil may draw north, beginning at Point Barrow. In the study of islands, pupil should place on board any island dictated by teacher, in proper position.

A much more accurate general knowledge of a continent is obtained by such methods than that of spending hours drawing maps to a scale, and having each detail correct. At the end of several months, with frequent drills of such nature, any student can pass to the board and in a few minutes place a fairly good map of any continent on the board, drawing in any physical features studied.

### Physiology

*First Week* (Coleman, Chapter 1).—In first recitation create an interest in the study. If pupils have no books, it will be an advantage to the ingenious teacher. Have lively discussions on questions like "Why do you eat?" and "How does bread and butter become bone and muscle?" Awaken an interest to know more on this great subject.

Get a microscope, if possible, and some form of one-celled animals from any stagnant water.

1. Emphasize: Mode of locomotion, feeding, digestion, and division.

2. Show cells of plant tissue (skin of onion), then cells of human body (blood cells and epithelial cells). Compare as to shape and work. Introduce division of labor.

3. Note: Marvelous perfection of small things. Each minute part has its special work to do.

4. Examine various tissues under microscope, or place sketches on board.

Notebook: Copy tissue outlines from board. Write simple definitions of anatomy, physiology, hygiene, organ, and function, after being thoroughly explained in class.

### Grammar

Bell's original grammar has been so ably revised that the successful teaching of that subject is assured. Care must be taken, however, not to assign a lesson without first having presented it in a thorough manner. The teacher should give the lesson with book closed, and only as a review should the reading of the lesson be required in class. After presentation, the exercises in the book may be done in class, and seat work assigned. Almost without exception has the seat work been found to be both reasonable and profitable.

### SUGGESTIVE PRESENTATION OF LESSON 9

1. Have class dictate list of nouns, teacher writing singular nouns in one column and plural in another.

2. By questioning have pupils recognize that those in one column mean one, and in the other more than one.

3. Call for nouns which stand for one, then have the class change them so that they will mean more than one.

4. Introduce words singular and plural, and then repeat preceding exercise, using new terms.

5. Take exercise in book.

6. Assign seat work.

### Arithmetic

The first month is almost entirely taken up with the review of addition, subtraction, multiplication, and division. Mrs. H. E. Osborne has completed a manual to accompany the arithmetic, which makes further notes seem unnecessary.

### EIGHTH GRADE — W. C. John

We have reason to expect that in addition to an increased moral perception and right habits of respect and obedience, the pupils will, on leaving the eighth grade, have acquired the following ten abilities:—

1. To read current matter with fluency and readiness.

2. To write a simple composition or letter, based on observation, conversation, or reading, without serious mistakes in grammar, spelling, or punctuation.

3. To write a neat and legible hand with ease and rapidity.

4. Be master of all the rudiments of arithmetic, besides showing some ability in the solution of complex problems.

5. Have a sufficient command of the principal facts of geography, national history, and civil government.

6. Have an appreciation, by considerable first-hand acquaintance, of the things of nature.

7. Show some skill in manual or industrial work.

8. Have a usable knowledge of physiology and hygiene.

9. Have a taste for wholesome literature.

10. Consider the Bible as the best book and their safest guide.

This is indeed a big program, but it can be accomplished during the eight years of elementary work. Yet the teacher cannot stop here. The situation is critical inasmuch as a great many pupils drop out of school when they have finished this grade.

The restlessness due to pubescent changes creates a difficult problem, besides the fact that economic necessity often tempts parents



to withdraw the child. If the pupil is pre-pubescent, the appeal to the pupil's heart and mind must be as to a child. If the pupil is pubescent or postpubescent, the appeal will have to be made to the budding young man or young woman. The teacher will fail if he deals with the latter as with the former. If the majority of the pupils are past the psychological age of childhood, treat the class in general as young high school students who are to prepare for important work in life. If the majority are children, the problem will be simpler, or similar to the methods of appeal in the previous grades. The minority in either case should be given as much individual attention as is possible, so that none may be lost to a more thorough preparation for God's work.

Suggestive notes with respect to the studies of the eighth grade will follow in the succeeding numbers of the EDUCATOR.

### Physical Culture Drills

*(Concluded from page 10)*

After several lessons, vary this exercise by circling the arms overhead, allowing the finger

tips to touch a short distance above the head, counting as before.

3. TRUNK EXERCISE.—Place the hands on the hips. Bend the trunk to the right on counts 1 and 2; swing carefully over to the left side on counts 3 and 4. Continue for 16 counts.

4. LEG EXERCISE.—With the hands on the hips raise the right knee forward and upward until the thigh is at right angles with the body, the lower leg suspended downward, and the toe pointing to the floor, on count 1; lower the leg to position on count 2. Continue for 8 counts. Repeat with the left leg, then alternate.

Later vary this as follows:—

Raise the knee forward and upward; immediately lower the foot directly under the place where it was suspended and lightly scrape the floor with the toe, raising the knee again instantly and repeating the exercise. Continue for 8 counts, counting 1 each time the toe strikes. Repeat with the left foot. This is in imitation of a horse pawing.

# HOME EDUCATION

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

## September Days

O SWEET September, thy first breezes bring  
The dry leaf's rustle and the squirrel's laughter,  
The cool fresh air whence health and vigor spring,  
And promise of exceeding joy hereafter.

— George Arnold.

## Nature Month by Month

MADGE MOORE

Drawings by Adeline Chapman Shull

"September days are here,  
With summer's best of weather,  
And autumn's best of cheer."

—Helen Hunt Jackson.

### First Week

SEPTEMBER is called the golden month—a harmony in gold—golden sunrise and sunset. The fields disturbed by September's breezes ripple the golden wheat heads and corn-stalks, which are ready to harvest. Along the path the goldenrod adds to the golden luster. Yellow bees and butterflies flit among the flowers that remain of summer, and gather nectar.

The sun's rays are not now so direct as during the summer, and we enjoy this "eventide of the year," for the balmy, spirited breezes are pleasant, and we still see much of Mother Nature's last roses of summer. The mornings are dewy, and the evenings hazy, lengthening as the days grow

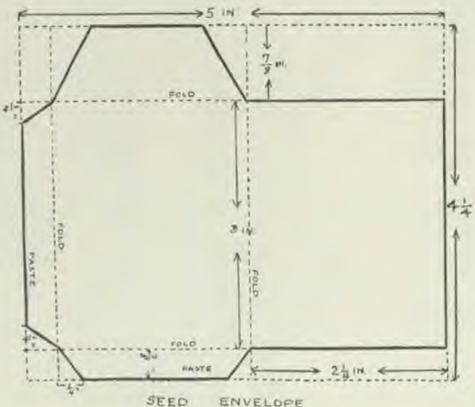
shorter. We do not yet see the barrenness of autumn.

September, to my mind, is an almost ideal month. It surely is to the farmer, for he gathers the fruit of his labor, and feels fully repaid when his wagons groan as they are borne homeward.

Perhaps the children, especially during this month, can rise early enough to see

the golden glow of sunrise, to get the dewy fragrance of nature, and to hear the glad morning song of birds.

Now is the time in which to study seed boxes and their contents. Let the children first make little envelopes out of wrapping paper, in which to collect the different kinds



of seeds—one envelope for a kind, labeled on the outside with the name. Send them to look for the seeds of the largest and prettiest blossoms, so they can reproduce these next year.

A single flower may have hundreds of seeds. Let us take a trip through our garden, orchard, field, and woods on a hunt for different kinds of seeds.



In the garden collect seeds from the pansies, nasturtiums, sweet peas, poppies, daisies, sunflowers, etc. Compare as to size, color, form, how protected, and how scattered. Seeds are round, oval, flat, and some are triangular. Then in color you find orange, black, brown, and even red seeds.

The vegetable garden furnishes many varieties. The peas and beans are well protected by the pod, while a leathery hard case surrounds the pumpkin and squash seeds; and yet how different from these are the seeds of the lettuce plant and the radish!



Farther on in the orchard still another kind of seed is revealed—the hard shells around the cherry, peach, plum, and prune seeds. Compare these with the apple seed. How is it protected?

Beyond the orchard, in the strawberry patch, we find the little seeds growing on the outside of the fruit. Let the children tell you about other seeds—those of the blackberry and the currant.

Out in the field, the head of the dandelion and of the thistledown is a bundle of seeds with tiny fine hairs attached to them. Whatever grain is growing, let the children shell out a few kernels and see that the part of the grain we use is the seed, and also notice how seeds are protected.

The tall gnarled oak has a very tiny seed in comparison to its height, but how well protected are the acorns at our feet! Help the children to think that each of these seeds contains a tiny, perfect plant, and that year after year seeds are produced, grow, and become plants, which

in their turn produce seeds. This is God's plan to keep our earth beautiful. Compare the acorn in its cup with the winged seeds of the pine and the maple.

Even the weeds and grasses produce seeds from their spike-like flowers.



Cut some of these different seeds in two, and show the children the little, hard, white germ of life in the seed. That which surrounds it furnishes its food when it begins to grow.

Show them that the seeds are formed to help in their scattering.

QUESTIONS

How would wheat be planted and scattered if left alone?

Does the pine tree need all the little seeds it produces?

Seeds are scattered by wind, water, man, and animals. The milkweed, maple tree, dandelion, and thistle seeds are good to show scattering by wind. Show the children by illustration that some seeds float and are carried down stream and washed upon the land.

Nuts also contain seeds that are very well protected, some by a hard shell and some by a prickly bur.

How do the nuts liberate their seeds? Collect hazelnuts, butternuts, walnuts, chestnuts, and notice when the seeds escape. Squirrels carry them off for their winter store of food. Watch



them to see where their storehouse is.

Seeds are used as food for man and beast. Let the boys and girls tell you all the different seeds used by man, and those by animals. Perhaps they can cultivate some seeds that birds like, and thus attract them to the house, and keep them away from the cornfields and cherry trees next year.

#### BUSY WORK

Let children make their envelopes, and on the outside draw a picture (if they cannot write the name) of the flower that produced the seed.

Sew flowers, fruits, and vegetables in their own colors.

Draw a page of dandelions. Make little baskets of the acorn cups.

Use seeds to form letters. Using toothpicks and soaked (dry) peas, make chairs, houses, etc.

Put burs together to form little baskets.

#### Second Week

The children probably have sometime measured their height to a cornstalk, have collected ears for dinner, peeping into and feeling of the ears to see if they were full enough. What fun



they have when, bound for the cornfield, they sit up high with the driver as they go through rows of tall corn. Or perhaps the corn has been put in shocks, and as the men drive along, they break off the ears with one flourish, and soon the wagon wheels begin to sink into the soft earth; and still there is more for many loads.

While husking the corn, let the children see how, by means of a thread of silk, each kernel received air, water, light, and heat. Notice the arrangement of the kernels, and how carefully the large seed cradle has been protected from rain and wind.

Where it is too cold for corn, perhaps

the wheat is being cut, shocked, and threshed ready for use again. Help the children to recognize sheaves of wheat, oats, rye, or barley as they see them, or the grain when growing. What a fine place for Bossy after the corn has been cut! She can nibble to her heart's content if she doesn't trample down the ground too hard.

Father saves some of the grain to be used as seed for the fall planting.

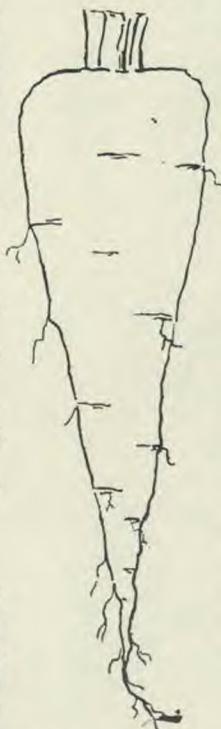
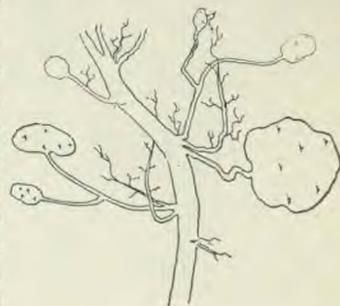
Nuts are gathered and put away in the attic to dry, ready for a winter's night before the fireplace. Some fruits are ripe. Show the children the methods of reproduction in the juicy fruits, as the apple, pear, and peach. In this method we have the beautiful principles of the plan of salvation — a life given for other lives. Illustration: The decaying apple liberates the seeds, they go into the ground, and give up their life to the new plant.

#### BUSY WORK

Cut out circles, and color for balloons. Cut fringes of paper to put on clothes.

#### Third Week

In the spring we studied seed germination, and the children noticed the upward and downward growth of roots. Now after the crops have been gathered, we may more closely study the full-grown root. Compare the grass (grains and grasses) roots with those of the carrot, beet, potato, radish, strawberry, morning-glory, blackberry, and even the mistletoe, which we find now as a parasite upon oak



trees in some localities. Compare these roots as to shape, size, direction of growth. How do they branch and lengthen, and which roots are useful for food? Bring out other uses of roots, as collectors of food, storehouses for plants (examine different bulbs), and to hold the plant firmly in the ground.

Visit nurseries now, and study the roots of trees.

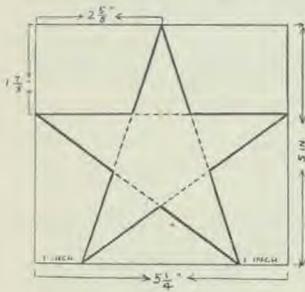
**BUSY WORK**

Cut out and color vegetables, fruit, and trees.

**Fourth Week**

"Twinkle, twinkle, little star,  
How I wonder what you are!  
Up above the world so high,  
Like a diamond in the sky."

The long, warm September evenings afford excellent opportunity to study the



heavenly bodies. Watch their motion, and notice the relative position of the stars from month to month.

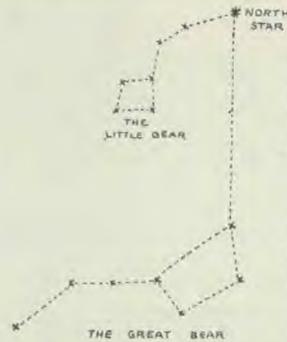
The star that appears at twilight upon the horizon will be two hours high in the sky at this time a month later. So we learn that the stars change position with season. For example, "the Great Dipper" in June stands almost straight up, with its handle pointing upward. In December you cannot see the end of its handle, for it is below the horizon. Spring finds the Dipper upside down, and only in the fall is it right side up ready for use.

The boys and girls who lived three thousands years before the time of clocks and watches were able to tell time by the position of the stars at night and of the sun by day.

We too could learn to tell time quite accurately by some of the constellations. The Great and Little Dippers, or Bears, are always seen on starry nights. Compare their positions at twilight, just before retiring, and upon rising.

One interesting thing about the Dipper is that the two outer stars that form the edge of the cup always point to the North Star, no matter what season it is.

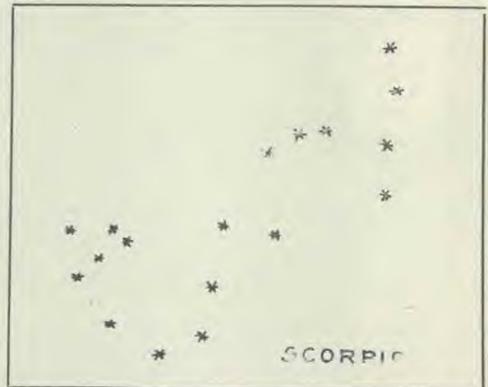
The North Star seems to be always in the same place, and the other stars to



travel around it. Teach the use of the compass if the children are old enough.

The Little Dipper has for the end of its handle the North Star. Both Dippers are composed of seven bright stars, and will be easy to find and follow. The Pleiades also are sometimes called the Little Dipper, but they are not so prominent.

The constellation Orion cannot be seen till winter, but the Scorpion is seen at twilight in September, on the horizon or near it. Look for his claws and twisted tail, and learn to tell time by this constellation. Tell the children something about the ridiculous objects the Orientals



saw in the sky, and that the names still cling to the constellations.

One nice thing is that as the summer flowers wither and die, the stars grow brighter to our vision, and nothing is more interesting than the bright stars on a frosty night.

Watch the almanac, and find which of the planets are the evening and morning stars.

This is feast time for the birds, as there is abundant grass and grain seeds, also plenty of fruit for them to feed upon. The first frost, if it happens to come as early as September, will frighten away a few of the birds. Watch to see which ones they are. Is it the orioles? We still may watch the domestic life of the birds, for their last broods are perhaps just hatched out, and father and mother bird are still bringing caterpillars and other worms and bugs to fill the open bills.

#### BUSY WORK

Cut out of paper and color little stars (traced around a pattern), and make the constellations learned.

Sew a large star and color it.

### Plan for the Children

INSTEAD of sending her children from her that she may not be annoyed by their noise nor troubled with their little wants, let the mother plan amusements or light work to employ the active hands and minds. By entering into their feelings and directing their amusements and employments, the mother will gain the confidence of her children; thus she can the more efficiently correct wrong habits or check the manifestation of selfishness. A word of caution or reproof spoken at the right time will be of great value. By patient, watchful love she can turn the minds in the right direction, cultivating in them beautiful and attractive traits of character. . . . Let every mother feel that her moments are priceless; her work will be tested in the solemn day of accounts."—*Christian Education.*"

## BOOKS AND MAGAZINES

"THE ART OF THE STORY TELLER," by Marie L. Shedlock. Appleton & Co., New York, 1915. 287 pages, 12mo, cloth. Price, \$1.50 net.

Miss Shedlock has prepared a valuable work which deals with the best methods of using the story and tale in the school. The author has mastered this difficult art, and shows by abundant illustrations, as well as by directions, how to become efficient in teaching moral truth by this agency. Unfortunately we cannot approve of so much attention given to myth, folklore, and Indian tales, which bring the child-mind in touch with pagan philosophy and ideals.

"WHAT IS EDUCATION?" by Ernest Carroll Moore, Professor of Education, Harvard University. Published by Ginn & Co. 357 pages.

The professors of educational subjects, as well as the more mature students of pedagogy, will obtain much stimulation and refreshment from this work. The problem of knowledge is discussed in its general relations to education; an interesting treatment of the doctrine of general discipline and a practical study on the value and use of educational measurements are among other chapters of value. The book is not a dry rehash of principles, but rather a means by which the author shows us in a practical way how some of the delicate and hidden machinery of education works.

"OCCUPATIONS: A TEXTBOOK IN VOCATIONAL GUIDANCE," by Enoch Burton Gowin, Assistant Professor of Commerce in the School of Commerce, Accounts, and Finance, New York University; and William Alonzo Wheatley, Superintendent of Schools, Middletown, Conn. 357 pages. Published by Ginn & Co., Boston, New York, Chicago, etc.

One of the most difficult problems the principal or school administrator has to solve is that of giving intelligent and practical advice to students with respect to their life work. Professors Gowin and Wheatley have brought together in a very attractive and practical way a detailed study of all the important vocations, giving the necessary requirements which are essential to success in each occupation. While many of the vocations suggested will not be of interest to the principals of our schools, yet many helpful and important suggestions will be found which will lead to a more careful study of the problem from a denominational standpoint.

"ASIA: GEOGRAPHICAL AND INDUSTRIAL STUDIES," by Nellie B. Allen, State Normal School, Fitchburg, Mass. Published by Ginn & Co. 449 pages, illustrated.

Teachers of geography will be charmed with the excellent features of this book. Students are made to see Asia as a living continent full

# CHRISTIAN EDUCATOR

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of interesting activities. The readings and studies are accompanied by a large number of well-chosen pictures, which, on the whole, show action rather than dead scenes.

### Special Notices

*Bulletin No. 14* has been revised, and re-arranged by year and by periods. It is entitled, "Course of Study for Elementary Schools," and serves as the teacher's guide in detail on the amount of ground to be covered in each subject in each period. Contains complete price-list of books and supplies by grades. 68 pages, price 20 cents.

*Bulletin No. 17* is entitled, "Nature Month by Month, No. 1." It is a reprint of the serial by that name in the Home Education Department of the EDUCATOR, by Mrs. C. C. Lewis. It is rich in suggestions and counsel to parents and teachers. 24 pages, 5 cents.

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