

CHRISTIAN EDUCATOR

A MAGAZINE FOR HOME AND SCHOOL

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REMEMBER THE EDUCATOR

DON'T

Most every time I start to do
Most any thing at all,
My Ma and Pa they look at me
And then they start to call

Oh Jimmy boy dont do that dear
That's not a gentle man
Dont make a face, dont hang your lip,
Dont muss your hair again

Dont suck your thumb, dont look so glum
Dont pull the baby's nose
Dont get down on your knees again
Dont soil your Sunday clothes

Dont put your little elbows on
The table when you dine
Dont eat so fast, dont take big bites
Dont talk at the same time

Dont let me see you put your knife
Into your mouth again
Dont leave the table till you've said
"Scuse me", like a man



Dont point your finger when you're out
What will the people think?
Dont gulp your water down so fast
Every time you drink

It's dont do this and dont do that
And Mercy goodness me!
It seems my hands are always where
They shouldn't ought to be

I wonder if you grown-up folks
Had Mas and Pas like mine
That said to you "Dont do that, child"
Most always every time

Feeder
-14-

CHRISTIAN EDUCATOR

VOL. VIII

Washington, D. C., December, 1916

No. 4

Making Dormitory Life Educative

BY E. C. KELLOGG

For the student in college, the dormitory is home for nine months in the year, a longer period than he is privileged to spend at the parental fireside. Now this leaving home and adopting a new home is something that appeals very strongly to one's mind and heart. It is a fact that while the young people come from all sorts of homes, to him who leaves his home there is no other place exactly like that which received his lingering and sometimes tearful gaze as long as it was visible.

The dormitory life should be molded by the educative principles of the true home. The students, with all their varied experiences and tastes, should be brought under the influence, as far as possible, of that most blessed and most sacred of all institutions upon earth, the home.

Perhaps one of the first essentials is an organization that insures an orderly and systematic and cheerful transaction of all the necessary routine of the place. Doing the right thing at the right time is an accomplishment of great value which is strongly encouraged in a well-managed dormitory.

Then, too, the cultivation of the social side of life is an important matter. Association at table, in parlor, and in other places leads to regard for one another, to an unselfish interest in others, and to lasting esteem for school companions. The rare ability to converse is acquired, and life friendships are formed.

Of course the serving of the meals, the table manners, the care of individual rooms, will all be in harmony with approved standards. There is a vast differ-

ence between doing things in a careless, haphazard way, and doing them with thought and consideration. Putting mentality into the ordinary duties of life means much toward success.

The cozy corner with current periodicals near by is an incentive to use with profit some moments that might otherwise be wasted. The dormitory bookcase, with its many instructive and helpful volumes, also comes in for its share of praise in inspiring students to noble lives.

On an occasional evening after the Sabbath, on Thanksgiving, on Christmas, and on other special occasions there may be a gathering of students from both dormitories. In these larger gatherings, part of the time may be profitably spent in a social way, and the rest with a suitable program.

Those little prayer bands that grow up so naturally in dormitory life, mean much for the individual students, and also for the spiritual interests of the school. Morning worship conducted in the dining-room, with students from both dormitories present, has a really homelike appearance.

The evening worship in the respective dormitories affords opportunity for the consideration of some things, as occasion may dictate, not suited to the conditions of the morning hour. It is at this time that the preceptor and preceptress come close to the students, and coöperation is fostered.

More important still is the individual and personal instruction. These little friendly, confidential talks bring to

the student help not otherwise attainable.

An occasional union devotional meeting of the dormitory students, held perhaps in the ladies' parlor, is a much appreciated and very helpful service. It may be led by one of the teachers or by a visiting minister. At times some special music may be furnished. The most appropriate time for such a gathering is Friday evening at sundown.

It will be understood that great respon-

sibility rests upon the preceptor and preceptress. They must have such qualities of mind and heart as will inspire a response to right principles and high ideals. In fact, their very appearance should encourage unselfishness, consideration of others, and general good deportment. Their amiable way, largeness of heart, and interest in others should create an atmosphere fragrant with the "fruits of the Spirit."

Social Education in Our Schools

BY ROCHELLE PHILMON

FROM the first, let us make a distinction between social education and social dissipation. Excessive play or social intercourse is as injurious as excessive eating of wholesome food. But this does not mean that we should be deprived of a proper amount of social development any more than of wholesome food. Life is not for recreation, but recreation is for life.

I like to consider our social education from two standpoints: that of the teacher, and that of the parent as related to the student. The three—teacher, parent, student—must ever form the great educational triangle. The teacher must have a realization of the value and importance of social education, its scope, and how it is best developed. The parent certainly would not willingly hinder the social education, and yet—well, I am reminded of the story of the lad who was driving with his mother down a country road when he saw an automobile coming at full speed. He drove the mule to one side of the road, sprang from the buggy, and ran about fifty yards down the road to meet the car. He begged the driver to keep his car perfectly still until they could pass. Of course the man, fearing some dreadful catastrophe, willingly consented to do so. The boy returned to the buggy only to find that his mother had deserted it and started across the cornfield. After much entreaty she fi-

nally climbed back into the buggy, where she sat trembling from head to foot, almost holding her breath, while the boy drove very cautiously past the car—and the mule didn't even turn his head. The chauffeur called out to the boy that his trouble was all for nothing; but the lad replied, "Yes, but gettin' ma by was worse than gettin' the mule by."

Cooperation Needed

At any rate there must be a hearty cooperation on the part of both parents and teachers if our social education (or any other education, for that matter) is to be a success. Neither can shift the burden entirely on the other. Both have a responsibility that lasts twenty-four hours in the day. Parents need to come into closer contact with the work of the school, and teachers must mingle with the students in a social way both at school and in their homes. Students need a strong and sympathetic friendship from their parents and teachers.

One day a certain teacher came to the point where he thought corporal punishment was the only course left in the case of a certain boy. He took the boy to his parents, ready to offset all their objections and see that the lad got a sound thrashing. When he reached the home and had only partly stated the case, both parents said they didn't care how hard or how often he beat the boy; that they often thrashed him, but it didn't

seem to do any good. It suddenly dawned upon the teacher that that boy had been misunderstood by his parents as well as by himself. He decided not to punish him, at least not there and then. He and the boy walked back to the schoolhouse together; as they walked, they talked things over, and a strong friendship grew up, which proved to be the salvation of the boy,—dare I say, of the teacher, too?

Cultivate Friendship

Think what it means to our boys and girls to have a friend—a true friend. How can a boy or a girl who has never known the joys of friendship, fully appreciate the "Friend that sticketh closer than a brother"? There is a strong relation between our social education and our religious experiences. Spirituality and sociability are twin brothers. Christ began his redeeming work in an atmosphere of social joy. His first miracle was wrought at a wedding feast. In winning friends, we learn how to win souls. The man who has forgotten his childhood and youth, who cannot appreciate youthful recreation or the social obligation resting upon him, has lost his influence over most boys and girls. Those who shut themselves within themselves, lose much of life. The youth are full of enthusiasm; they hunger for happy fellowships.

Because of the importance of the social touch, Satan makes it a chief line of attack. We cannot just say "don't" to our youth. We must educate them in social lines. Their natural instincts cry out, and we must not neglect their development. They must be so educated that they will know why they should not engage in harmful worldly pleasures, and better still, that they will have no desire to do so. Right forms of recreation should be held before them. If our parents and teachers will lead the boys and girls in proper social lines, we shall find them most willing followers. The school should be the social center of the solar system of the community, and should see that its planets revolve in proper order,

else they may shoot off like comets. The school must set proper social standards, and then aid in reaching them.

Social Instincts Natural

We are born with the social instinct. It comes from God, just the same as the instinct of self-preservation or any other instinct. Surely, anything so important deserves consideration in our educational plan. Our boys and girls must be educated up to the proper standards of social life. There must be developed a taste for the truly entertaining and uplifting features in their programs and entertainments. They must be taught to be courteous, to have respect for their seniors and for religious things. They must know what good form demands. We must give them instruction in table etiquette, in church and street etiquette, in the proper form of introduction, and, in fact, in all that tends to make them perfect Christian ladies and gentlemen. The discussions that arise in my English class each year when we make a study of formal and informal notes, show their eagerness for information along all these lines. Some time ago a simple program on good form was rendered by our students. It was wonderful to see the interest manifested, and, incidentally, the reforms that were effected. A few simple "don'ts," or a short talk on an ideal lady or gentleman, will be worth much to our eager boys and girls. At least once a year they should attend a formal reception. It is a part of their education. Informal receptions, where light refreshments are served, may be more frequent, and will always be beneficial if planned from the standpoint of the social education of our youth.

Our boys and girls in the dormitories of our schools get considerable help along this line. The preceptor and preceptress do much to direct and satisfy their natural tendencies. It is usually recognized in our schools that the social phase of our educational plan must have some consideration. If we do not give it willing and careful consideration, we are usually forced to consider it, and the

results are not half so good. It is double work, and not usually altogether satisfactory, to tear down a wrong structure and build up a better one out of the pieces. It is much more advisable to build on right principles from the first.

We have just begun to give the question of social education the consideration it deserves. It will show results in loyalty on the part of the student to the duties of school life, and what is better by far, in loyalty to the principles of truth and right and the high standard set by the Teacher divine.

Social Gatherings

Gatherings for social intercourse may be made highly profitable and instructive. They afford an opportunity for development that cannot be obtained in any other way. Much suggestive material for social gatherings might be offered. For instance, an evening may be devoted to a Bible program. After the greetings, the song, "Give Me the Bible," might very appropriately be sung, followed by prayer and a short Bible study. About fifty numbers may be placed on a board, and the guests be asked to give a Bible significance of each. For instance, if the number 8 appears, some one would say that that was the number of persons saved in the ark; if the number 42 appears, some one would respond by saying that was the number of children destroyed by the bears for mocking Elisha; etc. Cards may be prepared to represent Bible characters, and the guests be asked to tell who's who. To illustrate: A card bearing a shepherd's crook and a harp would represent David; a woman sewing might represent Dorcas. There might be an old-fashioned "spell down" with Bible questions prepared beforehand. Bible storiottes are interesting. The story is told, but the name of the character omitted. This must be guessed. The guests might prepare an alphabet of Bible characters. If souvenirs are desired, they may be of cardboard representing a Bible, and bearing an appropriate text or poem.

An interesting foreign mission social may be conducted, opening with the song, "From Greenland's icy mountains." We may have a question box from which objections to foreign missions are answered. During the evening our mission stations, sanitariums, colleges, and publishing houses could be indicated on a map previously prepared for the purpose. There might be a debate on home and foreign missions; also an appropriate exercise on naming and locating celebrated missionaries, interspersed with interesting stories.

An evening may be spent very profitably and pleasantly in considering nature. Trees and flowers can be represented in many ways. There might be a spelling match, all the words to be taken from nature. Various flower puzzles can be worked out. There may be prepared a story containing blank spaces, each space to be filled in with the name of some flower. Identifying leaves makes an interesting as well as instructive exercise.

Of course there may be delightful musical evenings, when we learn in various games the names of the world's great composers, when we sing the old favorite songs, and learn the stories of the origin of many of our hymns. Try distributing slips bearing numbers, four of each. Then ask the four receiving the same number to give a quartet. The results will likely be amusing, and may be a revelation.

Of course there are many ways of bringing literary work into our socials in the form of quotations, famous selections, names of authors, circumstances under which famous selections were written, lives of great authors, etc.

Then there is the arithmetic social, and the patriotic social, the temperance evening, the historical evening, and many, many others. While we are giving our time and attention to mental education, physical education, manumetal education, etc., let us not fail to realize what social education *must* mean in our schools.

Educational Tests and Measurements

BY W. C. JOHN

Historical

THE studies published by Dr. J. M. Rice in the *Forum*, from October, 1892, to June, 1893, recorded the first serious attempt to ascertain facts of fundamental importance concerning elementary education in the United States.

The remarkable influence of the scientific movement during the latter part of the nineteenth century extended to the realms of anthropology, sociology, and psychology, and for more than a decade has been felt in the field of education.

The old school system, with its narrow and somewhat intensive curricula, was also changed, largely on account of the growing prevalence of the new viewpoints of science and sociology. The subjects taught in both elementary and secondary schools were increased in number, with the object of giving a richer and more practical content to the knowledge of the pupils. At the same time the doctrine of formal discipline was challenged, due to the emphasis laid on the modern doctrine of interest.

Complaint was made by those who opposed the more extended curricula, that education was becoming "sugar-coated," that little smatterings of all kinds of knowledge were being given to the pupils without requiring any serious effort on their part. On the other hand, the defenders of the new movement stated that the pupils in the newer schools were fundamentally stronger in the essential studies than those who had studied under the older and narrower courses.

Thus the motive of Dr. Rice's study was to find out if it were possible to expand the curriculum so as to include the subjects demanded by the new movement, without doing harm to the teaching of reading, writing, and arithmetic.

The investigation included the careful observation of the schools in thirty-six important cities. One hundred thousand students were observed; but only fifty

thousand of these enter into consideration as a part of the scientific study.

The practical questions asked were:—

1. How much time shall be devoted to a subject?
2. What results should be accomplished?

Teaching Criticized

While it is not within the scope of this article to discuss the results of this important survey, or to express opinion as to the validity of the conclusions reached, yet we are interested to note that Dr. Rice found a great waste in teaching, all over the country. In nineteen cities, ten to forty minutes a day were devoted to spelling and spelling drill; but the schools which spent forty minutes a day were in no way superior to those that spent ten minutes. It was observed that good spelling seemed to depend more on the maturity of the pupil and the personality of the teacher than on the time or the method used. The usual spelling vocabulary was criticized as being altogether too full of unusual and technical terms. Waste in teaching geography and history was found, and it was felt that seventy per cent of the time given to the three R's should be reduced to fifty per cent. On the whole, it was shown that pupils graduated from the poorer schools, after an attendance of eight years, were no farther advanced than those in the fifth and sixth grades in the best schools. The fact that only one third of the schools gave good results in their work, and that the remaining two thirds fell below, and that half of the two thirds fell far below, emphasizes the need of more efficient management.

In order to remedy some of these deficiencies, Dr. Rice suggested a system of pedagogical measurement which demands "the measurement of results in the light of fixed standards derived from the school of universal experience."

Later Investigations

When the work of Dr. Rice was brought before the leading educators of the United States, it received scant favor. Gradually, however, similar studies were taken up by such men as Cornman, who, in 1902, made a special study of spelling, corroborating many of Dr. Rice's observations; in 1908, W. C. Stone investigated the teaching of arithmetic; in 1909 and following, S. A. Curtis prepared important efficiency tests in reading, writing, and arithmetic; Thorndike, in 1910, prepared a writing scale; Ayres, Starch, Hillegas, Buckingham, Ballou, and others have made very valuable studies, the results of which have been applied with varying success.

It is interesting to note that these later investigators give full credit to Dr. Rice for his epoch-making work. The fact is that today "experts in education are becoming experimental and quantitative thinkers, and are seeking to verify or refute the effects of educational forces upon human nature." No longer is the educational world content with the expressions "I think" and "I believe." "I know" is the least that can definitely be accepted. During the past six years, material progress has been made in improving the tests of the actual achievements in school studies, so that today we possess fairly accurate tests and scales in many of the elementary and, to a certain extent, in the high school subjects.

Value of Tests

It should be understood that scales are not "cure-alls." They have their limitations as well as their positive values. They are not examinations in the sense

ordinarily understood. A scale is an index of class, grade, or school efficiency. It gives a relatively sound basis for comparative study, which, upon repeated use, will inform the educational superintendent or secretary, by giving data which will be helpful in improving the methods used in the different schools.

Another problem which recently has been given careful attention, is that of marking or grading. Dr. Starch, of the University of Wisconsin, says that marks may vary as follows:—

1. Because of differences of standards in different schools.
2. Because of differences of standards of different teachers.
3. Because of differences in the relation of values placed on various elements.
4. Because of differences due to inability to distinguish between closely allied degrees of merit.

The variability, as shown by Dr. Starch, between two instructors in the same department in the University of Wisconsin, in the first teacher gave 43 per cent of the students as excellent and no failures, while the second gave no grade as excellent, and fourteen as failures. Teachers vary from thirty-five to forty points in their markings. Other investigations have shown that, contrary to current belief, the grades in mathematics are no more reliable and exact than the grades in language or in history. These studies are suggestive of improvements in the methods of marking.

In addition to investigations of the teaching of regular school subjects, scientific studies have been made along the lines of administration, finance, building efficiency, cost of maintenance, and expense.

The "Teacherage"

IF a parson has a parsonage, why shouldn't a teacher have a "teacherage"? That's the question Mrs. Percy Pennypacker, president of the General Federation of Women's Clubs, is asking the club women of the country as she makes her visit from State to State.

Mrs. Pennypacker was a teacher herself, and

she knows that "boarding 'round" is the bane of the rural teacher's life; so she has appealed to the club women to use their influence in having a "teacherage" established in each country school district. Several State federations have appointed committees to work in the interest of "teacherages."

Physical Culture Drills

BY JEAN B. HENRY

BEFORE giving the commands explain each step clearly and deliberately. A momentary pause should follow before the announcement of a decisive command of execution.

EXAMPLE—Explanatory command: "Rise on the toes on count 1; bend the knees on count 2; rise on the toes on count 3; and lower the heels on count 4, for 8 counts." Command of execution: "Begin!" When the class is familiar with the order of the exercise, the command of execution may be the first count: "One!"

1. *Breathing Exercise*.—Take a deep breath. Exhale.

Take another deep breath. Hold while tapping the chest lightly and rapidly with the open fingers. Exhale. Repeat several times.

2. *Arm Exercise*.—Raise the arms forward (shoulder high) on count 1; lower to the sides on count 2, for 8 counts.

Repeat.

Variation after three or four lessons:—

a. Raise the arms sideward on count 1; lower to the sides on count 2, for 8 counts.

b. Raise the arms upward on count 1; lower to the sides on count 2, for 8 counts.

3. *Trunk Exercise*.—With the hands on the hips bend the body forward on count 1. On counts 2 and 3 clap the hands overhead.

Rise to position with the hands on the hips on count 4.

Repeat 4 times in all.

Vary this exercise, after the first few lessons, by clapping on counts 2-7, and rising to position on count 8.

4. *Leg Exercise*.—With the hands on the hips, place the right foot forward (length of a medium step) and bend the right knee on counts 1 and 2. (The left knee should be rigid, and the left foot flat on the floor.) Step back to position with heels together on counts 2 and 3. Continue for 8 counts.

Repeat, placing the left foot forward for 8 counts.

Vary this by repeating the leg exercise with,—

a. Hands on the shoulders.

b. Hands outward stretched (shoulder high).

c. Hands upward stretched.

Marching Exercise

Changing Places.—The column marches in ranks of two, to the left, around the gymnasium. When near a corner, the order is given:—

"Change places—change!"

The two leaders having reached the corner, the one on the left passes ahead of the other, both turn to the left and march forward to—



gether. The second two proceed as the first, and so on until the entire column has completed the exercise.

To resume the original order of the column, change places at another corner.

Changing Places by Twos.—The column marches by fours to the left around the gymnasium. When near a corner, the order is given,—

"Change places—Twos!"

The four leaders having reached the corner, the two on the left pass ahead of the two on the right. All turn to the left, and march forward together in a rank of four.

The next four proceed in the same manner, and so on until the entire column has completed the exercise.

EDITORIALS

The High Point in Teaching

It is not unusual among educators and other thinking people to speak of teaching as a high calling. This it truly is, even if regarded from no other than a secular viewpoint. The influence of the teacher on the developing character, ideals, and future career of his pupils, places him next to the parent, both in personal responsibility and in the possibilities of attainment by the youth under his tuition.

In case of the Christian teacher, his calling becomes not only a high, but a holy one. In other words, he views the highness of his calling from the standpoint of what he may achieve for his students in holy living and service. This is an ideal as much higher than the secular aim of producing a good citizenry as heaven is higher than the earth, as God's thoughts are higher than our thoughts. The two aims are not in conflict, but they are scarcely to be compared in loftiness of character.

Even so, the Christian teacher's greatest danger lies in losing sight of the exceeding high and sacred character of his calling. In his personal relation to students, the true objective has perhaps never been better expressed than in the words of Paul to the Corinthian believers, literally rendered, "Become imitators of me as also I am of Christ." The undying passion of Paul's life was to save souls. Taxed to the utmost of his great natural ability, and supported by abundant impartation of Heaven's grace, he encountered much difficulty in leading minds darkened by heathenism and tradition into the clear light of the gospel. Those who had become accustomed to look upon material gods and outward ceremonies in religious worship, found it hard to exercise faith in an unseen God, and to live by that faith. It was in a crisis for such reasons that Paul was moved to exhort the believers to follow his example, to become imitators of him as he had be-

come an imitator of Christ. He was a living exemplar of the Christ-life; let them learn through him.

It would seem perilous to take such a position. Yet God has repeatedly chosen the human instrument to illustrate the riches of his grace. If he has called the Christian teacher into service at all, it is that his personal attainment in the divine life may draw young hearts into living connection with Christ. True it is that the drawing power is the constraining love of Christ, but it may be and must be exercised through the teacher if he is a teacher in fact. How much greater is the influence of example than that of precept! What true teacher is willing to rely upon his precept alone for winning youth to the heavenly way? That precept is really understood and made effective only when backed up and illustrated by the teacher's own practices in daily life.

Not long ago a pamphlet was issued under the title, "High Points in New York City Schools," setting forth the merits of that vast municipal system of education. There are many high points to be included in the qualifications of the Christian teacher—culturally, socially, intellectually. But *the* high point above all is to reach that place in spiritual attainment where it is safe for him to say, in his heart at least, to every youth that comes under his instruction, "Become an imitator of me as I also am of Christ."

Aggressive Educational Measures

OUR avowed purpose in conducting a system of Christian schools is "to restore the image of God in the soul," and to qualify young men and women for active missionary service, at home and abroad. The service to which our young people can look forward during school life is world wide in extent. It implies a literal interpretation of the commission, "Go ye into all the world." Our operating forces must be continually increased and re-

cruited. Our schools are the recruiting stations. In recognition of these facts, the Autumn Council passed the following set of recommendations on —

FOSTERING MISSIONARY TRAINING

"We recommend, 1. That, when possible, the Mission Board place in our various training schools a missionary on furlough, under furlough pay, to spend, if possible, one year in the school, promoting missionary work, and perhaps teaching or studying some.

"2. That the General Conference men closely connected with the Mission Board make more frequent visits to our colleges, spending a week or more in placing foreign mission interests and problems before the students, and giving opportunity for personal consultation with young men and women who are interested.

"3. That our young people be encouraged to complete their education in our own schools, and to keep their eyes continually on the field, planning to enter immediately some branch of the cause on leaving school.

"4. That presidents and other laborers in our various conferences in the training school territory keep in close touch with the development of their young men and women in school, with a view to having some definite place to offer them as soon as their course is finished, thus making the field a more active participant with the school in developing new workers.

"5. That we urge our school men and visiting brethren to keep before the young men in our colleges the sacred and high calling of the ministry, and before the young women that of the Bible work; and further, that definite instruction in both lines be provided in the school in addition to what visiting brethren may contribute."

To summarize these important measures: —

Returned missionaries in the schools.
Mission Board members visiting the schools.

Our students with their eyes on the field.

The eyes of recruiting officers on the students.

Recruits wanted for the ministry and the Bible work.

Our Teacher Training

One of the most fruitful lines of missionary endeavor carried on in our home field is the teaching of the children in our local churches in local schools. One of the most important features of the work of our recruiting stations is the training of teachers to conduct these local schools. The supply we have been able to develop so far is woefully less than the demand. We are yet young in teacher-training experience; but having set our hand to the plow, we are determined not to look backward. We must press together in our plans and methods. We must raise all phases of our elementary teaching to an equal plane of efficiency. We *must* produce enough trained teachers to supply the demand. But we cannot stop here. We must begin to think seriously of providing adequate training for teachers in our secondary schools. The autumn council accordingly passed the following measure for the improvement of our teacher training: —

"WHEREAS, There are still serious differences in the course and curriculum of our Normal Departments; and,—

"WHEREAS, There is a serious shortage of elementary teachers, increasing every year; and,—

"WHEREAS, There is urgent need of a conference by our Normal Directors on developing special phases of their work that are as yet not fully developed; and,—

"WHEREAS, We are face to face with the urgent need of making provision for the training of secondary teachers; we therefore,—

"Recommend, The holding of a Normal Council next summer at such time and place, and for such length of time as is thought best, for the study of these vital interests of our teacher-training work."

This measure provides for the greatest opportunity our Normal workers have ever had for developing plans to place our teacher-training work on a more efficient and productive basis. We have striven for seven years against great odds, but it now begins to look as if better days were in store for us.

THE MINISTRY

Angels and Their Ministry

BY J. L. SHAW

THE last half of the book "Ministry of Angels," deals with angels in their association with Abraham, Jacob, and Jesus; their ministry in the gospel; in connection with the second advent of Christ, and the redeemed in glory.

Believing that angels are "ministering spirits, sent forth to minister for them who shall be heirs of salvation," it is very reasonable to suppose that all through the Old and New Testament times these heavenly assistants should have repeatedly and continually manifested themselves to men, and that in these latter days they are still working with God's servants in the great scheme of salvation.

Mrs. E. G. White, in "Early Writings," makes frequent mention of angels and their work. Particularly does she mention them in the account of her visions. The reader who goes through this book with that thought in mind will notice that this volume, probably more than any other of her works, makes reference to angels, their service in heaven, and their intimate association with God's people on earth in the past, and in the finishing of the work on earth.

Angels warned Adam and Eve in the garden. In "Early Writings," page 147, we read:—

"Holy angels often visited the garden, and gave instruction to Adam and Eve concerning their employment, and also taught them concerning the rebellion and fall of Satan. The angels warned them of Satan, and cautioned them not to separate from each other in their employment, for they might be brought in contact with this fallen foe. The angels also enjoined upon them to follow closely the directions God had given them, for in perfect obedience only were they safe. Then this fallen foe could have no power over them."

When man fell, the angels were ready to save him even by the gift of their own lives:—

"Said the angel, 'Think ye that the Father yielded up his dearly beloved Son without a struggle?—No, no.' It was even a struggle with the God of heaven, whether to let guilty man perish, or to give his darling Son to die for them.

"Angels were so interested for man's salvation that there could be found among them those who would yield their glory and give their life for perishing man. 'But,' said my accompanying angel, 'that would avail nothing.' The transgression was so great that an angel's life could not pay the debt."—*Id.*, p. 127.

When Christ came to redeem man, angels were present and made known his birth:—

"His birth was without worldly grandeur. He was born in a stable, and cradled in a manger; yet his birth was honored far above that of any of the sons of men. Angels from heaven informed the shepherds of the advent of Jesus, and light and glory from God accompanied their testimony. The heavenly host touched their harps and glorified God. They triumphantly heralded the advent of the Son of God to a fallen world to accomplish the work of redemption, and by his death to bring peace, happiness, and everlasting life to man. God honored the advent of his Son. Angels worshiped him.

"Angels of God hovered over the scene of his baptism; the Holy Spirit descended in the form of a dove and lighted upon him, and as the people stood greatly amazed, with their eyes fastened upon him, the Father's voice was heard from heaven, saying, Thou art my beloved Son; in thee I am well pleased."—*Id.*, p. 153.

Angels were present in Gethsemane:—

"With strong cries and weeping, Jesus prayed, 'Father, if thou be willing, remove this cup from me; nevertheless not my will, but thine, be done.' The Son of God prayed in agony. Great drops of blood gathered upon his face, and fell to the ground. Angels were hovering over the place, witnessing the scene, but only one was commissioned to go and strengthen the Son of God in his agony. There was no joy in heaven. The angels cast their crowns and harps from them, and with the deepest interest silently watched Jesus. They

wished to surround the Son of God, but the commanding angels suffered them not, lest, as they should behold his betrayal, they should deliver him; for the plan had been laid, and it must be fulfilled."—*Id.*, p. 167.

Viewing the agony of Christ in his suffering, the angels could behold no longer, and veiled their faces from the dreadful sight. Though hovering about, they could not help, lest the plan of salvation be frustrated. Of the time when Christ was released from the tomb, we read:—

"The night wore slowly away, and while it was yet dark, the watching angels knew that the time for the release of God's dear Son, their loved Commander, had nearly come. As they were waiting with the deepest emotion the hour of his triumph, a mighty angel came flying swiftly from heaven. His face was like the lightning, and his garments white as snow. His light dispersed the darkness from his track, and caused the evil angels, who had triumphantly claimed the body of Jesus, to flee in terror from his brightness and glory. One of the angelic host who had witnessed the scene of Christ's humiliation, and was watching his resting place, joined the angel from heaven, and together they came down to the sepulcher. The earth trembled and shook as they approached, and there was a great earthquake.

"Terror seized the Roman guard. Where was now their power to keep the body of Jesus? They did not think of their duty, or of the disciples stealing him away. As the light of the angels shone around, brighter than the sun, that Roman guard fell as dead men to the ground. One of the angels laid hold of the great stone, and rolled it away from the door of the sepulcher, and seated himself upon it. The other entered the tomb, and unbound the napkin from the head of Jesus. Then the angel from heaven, with a voice that caused the earth to quake, cried out, 'Thou Son of God, thy Father calls thee! Come forth.' Death could hold dominion over him no longer. Jesus arose from the dead, a triumphant conqueror. In solemn awe the angelic host gazed upon the scene. And as Jesus came forth from the sepulcher, those shining angels prostrated themselves to the earth in worship, and hailed him with songs of victory and triumph."—*Id.*, pp. 181, 182.

As Christ ascended to heaven,—

"a multitude of the heavenly host were in attendance, while in heaven an innumerable company of angels awaited his coming. As they ascended to the holy city, the angels who escorted Jesus cried out, 'Lift up your heads, O ye gates; and be ye lift up, ye everlasting doors; and the King of glory shall come in.' The angels in the city cried out with rapture,

'Who is this King of glory?' The escorting angels answered in triumph, 'The Lord strong and mighty, the Lord mighty in battle. Lift up your heads, O ye gates; even lift them up, ye everlasting doors; and the King of glory shall come in.' Again the waiting angels asked, 'Who is this King of glory?' and the escorting angels answered in melodious strains, 'The Lord of hosts, he is the King of glory.' And the heavenly train passed into the city of God. Then all the heavenly host surrounded their majestic Commander, and with the deepest adoration bowed before him, and cast their glittering crowns at his feet. And then they touched their golden harps, and in sweet, melodious strains, filled all heaven with rich music and songs to the Lamb who was slain, yet lives again in majesty and glory."—*Id.*, pp. 190, 191.

The work of angels is strikingly manifested in the book of Revelation. The first verse says: "The revelation of Jesus Christ, which God gave unto him, to show unto his servants things which must shortly come to pass; and he sent and signified it by his angel unto his servant John." We read in "Early Writings" that while the beloved disciple was on the lonely isle of Patmos,—

"the angel from heaven came to John in majesty, his countenance beaming with the excellent glory of God. He revealed to John scenes of deep and thrilling interest in the history of the church of God, and brought before him the perilous conflicts which Christ's followers were to endure. John saw them passing through fiery trials, made white and tried, and, finally, victorious overcomers, gloriously saved in the kingdom of God. The countenance of the angel grew radiant with joy, and was exceeding glorious, as he showed John the final triumph of the church of God. As the apostle beheld the final deliverance of the church, he was carried away with the glory of the scene, and with deep reverence and awe fell at the feet of the angel to worship him. The heavenly messenger instantly raised him up, and gently reproved him, saying, 'See thou do it not: I am thy fellow servant, and of thy brethren that have the testimony of Jesus: worship God: for the testimony of Jesus is the spirit of prophecy.' The angel then showed John the heavenly city with all its splendor and dazzling glory, and he, enraptured and overwhelmed, and forgetful of the former reproof of the angel, again fell to worship at his feet. Again the gentle reproof was given: 'See thou do it not: for I am thy fellow servant, and of thy brethren the prophets, and of them that keep the sayings of this book: worship God.'" —*Id.*, pp. 230, 231.

Soul-Winning

BY G. B. THOMPSON

THE field before the consecrated soul-winner is one of tremendous scope. A world is lost, and ere long will take the final plunge into the abyss of irretrievable ruin. On every redeemed soul rests the responsibility to labor to the very utmost in rescuing those ensnared by the enemy and soon to perish. Jesus shed his blood on Calvary for but one purpose,—the salvation of souls,—and on you and me rests a blood mortgage to follow in his footsteps.

There is no nobler work. "The highest of all sciences is the science of soul-saving. The greatest work to which human beings can aspire is the work of winning men from sin to holiness."—*"Ministry of Healing,"* p. 398.

Men everywhere are studying the sciences; many give their lives wholly to this work. But here is a science beyond them all; and however deficient we may be in other sciences, we should understand the science of saving men, and become successful in this most intricate and delicate work.

To be a winner of men requires toil and sacrifice. In the mountain fastness and by the sobbing sea, the Master was found in prayer and labor day and night. Soul-winning led him to the cross, and the pathway of the one who gives himself to saving the lost bears the marks of a pierced foot. Like John the Baptist, we must be a *burning* and a shining light. He must increase; we must decrease. Zeal for souls must consume us; we must *burn out* for God. On the tomb of a great man of God is seen a seal. It is that of a candle burned down to the socket, and underneath are these words: "In laboring for others, I have burned out." This expresses the true idea.

We need a new vision, not only of our individual responsibility in this matter, but of the value of a soul. The price paid was beyond computation. Blood-washed souls cost God his Son. "For our redemption, heaven itself was imperiled. At the foot of the cross, remembering

that for one sinner Christ would have laid down his life, you may estimate the value of a soul."—*"Christ's Object Lessons,"* p. 196. If in the eternal ages Jesus were to see but *one soul* saved through his sacrifice, he would look on the travail of his soul and be satisfied. Unfathomable mystery! Incomprehensible love! If Christ so loved the lost, our hearts should also yearn with unutterable love for sinners, and our lives be given wholly to saving them.

A reward beyond the mind of man fully to measure is promised to the soul-winner. "They that be wise shall shine as the brightness of the firmament; and they that turn many to righteousness as the stars forever and ever." Dan. 12:3. Many occupations are honorable, and have in them a sweet reward. But when the Lord wishes to point us to the reward promised those who devote their lives to turning sinners from sin to holiness, he directs us to the enduring heavens above. He bids us look up. "As the stars forever and ever!" There they are, unmarred by sin, untouched by decay, a prophecy of eternity.

Here all things pass away. The trituration of ages has blotted out nations, and destroyed the greatest and most enduring monuments man has ever made. Proud cities once given to pleasure and commerce are being dug from their graves by the spade of the explorer. But the stars endure. In the silent, inconceivable, and awful depths of space, millions of worlds move on without jar or collision. The sentinel star as of old "guards the throne of the eternal north." In the measureless fields of space, clusters and systems of worlds are "rushing, as if driven by hurricanes of infinite power, around some mysterious center still mightier, still more remote. . . . The shock of armies and the thunder of a thousand battles have not shaken one gem from the diadem of night. No hostile hand has hurled the sons of the morning from their flaming throne." Those who give themselves to saving the lost will, with the fruit of their labor, shine through all ages.

THE NORMAL

When Teacher Gets Cross

When the teacher gets cross and her brown eyes gets black,
And her pencil comes down on the desk with a whack,
We "chilluns" in class sit up straight in a line,
As if we had rulers instead of a spine.
It's scary to cough, and it's not safe to grin —
When the teacher gets cross and the dimples goes in.

When the teacher gets cross, the tables all mix,
And the ones and the sevens begins playing tricks;
The pluses and minuses is just little smears
Where the cry-babies cry all their slates up with tears;
The figgers won't add, and they act up like sin —
When the teacher gets cross and the dimples goes in.

When the teacher gets cross, the readers gets bad,
The lines jiggle round till the "chilluns" is sad,
And Billy Boy puffs and gets red in the face,
As if he and lessons were running a race,
Till she hollers out, "Next," as sharp as a pin —
When the teacher gets cross and the dimples goes in.

When the teacher gets good, her smile is so bright,
The tables gets straight and the readers gets right,
The pluses and minuses come trooping along,
And figgers add up and stop being wrong,
And we "chilluns" would like (but we dassent) to shout —
When the teacher gets good and the dimples comes out.

— *State Normal Bulletin, Keene, N. H.*

How One Teacher Made a Pleasant Christmas for Her Pupils

THIS teacher's school was in a country district. The patrons of the school lived far apart, and quite a distance from the school. The teacher tells the story of how she made a pleasant Christmas for her pupils as follows:—

"These children see very little pleasure, so I put forth special efforts to give them a pleasant Christmas program. I drove with one of the boys twenty-five or thirty miles for our tree; then I had the primary children make cornucopias out of colored papers. These I filled with nuts, popcorn balls, and three varieties of homemade candy. This took some time, too, to fill fifty of them. Then I put two little remembrances in separate packages, for each one, thus causing them

added joy as they heard their names called three times. Their eyes fairly danced.

"My decorations were green and white,—evergreen, white crêpe, and some popcorn. Our motto was 'Service for Others,' the letters being covered with popcorn and evergreen. The tree was loaded with green and white candles.

"Things surely looked pretty, and they tell me it was a grand success. My idea was to give the life of Christ in song and verse, showing our belief in his second coming, and so forth. Hence I had the program divided in this way: First, Christ's birth and childhood; second, the miracle period; third, suffering and death; fourth, coming again."

TEACHING NOTES—GRADE BY GRADE

FIRST GRADE—Anna A. Pierce

Flash Cards

The Use of Flash Cards in Review of Sight Words.—Every teacher should have in her possession a set of flash cards containing the first sight words taught.

A few minutes each day spent in drill from these cards will keep the words continually fresh in the minds of the children.

These cards may be used in various ways aside from the drill in shifting:—

1. Children form a circle, each having a card. The child in the center sees how many cards he can take from the circle.

2. Choose sides. Teacher shifts cards. When one misses, a child is chosen from his side to the other.

3. Place cards on chalk rack. The child changes places of two or more cards mentioned by the teacher.

4. The teacher shifts the cards. The class stand in a row in the back of the room. See who can get nearest the teacher, each stepping one step forward as he gives a word correctly.

5. Children stand holding cards behind them. As the teacher describes what a certain card represents, the child having the card holds it up. For example, "I am thinking of something that grows in the garden. It is a beautiful red. It smells very sweet. It has a long stem." The child holds up the word "flower."

"I am thinking of a word we often use when we ask a question."—"What."

6. Play "London Bridge is Falling Down." The card in the hands of the child who is caught is guessed by those who form the bridge.

A resourceful teacher can weave these drills into many of the playground and schoolroom games, adding interest to both.

A. A. P.

SNOWFLAKES

ANNA A. PIERCE.



1. Little feathery snowflakes Playing in the air, Dancing thru the tree-tops, Fly-ing eye-ry-where,
2. Making downy blan-kets For the flow'rs asleep, Tuck'd away all co - sy Un-der drifts so deep.
3. Little feathery snowflakes Falling soft and slow, Till the earth is cov - ered With the pure white snow.
4. Lov-ing Je-sus, wash me, Cov-er all my sin, Cleanse my heart, and make me Pure and white with-in.

SECOND GRADE—Edith A. Cummings

Construction Work

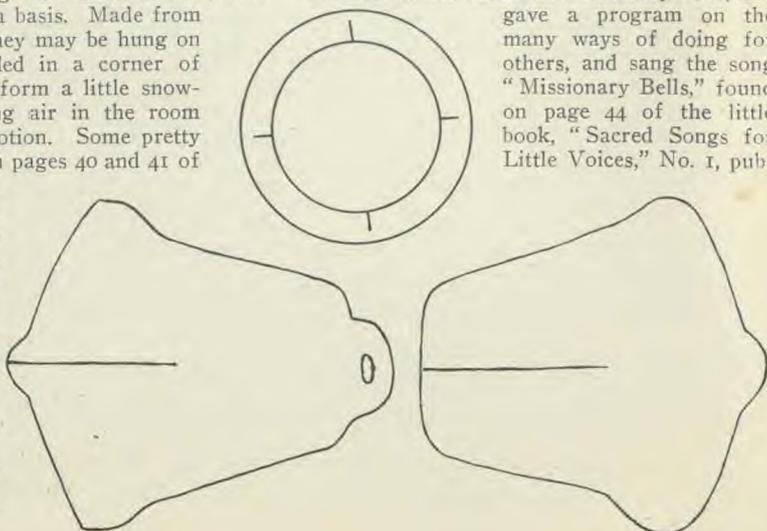
With December comes the snow, at least to some of us. Let us make some snowflakes, and use them in making our December border.

Use the hexagon as a basis. Made from white tissue paper, they may be hung on threads and suspended in a corner of the room, and thus form a little snow-storm, as the moving air in the room will keep them in motion. Some pretty patterns are found on pages 40 and 41 of

Reader 2. Now is a good time to read this lesson. Little red bells make pretty decorations for the schoolroom. Use the red cover paper, and make them from the pattern on this page. They are cut and fitted together, the two bell-shaped pieces being held in

place by the ring. These bells may be strung or tied on cord through the hole made in the top of the bells.

We need not call them Christmas bells, but missionary bells. Last year one teacher used them and called them the missionary bells, and gave a program on the many ways of doing for others, and sang the song "Missionary Bells," found on page 44 of the little book, "Sacred Songs for Little Voices," No. 1, pub-



lished by the David C. Cook Publishing Company, Elgin, Ill.

She also had a fifteen-cent Christmas tree, on which was a popcorn ball for each child—nothing more. The teacher told the children why the tree was bare. "We are working for others," she said, "giving to those who are needy." They all caught the spirit by the time the program was over, and left the schoolroom with the words, "We'll see how much we can do for others during vacation."

Language

The lesson on pages 76 and 77 is an excellent story to use in language work. Let the children tell the story, following an outline such as this:—

Subject.—The Fish: 1. Home; 2. Covering; 3. Fins and Tail; 4. Eyes and Mouth; 5. Gills; 6. Food; 7. Habits, Eggs, etc.

After the story has been told well, let the pupils write a short composition on the fish; or the teacher might write on the blackboard complete sentences as given by the pupils. Before the teacher writes each sentence, let the pupils see in how many ways they can tell the same thing. Select the best sentence to be placed on the board.

Use a variety of beginning words and phrases.

What child does not enjoy receiving cards or letters? Suppose you send each one a penny postal card, addressing it, and writing a message on it. Write something that is interesting to read and that calls for an answer.

Choose some one as postman to deliver the mail. After the child receives his postal, he reads it to his friends; and when all have been read, let each answer his card by writing a little letter to you.

This is a lesson in composition as well as in reading.

The following are the words of a song I once clipped from a journal, though I cannot give the notes. The words fit in well with those in the closing paragraph of the lesson "On the Beach," pages 73 and 74, and may be used in teaching lessons in obedience. This song could be sung to the tune of No. 359 in "Christ in Song."

"Roll on, roll on, you restless waves,
That toss and shout and roar;
Why do you all run back again
When you have reached the shore?"

"Roll on, roll on, you noisy waves,
Roll higher up the strand;
How is it that you cannot pass
That line of yellow sand?"

"We do not dare!" the waves reply,
'That line of yellow sand
Is laid along the shore to bound
The water from the land."

"And all must keep to time and place,
And all must keep to rule,
Both waves upon the sandy shore,
And little ones at school.'"

THIRD GRADE—Irene C. Ayars

Bible Nature

The first advent of Christ will soon be taken up in the Bible Nature lessons. It would be appropriate to postpone a few of the lessons intended for the latter part of December until a later date, and at this time teach the lessons about the birth of Christ, the visit of the wise men, and also the visit of the shepherds, and the life of Christ. In illustrating these lessons I believe you will find the sand table the most helpful. The hills and valleys can be made by moistening sand, and twigs may serve for the trees. The children can cut out from pattern or make free-hand cuttings of the men, sheep, and other objects needed to represent the lessons. In teaching these topics draw out a lesson that will be a help to the children in their daily lives.

Arithmetic

During this period drill on the "fours" and "fives" in the multiplication tables. Use flash cards or some other means for rapid drill. Do not take up a new table until the others studied are well learned. Unless these tables are mastered, it will be almost impossible for the children to work problems involving multiplication. The tables of liquid and dry measure, also the avoirdupois table, come at this time. If you try to teach these lessons without the aid of concrete measures, the children will have little idea what they mean. Perhaps your school does not own a set. If so, make your school board feel the necessity of having a set of measures for the school. If you cannot get them in any other way, borrow them, for you should have them for these lessons. Scales are also needed.

A game for the schoolgrounds, or for indoors on rainy days, which will help the children learn the multiplication tables, and also keep their interest in them, is: Give each child a number, and then pick out a child. This child throws a bean bag up into the air, and at the same time calls "4 x 5" or some other numbers. The child having the answer "20" is the one to catch the bean bag. If this one does not respond to his number, his turn is lost, and the same child who tossed before has another turn.

Reading and Language

The lessons for this period seem to be based upon nature. For the lesson on "Flower Families" bring a flower to class, and have the children find the different parts of it, and also learn the work of each part. I believe I should

rather leave this lesson until spring than teach it now without a flower.

The next reading lesson, the poem entitled "Baby Corn," is good for drilling the children for good expression in reading. This poem should be memorized. I should not ask them to learn more than half a stanza a day in addition to a regular reading lesson. For a language lesson it would be a good plan to have the class write the story told in this poem, in their own words.

From the reading lessons on "The Oak," many valuable lessons can be taught; as, forming good habits while young, perseverance, and strength of character. If possible, I should take the class to see a tree which had been cut down, and let each count the rings to find the age of the tree when cut.

In addition to the language work outlined in the reader in connection with the study of homonyms, a list of sentences may be written on the board, each one containing mistakes in the use of homonyms, to be corrected and the reason for each change given. This is a good exercise.

FOURTH GRADE—Dorothy E. White Bible

Book One, Chapter 8. "Our first duty to a Bible story," says Richard G. Moulton, "is to love it; its effect we may leave to the divine Artist." Do you love the story of Joseph? Read carefully from the Bible manual, pages 50-58, and from "Patriarchs and Prophets." This will give you a keener appreciation of this Christlike character, and help you to teach the children to admire, love, and desire to emulate this man who was a type of our Saviour.

Do not neglect the oral story. Continue to make outlines, and help the children develop their stories from them. Use the map.

Nature

Chapters 7, 8, and 9, to Lesson 83. The Apples of Gold Library has a pamphlet called "An Astronomer's View of Our Father's House." This may be secured from the Pacific Press for ten cents. It will give you an inspiration to teach Chapter 7.

If possible, have some fish in the school-room. It is always better to study nature from nature rather than from books. A natural history will give you additional information on sponges, etc. Perhaps some of your patrons have such a history.

When you begin to study birds, you will find the Audubon Society leaflets of help to you. These are two cents each, and contain a colored plate of the bird, an outline to be colored, and a description. A card sent to the society in New York City, 1914 Broadway, will secure for you a list of their birds. Do

you live in the city? Take the children some-time during the year to the park. Keep a bird chart on the blackboard, making note of anything of interest seen in birds of your locality. Whenever possible, study them first-hand. Do you not think that now is a good time to read "The First Book of Birds," in the Reading Course?

Reading and Language

Pages 127-167. Did you ever try telling two-minute stories after devotional exercises in the morning,—history stories, incidents in the lives of great men, or stories of industries? It works well. Try it! Begin this month with Sir Isaac Newton (this month is appropriate because of reading and nature), Washington crossing the Delaware on Christmas Eve, something about glass, etc. "The Little Classics," published by the Educational Publishing Company, 50 Broomfield St., Boston, or the Instructor Series, by the F. A. Owen Company, Dansville, N. Y., for ten cents a book, are full of stories. These stories may be used in the language class or for supplementary reading.

Spelling

Some of our pupils are making spelling books, endeavoring to merit 100 per cent on each page, to take home at vacation time for their parents as a surprise. The 100 per cent will cause a surprise too, I can truthfully say; but the books are an incentive to great effort.

Arithmetic

Pages 193-200. Aim: Accuracy and rapidity in multiplying by more than one figure. Children like to multiply by 10; it is quick and easy, and looks so big. One step more takes you to multiplying by 20 or 30, etc. Note the explanation on 192 of the next step. Be sure the children understand why, in the illustration, 64 is placed under 1 and 2 rather than under 2 and 8. Continue drills and mental problems. Write problems like 20×9 on board, and erase instantly. Repeat often; it pays.

Do not neglect oral explanation of problems, by children. Try having them read silently a simple problem, then with closed book give an explanation of the process. This device compels attention, and this is what is needed. It leads to thought-getting, without which results cannot be obtained.

Diagraming of such problems as Nos. 2 and 3 on page 197 and of 3 and 4 on page 196 reveals, to the teacher, whether or not the pupil has the idea. It often aids him, too, in securing results.

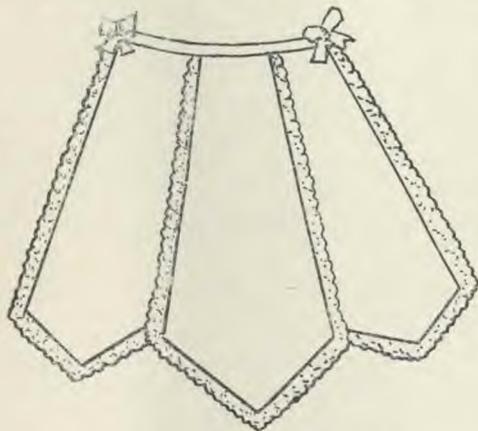
Penmanship

Have you ever tried taking the free Normal course offered by A. N. Palmer Company,

Chicago? The only expense is postage and energy. It brings method and inspiration.

Music

We are trying a little device for our note singing this year. Our first bell rings five minutes before the hour to begin. The children come in promptly, (they really do!) and we spend the time learning a stanza of a new song. At first, we learned only the first stanzas until we had several new ones, as this gave us variety in tune. Afterward we learned the other stanzas. "Songs for Service," pub-



lished by Rodeheaver Gospel Music Company, of Chicago, has a number we have learned. (Price, 25 cents.)

This morning a neighbor sent over his graphophone, and we had a very pleasant early period. Sometimes we learn the Morning Watch text, sometimes listen to a story read or told, our aim being to get the children to school on time. It helps the T marks which we send to our superintendent once a period.

"Ring the Bells of Heaven," from "Christ in Song," and Luther's "Cradle Hymn" are appropriate for this month.

Manumental

Above is a suggestion for some little girl who has had sewing before; it makes a pleasing gift for her mother. The apron is made in three pieces, each piece being hemmed. Then the lace edging is overhanded all around the middle piece, and on the side pieces far enough to join the lace on the other side. Something simple is a holder made about six inches square. It is fastened at the edges with the blanket stitch, and through the center by diagonals from the four corners. A brass ring at the corner completes it. It may be made of colored outing flannel or gingham. The boys can make mother a round board to cut her bread on. Father would appreciate a bit of sketch in crayola or water-color, mounted, with a calendar pad (ten cents a dozen) at the bot-

tom of it. The little folks would enjoy having some cardboard furniture or something for the dolly. A raffia string bag also makes a useful gift for the home.

FIFTH GRADE—Grace R. Rine

Nature

Four important features to be kept in mind while teaching nature this month are:—

1. The planting of seeds in boxes and jars, and watching them grow. In the cold States where this cannot be done out of doors, by all means let it be done in the schoolroom.

2. The making of original drawings of plants studied in connection with the nature notebook. When possible to obtain the plants themselves, make drawings from them; if these cannot be had, make drawings from the pictures in the book.

3. The pressing of leaves of the various types studied in class, to be mounted in a little specimen book, also the mounting of stems and twigs on cardboard, learning the different kinds of buds studied.

4. The writing of simple descriptions of flowers and plants studied; these to be kept in the notebook, with the drawings made.

Spelling

The following device is not an original one, but I have used it successfully in reviewing the spelling lesson:—

The class stands in a row at the right of the room. Each one is given two words. Those spelling their words correctly, pass to the back of the room and form a row there. The second time around, the successful spellers in the back row, pass to the left side of the room. The third move is from the left side to the front, and the fourth or final move takes the pupil back to his seat. The pupil who fails to spell a word, forfeits his right to take the step in advance, and must wait until the next time around for his second chance to go forward.

This plan should be used only once in a great while, to relieve the monotony of the same way of doing things.

The spelling booklet for this month may be a fir tree. This may be drawn a suitable size for the spelling words. Cut the booklet, following the outline of the tree, insert the cut leaves to fit, and tie at one side.

Reading

Proper and Improper Methods of Conducting the Recitation.—1. Do not call on the children to read in any prescribed order. Vary the procedure as much as possible. Call on members at random, thus keeping them on the alert.

2. Do not insist that each child read only one paragraph at a time, thus making the paragraph the unit to be considered. This tends

to monotony, and often is a hindrance to the best expression. It is better to ask the child to read until you tell him to stop.

3. Do not call on several good readers nor on several poor ones in succession. Plan always to call on good and bad readers alternately.

4. Do not have the pupils watch for mistakes and report them afterward. This encourages a faultfinding spirit, and places more emphasis upon mispronunciation than upon proper expression. Wait until a pupil has finished reading, in most cases, before correction is made.

5. Do not spend too much time on one reading lesson. It is unprofitable and uninteresting to the child. It would be better to assign a new lesson, and then later return to the one that seems hard, and present it in some new way.

Arithmetic

One third or one half the time in each recitation may profitably be spent on mental work. Do not make the solving of problems the central feature, but spend more time showing the pupil *how* to do his work. This can be accomplished only through daily drill. A child in the fifth grade should know his combinations with which he has to deal as thoroughly as the second- or third-grade child. Give short daily drills, especially on multiplication and division, during this period. Establish habits of accuracy and mental alertness, and fractions will cease to be a bugbear, and become a real pleasure to the child.

SIXTH GRADE—Lillie M. Holaday

Reading

There are two features in the reading for this month, the subject of temperance and the poems upon the months. In the "Bridal Wine Cup," read before the class the lesson drill on the hard words,—scruples, etiquette, sublimity, convulsive, venom, and others. Tell the story of this lesson; help students to see the picture of the wealthy home, the beautiful bride, the happy guests, all looking at the bride for the signal to drink. Explain the habit of "toasting." Picture the dying boy in the throes of delirium tremens. Notice how the attention of the crowd in the last part of the selection turns for a few moments to the father, and then to the young husband. The great lesson, of course, is temperance, but we should also see how much depends on the right decision. We have things to decide, and must learn to decide on the side of right, cost what it may.

"The Drunkard's Daughter" may be memorized by some. Help the children to sympathize with the children whose parents drink. Read for expression, and practice until they get it.

Every one should memorize the "Eulogy on Cold Water." In the second and third paragraphs drill on phrase reading. To explain what I mean, I will mark off a part of the selection in the groups that should be read together:—

| "But in the green glades | | and grassy dell, | | where the red deer wanders, | | and the child loves to play, | | there the God *himself* brews it; | | and down, low down | | in the deepest valleys, | | where the fountains murmur | | and the rills sing; | | and high upon the mountain, | | where the naked granite glitters like gold in the sun, | | where the storm cloud broods, | | and the thunderstorms crash; | | and away far, far out on the wide, wide sea, | | where the hurricane howls music | | and big waves roar the chorus, | | sweeping the march of God,— | | there he brews it, | | the beverage of life, | | health-giving water." |

Help the children to see and read an entire phrase. If you could find a beautiful picture of a foaming waterfall and place it before the class as they read, they would be helped to see the beauty of God's handiwork.

Especially emphasize the beautiful figures of speech in the third paragraph. Remember that there is a rainbow around God's throne, and do not forget the promise he made to us when he gave us the rainbow. Explain terms "warp" and "woof."

In connection with the poems for the months, let each child memorize his birth month, and then recite the poems in order. Help the pupils to see the joy God has for us in all kinds of weather and at all seasons of the year. He has constant surprises for us, but we must open our eyes to see them.

In January the trees are bare, and it is cold, but my! how we enjoy the skating, making snow men, and sleighing!

In February we are taught patience.

The poem on "March" is so filled with word-pictures that days could be spent on it alone. Drill the students to pronounce "daffodil," "tryst," "amethyst," "hyacinth," "asphodel," and "shrew."

Help them to form the pictures of each month, and to call to memory how they felt at that time of year. Let them see that just by reading nature's calendar they could tell the time of year without ever referring to man's calendar.

Every month has its predominating colors; for instance, July, scarlet, deep yellow, and all high colors in birds, butterflies, and flowers. August sobers down a little; and in September everything turns to gold.

Then the beautiful ending for all this, the lessons that the old year can teach us:—

"Today let the noble deed be wrought,
Today be uttered the kindly thought,
Today be the precious token sought."

SEVENTH GRADE — Harriet Maxson

Grammar

In teaching the recognition of phrases, do not allow the class to get into the habit of naming the element on the impulse of the moment. Have them notice and explain the work it does before telling its name. Keep before the class this order of thought: First, the work that is done; second, the name; third, the word to which it is added.

After teaching the proper use of the personal pronouns from a grammatical standpoint, give frequent oral drills. Students even in this grade use the language they are accustomed to hear. Train the ear, then, to expect and accept only the correct use of these words. The teacher to whom it is accessible will find a very good drill, with accompanying suggestions, on page 345 of the "Church School Manual for Parents and Teachers." This, of course, should be adapted to the seventh grade. Every few days the teacher should open the grammar class with a few sentences which either contain the common errors to be detected and corrected or lack the proper word, to be filled in by the students. Encourage the class to report errors they may hear outside of school.

Physiology

The Nervous System.—It will be found to be a great help if teachers can obtain a complete brain and cord. The former can always be had from a butcher, and the brain with the cord can often be obtained by making special arrangements.

In explaining the nerve cell, draw several neurons showing how the dendrites interlace. In connection with these drawings call attention to the twofold function of the spinal cord. The nerve cells with their interlacing dendrites form the gray material. The white matter carries the impulses up and down the cord. Impulses go out to the body or come in through the gray matter, but they reach the brain and other reflex centers by passing through the white fibers.

Emphasize the meaning of motor and sensory nerves.

In studying reflex action, the teacher of experience will find it valuable to the class to obtain a frog and sever the cord at the base of the brain. A perfect example of reflex action will result upon pinching the toe of the frog, or still better, by dipping a limb into increasingly high temperature of water.

Notebook Requirements.—1. Function of sensory cells and motor cells.

2. Definition of a ganglion.

3. Definition of reflex action.

4. Outline of parts of brain with their respective functions.

5. Simple sketch of the side view of the

brain (Fig. 154 is more easily reproduced than a drawing from the specimen).

6. Function of the sympathetic system.

Hygiene of the Nervous System.—Emphasize the power of habit, showing how repeated ways of thinking actually change the brain. Dwell upon the different ways of overcoming habit. Bring out the importance of plenty of sleep, also the relation between a sound body and a clear mind.

Although the material contained in pages 208-238 should be at the teacher's command, if it be assigned to the class in lessons, they might fail to remember the truly important points. The following topics should be presented to them:—

1. Warning against bromides, opium, and all headache tablets.

2. The effect of alcohol upon the brain and cells.

3. Definition of narcotics and stimulants.

4. Effect of tea and coffee.

5. The value of simple and sensible living.

Correlate this work with composition. Devote a morning exercise period to "Habit." Professor James's "Talks to Teachers on Psychology" will be of great help to any teacher or student preparing such a talk. After the talk, require from the class compositions on the different phases of the subject.

The following statements from the Testimonies may prove a nucleus for a helpful discussion:—

"Every organ of the body was made to be servant to the mind."—*Testimonies for the Church*, Vol. III, p. 136.

"The brain nerves which communicate with the entire system are the only medium through which Heaven can communicate to man, and affect his inmost life."—*Id.*, Vol. II, p. 347.

"Every wrong habit which injures the health of the body, reacts in effect upon the mind." "Thousands are today in insane asylums whose minds became unbalanced by novel reading."

The Senses

Emphasize the importance of general sensations as preventive of disease, and impress the fact that they should be carefully heeded.

In the study of the special sense of taste, lay stress upon the fact that each food has its God-given flavor, which should not be destroyed by excessive seasoning. Bring out the actual value in having food attractively and pleasingly served. The following references may be used by the class, to be reported upon: "Testimonies for the Church," Vol. II, pages 68, 485, 367.

Have a composition written, entitled "Simple Food."

Carry on the study of the eye in connection with a drawing on the board. Familiarize the class with each part, and then have them place a similar one in the notebook.

Review the lesson of the previous year on the transmission of light through a lens. Compare the eye with the camera. Make the lesson on the accommodation of the lens practical by having the class give rules for the proper position of the book and for resting the eye.

Notebook Work:—

1. Diagram of the eye.
2. Rules for proper treatment of the eye.

If possible, in the study of the ear obtain a plaster form. These forms are manufactured with the greatest accuracy, and enable the student to see every part.

Notebook Work:—

An outline of the three parts of the ear, with the contents and functions of each.

In the study of the larynx the plaster form is again of great help. Show that this most wonderful of all musical instruments is surprisingly simple,—just folds of the lining of the larynx.

Teach that the muscles of the voice must be treated as other muscles, and not injured by forcing loud tones from the throat. Strength must be acquired by persistent use of an easy, sweet tone. Untold harm has been done young people by the wrong use of the voice.

Use as reference, "Education," page 198, par. 4.

First Aid

The study of physiology would be very incomplete without a "First Aid" drill. Spread a sheet upon the floor, and call for a volunteer from the pupils. Actually show the steps in resuscitating a drowning person.

Have the class place in their notebooks a clear description of each step taken, and the purpose of it.

Review the ways in which cuts in arteries and veins may be distinguished, then have the treatment of each demonstrated in the class.

The best treatment for burns should be carefully studied and noted.

A few lessons in simple bandaging will be of practical value to any child. If the teacher has had little practice, perhaps the aid of some nurse may be obtained.

The treatment of a broken limb should be reviewed.

The notebook should contain clear statements of the steps to be taken in any ordinary accident.

The following may be placed in the notebook for the resuscitation of a drowning person:—

1. Remove obstructions to breathing.
2. Turn patient on face and stride him.
3. Lock fingers under stomach, and raise body as high as possible without raising forehead from ground. Give gentle jerk. This removes water from the windpipe.
4. Hold body up long enough to count five.
5. Place fingers under arms with thumbs

over shoulder blades, and raise chest as high as possible without lifting forehead from ground. Hold two seconds.

6. Replace on ground.

7. Place elbows against knees and hands upon sides of patient over lower ribs.

8. Press downward and inward with increasing force for two seconds.

9. Let go suddenly, and raise chest as before.

10. Keep up until breathing is restored.

11. Don't give up. Any time within two hours is not too late.

12. Get patient dry and warm. If he can swallow, give him some hot milk.

Review

The two weeks before the examination should be devoted to a thorough review.

The Bible verses studied in connection with the work should be reviewed and placed in the notebook. The following are suggestive:—

Ps. 139:14; 1 Cor. 6:19; 3:17; 3 John 2; Prov. 17:22.

Have the following paragraph from "Education" copied and memorized:—

"The laws that govern our physical organism, God has written upon every nerve, muscle, and fiber of the body. Every careless or wilful violation of these laws is a sin against our Creator."—Pages 196, 197.

The teacher should prepare an outline of the important points of each chapter, and place it upon the board to aid the class in fixing them in mind.

Wherever the lesson lends itself to such treatment, use the topical method, to accustom the students to complete an intelligent oral and written expression upon any subject.

Devices

Pass out a list of topics to class, and have each write a paragraph on the board. Encourage discussion as to complete treatment of topic, and accuracy and nicety of expression.

Pass out to the class a list of illustrations they are to place on the board. Then have each one explain his drawing.

For rapid drill make out a list of questions that can be answered by one word. Have answers written and corrected in class.

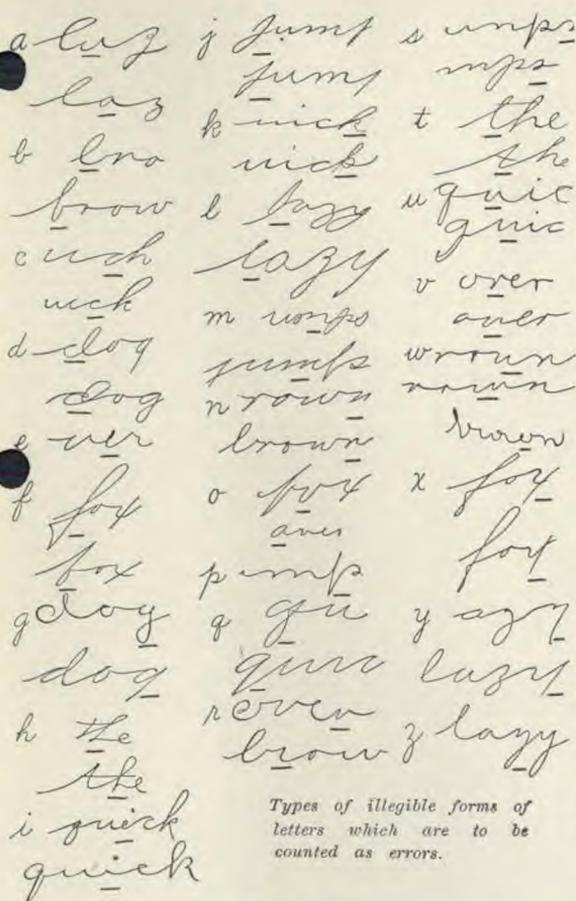
Have the pupils make out a question to cover the points in a lesson which they think need emphasis. Allow them to ask the questions and draw out satisfactory answers.

EIGHTH GRADE — W. C. John

Penmanship

Few radical changes can be accomplished in the handwriting of the pupils of this grade. Most of the pupils will have formed a characteristic and habitual form of writing which cannot easily be changed.

As this is the last year of the formal study of penmanship, seek to correct those faults



Types of illegible forms of letters which are to be counted as errors.

FIGURE 9

Illustration of gross errors in letter formation*

which are most apparent, and emphasize in as many ways as possible the highest standards of efficient, sightly, and speedy handwriting.

The following points should be reviewed:—

1. Uniformity with respect to—
 - a. The slant of letters.
 - b. Alignment.
2. Quality of the line or shading with respect to—
 - a. General thickness.
 - b. Shading.
3. Letter formation—
 - a. Maintenance of a characteristic style of letter marking the personality of the pupil.
 - b. Harmony in a general way with the style of letter taught in school.
4. Uniform spacing—
 - a. Between letters.
 - b. Between words.

* From F. N. Freeman's "The Teaching of Handwriting," published in the Riverside Educational Monographs, by Houghton Mifflin Company.

5. Speed as related to—

- a. Legibility.
- b. Fatigue.

The study of these points may be carried on as a part of the regular seat work, and may also be developed at the blackboard and discussed by the class.

Let a number of pupils write model sentences to be discussed and criticized according to the standards given. You will be greatly aided by studying the chart of types of illegible forms of letters which is reproduced in connection with this study.

As a permanent aid to standardization of writing, purchase for your class a copy of Ayres's Measuring Scale for Handwriting, published by the Russell Sage Foundation, New York City, Division of Education. Price, 5 cents.

The Thorndike Scale for Handwriting of Children in Grades 5-8 is of great help in obtaining a correct notion of standards in general. This is published by Teachers' College, Columbia University, New York. Price, 5 cents, 8 cents by mail.

If these charts are pinned on the wall of the room, they may serve as a stimulus in reaching a better quality in handwriting.

Bible

The study of the sanctuary may present some difficulties; however, its importance demands special attention, as the questions involved embody some of the most fundamental and important doctrines of our church.

Utilize all the illustrative material possible.

Assign topics to different pupils for special reports to be given in class; such as, the place or grounds, buildings, furniture, utensils, manner of the sacrificial ceremonies, the high priest, other priests, meaning of the sacrifices, relation of the ancient sanctuary to the heavenly sanctuary. When these are made clear, the deeper spiritual applications and correlations may be made.

If students have skill in drawing or painting, have some large pictures of the tabernacle drawn and colored.

If some of the boys are skilful in handling tools, let them build a small model of the sanctuary. Organize the class just as the Israelites were organized to give their gifts of gold, brass, skins, linen, besides furnishing workmen.

Let the boys build the platform and woodwork while the girls prepare the curtains and more delicate furnishing. Do not go into too much detail. For suitable illustrations and plans, see "Looking unto Jesus," by Smith, and "The Coming King," by White.

Divide the work so that each pupil may have a part, just as the Israelites did. This will develop notions of organization.

Plan a special program based on the previous lessons, and invite the parents and

friends of the school to be present and listen to the program. Choose appropriate hymns from "Christ in Song." If a minister or church elder is at hand, invite him to give a short talk on the sanctuary.

The Eastern Question

Study in connection with Lessons 48 and 49 the *Watchman* and *Literary Digest* series of questions.

Let students bring in newspaper clippings of importance bearing on the question of the Far East.

Music

Can your grade or your school furnish some interesting songs for the missionary meetings or for Sabbath school? Are you planning a special program?

Combine and use all local talent for an interesting musicale sometime during the year. Do not make it pretentious. Include in a general program simple folk songs, patriotic airs, and some of the old popular melodies. Borrow an instrument if necessary. A good phonograph with appropriate selections would be appreciated. Include some recitations and short essays on music and its power. Do any of your pupils play any other instrument than the organ or the piano? Utilize this talent also, if possible.

A boys' quartet may be suggested, if their voices are sufficiently settled. Encourage the boys whose voices are changing to be patient until their vocal cords are readjusted before they join a choir or a quartet.

Harvest Ingathering Plans

December 4

Same plan as under date of November 6.

December 4-20

Follow program as given October 11-31. Read sketches from life of William Carey and other missionaries to India.

December 20

Give a short Harvest Ingathering program. If Johnny hasn't reached India, take up a collection. Be sure to reach the goal before the year closes.

December 29

Final report to the educational superintendent. Teacher will receive a device from the educational superintendent, showing totals for Harvest Ingathering work.

"Principles of Teaching"

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

—*"The Teacher's Tool Chest."*

Pedagogical Hints

I. C. COLCORD

IT IS A MISTAKE to neglect the physical training of pupils. "A sound mind in a sound body" is ideal.

Avom long-continued sameness of position; oversupply of blood to the brain by cold extremities; humped-over shoulders; caved-in chest; squinting and frowning; biting of finger nails; foot swinging; colds in the school-room; drafts on the back of the neck.

IT IS A MISTAKE to talk too much on social purity lines. Never harp. Give moral questions attention, but do it in tremendous strength of virility (manliness). Aim to strengthen conscience and will by implantation of goodness. "Plain talks" should be given.

IT IS A MISTAKE to neglect the details of school management, such as lining the pupils at close of recesses and marching them in regular order, or rising promptly and together on coming to the recitation, or leaving the class and being seated together on signal. No talking should be allowed in line. Never push or pull a boy into position, as feelings are aroused.

IT IS A MISTAKE for the teacher to absent himself from playing or being on the playground. The child reveals his whole nature when playing, hence the teacher should be there to study human nature. Here the great battle of life begins, here strength and weakness are both manifested.

IT IS A MISTAKE to confound the accidental with the intentional, or thoughtlessness with design. Let the voice of wisdom help to weigh the gravity of what happened.

IT IS A MISTAKE to be careless in personal appearance; to wear clashing colors and solid blacks; to sit habitually while teaching; to scold, sneer, whine, grumble, or complain, as, "I never had such bad pupils in my life; I do not know what to do with them."

REMEMBER THE EDUCATOR

HOME EDUCATION

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

The Children

WHEN the lessons and tasks are all ended,
And the school for the day is dismissed,
And the little ones gather around me
To bid me "good-night" and be kissed;
O the little warm arms that encircle
My neck in a tender embrace!
O the smiles that are halos of heaven,
Shedding sunshine of love on my face!

And when they are gone, I sit dreaming
Of my childhood, too lovely to last;
Of love that my heart will remember,
While it wakes to the pulse of the past,
Ere the world and its wickedness made me
A partner of sorrow and sin,
When the glory of God was about me
And the glory of gladness within.

O, my heart grows weak as a woman's,
And the fountains of feeling will flow,
When I think of the paths, steep and stony,
Where the feet of the dear ones must go;
Of the mountains of sin hanging o'er them,
Of the tempests of fate blowing wild!
O, there is nothing on earth half so holy
As the innocent heart of a child!

They are idols of hearts and of households,
They are angels of God in disguise;
His sunlight still sleeps in their tresses,
His glory still gleams in their eyes.
O, those truants from home and from heaven,
They have made me more manly and mild,
And I know now how Jesus could liken
The kingdom of God to a child!

I ask not a life for the dear ones,
All radiant, as others have done,
But that life may have just enough shadow
To temper the glare of the sun.
I would pray God to guard them from evil,
But my prayers would bound back to myself.
Ah! a seraph may pray for a sinner,
But a sinner must pray for himself.

The twig is so easily bended,
I have banished the rule and the rod;
I have taught them the goodness of knowledge,
They have taught me the wisdom of God.
My heart is a dungeon of darkness,
Where I shut them from breaking a rule;
My frown is sufficient correction,
My love is the law of the school.

I shall leave the old house in the autumn,
To traverse its threshold no more.
Ah! how I shall sigh for the dear ones
That mustered each morn at the door!
I shall miss the "good-nights" and the kisses,
And the gush of their innocent glee,
The group on the green, and the flowers
That are brought every morning to me.

I shall miss them at morn and at even,
Their song in the school and the street;
I shall miss the low hum of their voices
And the tramp of their delicate feet.
When the lessons and tasks are all ended,
And Death says, "The school is dismissed!"
May the little ones gather around me,
To bid me "good-night" and be kissed.

— Charles Dickens.

Nature Month by Month

MADGE E. MOORE

Drawings by Mrs. C. Archer Shull

THE bright leaves of October have been blown down ere this by the November winds, and the rains have soaked the lime out of the leaves to rinse the soil. Possibly, Thanksgiving snow is still on the ground, covering everything with its white mantle. Winter, nature's day of rest, is here. Gone are the plant, insect, and bird life of summer and fall.

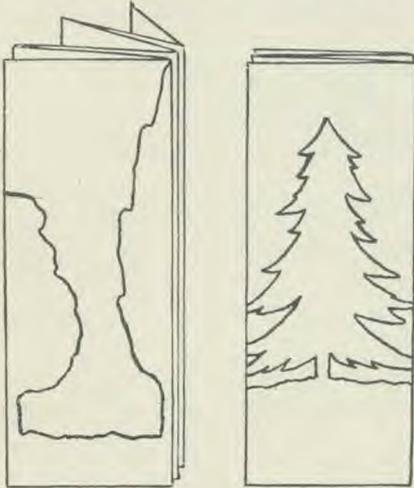
Yet all nature is breathing, though quietly and low.

First Week

Let us study how trees, the largest of plants, get ready for winter, and also how they spend it. During spring, summer, and early fall the trees breathe through the pores of their leaves, taking in the carbon dioxide (air that people,

animals, and decaying vegetation send off) and evaporating oxygen and also water through their leaves. In dry weather the leaves pull down their curtains a little over themselves, so that too much water will not escape. During the wintertime, in the absence of leaves, the bark acts as lungs to the tree. Take a smooth twig, and notice the little raised dots on its surface. They act as little sieves, taking the impurities out of the air as it passes through them.

A tree gets its food from the air and the ground. Take a stick of wood, dry it in the oven, then burn it, and there is nothing left but ashes. The rest of the

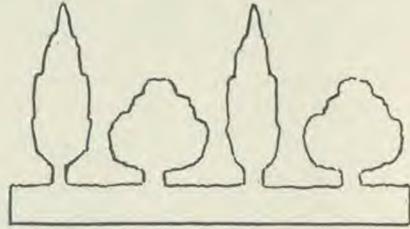


stick was burned, and passed up the chimney as gas. Burn a stick where there is no escape for the smoke, and a charred stick is left. The food of the tree is principally water and carbon dioxide. The heat of the sun changes this food into starch, and the tree grows, we say. (Illustration: the food we eat is what makes the bone, muscle, and fat in our bodies.)

Boys and girls measure each year to find out their height. The tree grows by adding a ring each year. (Show a cross section of a piece of wood or a tree, if possible.) It grows by adding limbs and branches also.

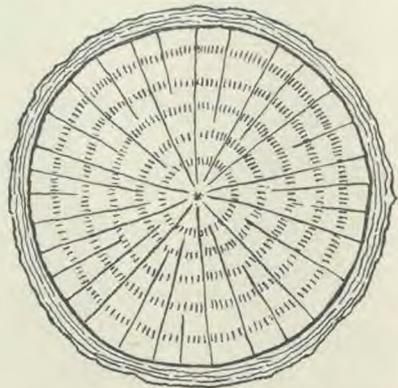
There are three parts to every tree,—the bark; a thin, moist, slimy lining; and the wood. This lining between the bark

and the wood is the living part of the tree. Why is a tree liable to die if a strip of the bark is peeled from around it? Why does a hollow tree live on, year



after year? Help the children to find the age of trees by counting the rings from the center outward.

What is a knot, and how caused? The beginning of every twig or branch is a little cone-shaped knot buried in the stem or trunk from which it grows. If the twig dies or is broken off, the scar left on the tree heals over, just as new skin forms over a bruise or cut on our hand or face, and in time the knot is covered up. When father cuts down a tree, he is likely to find any number of knots that dull his ax and make his work more difficult. In forests, where so many trees are close together, the twigs which are low down die from lack of food and air. Their knots are small, and are covered over by the bark. Men like to find trees on which the limbs have died young, to use as telegraph poles, and in the building of ships, because for these purposes



straight-grained, strong wood is needed. Wood containing knots can be varnished, and is valuable for making furniture, be-

cause the irregularities in the grain are considered beautiful.

The work of trees during winter is to keep alive and to rest from making sap; for folded up in the tiny winter buds are the new sprouts, leaves, and flowers of the tree, and the sap is not needed until the warm spring days burst the frozen bud.

Put twigs in water. Cut their end slanting to allow the water to pass up freely; then watch the bursting of the winter buds — before winter is over.

Of what uses are trees? Aim to cause each child to be thankful for the trees about him. Without them we should not have much coal. (Recall the story of coal.) The fires of mills, factories, and of our homes are fed by wood or coal, and many tools are made of wood (let children name them). Buildings, ships, bridges, and trains are made mostly of wood.

How beautiful are the many kinds of trees! What a difference between a prairie and a forest! Trees give us shade, and help keep the air moist with the water they evaporate. They cleanse the air by breathing in the carbon dioxide. Oak, maple, birch, rosewood, and mahogany are among the best woods for making furniture for our homes. The wood of the cottonwood, linden, and spruce trees is used in the manufacture of paper. The wood of the tulip trees provides us with post cards. Toys and spools are made from birch wood.

We get food from trees — fruit, nuts, sugar, nutmeg, and cloves. Rubber is also a product of trees. Hemlocks and firs furnish Christmas trees. Locust, plum, and cherry trees provide pasture for bees. People suffering from lung trouble are benefited by a life out of doors, especially under the pines. Tree roots help break up the soil. There is a little acid (explain simply) that the tiny root hairs send out that eats away stone and rock, and the growing roots easily crack open even the hardest stone. (Tell the story about the "open grave," and explain God's power and wisdom in it all.)

Next month we will further study the bare trees, and try to classify them as to name and family.

BUSY WORK

Color the December picture.

Paper folding and cutting of a row of trees attached. Color the trees and ground.

Second Week

When the trees are leafless, last summer's bird nests are easily observed as to size, structure, and place. How wise God has made the little birds, so that they know how and what to select in building their nests, and also how to protect the mother and eggs.

The robin's nest is a common one, and is wonderfully planned. It is large, (why?) and is coarsely woven of twigs and grass to make it firm; it is lined with mud, often very close to the brim of the nest. The mud is covered with some fine grass, horsehair, or a few feathers. Notice the place selected for a home. Is it near the house, as in an orchard or garden or near other food that the robins like, or is the place chosen for safety or shelter?

The oriole's nest is quite different. We see many of them hanging in the top-most branches and recognize them by their long sack shape. The nest is very strongly fastened, and is placed where it is quite securely screened from the eye of a robber. Find an empty nest, and in it place a few small stones, and then notice the shape of the top. We can easily think of the mother oriole and eggs or birdies as being entirely hidden from view by the draw string that is provided by their weight in the bottom of the bag-like nest. This nest is also coarsely woven of grass, long hair, and twine.

Compare the nests of the robin and oriole with others you find, as to position and structure. Notice where the remaining birds house during winter — the sparrows, juncos, nuthatches, crows (a few perhaps), woodpeckers, jays, and some chickadees. How good-natured they all are in winter! They all have on their everyday dress, leaving the brighter colors for spring and summer. Watch

them in their search for food as they scratch away the snow with both feet at once (not as a hen does). Birds like rice in winter, but not sunflower seed. Probably they don't think sunflower seed a good winter food. They seem to know what they need. How would it be to put out a Christmas tree, fastening to different parts of it food for the birds, and replenishing it during the winter? Let the children fit up boxes as winter shelters for the birds, coaxing them there with food. It might be fun to keep a birds' scrap box in the house, and collect cracker and bread crumbs, crusts, seeds from the hayloft; also a tiny box of sand, for the birds need grit with their food, and at this time of year snow or ice is likely to cover all the ground. A systematic route in winter would be best for the largest number of birds. A place might be swept and food left there systematically, and farther on another spot, or possibly in one place a snow man might hold a pan or box of food. The birds we keep alive during winter will repay us, every one of them.

While we are thinking of the welfare of the birds, let us not forget our pets during these cold, stormy days. True, they have on their winter coats, but even these are insufficient sometimes. Most pets are fed too often and irregularly. An overfed dog becomes lazy and is not healthy. He doesn't really need more than an evening and a morning meal. Grains, vegetables, and a little meat are his food. A dog biscuit or a few bones will clean his teeth and aid his digestion. Let some children fit him up, and others put little box homes where they will be sheltered from the wind and rain. The stories of "Beautiful Joe" and "Black Beauty," read or told to the children around the evening fire at home would leave their impression and help foster a humane feeling. Let the children go often to the barn and see how the horses and cows are taken care of as to food and warmth during the cold days.

BUSY WORK

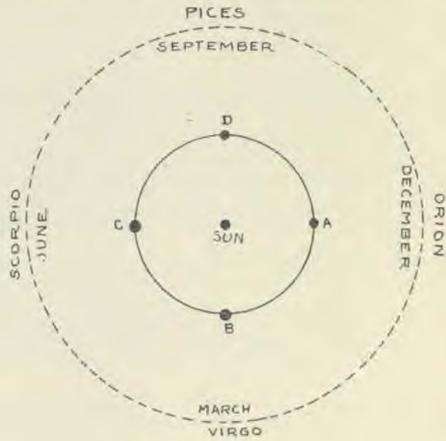
Make bird's nests of long grass and thread

or twine, or of raffia. Cut out picture of bird; color, and paste in nest. Cut out robin's and oriole's eggs—small.

Paper cutting of pets and birds.
Domestic animal chart.

Third Week

The stars are constant and true, and so is their Creator. As surely as September comes, let us look for Pisces, in



Earth is at A in midwinter, at B in March, etc.

From "Starland" by Sir Robt. Ball.



June Scorpio, in March Virgo, and with the return of December, the glittering constellation Orion, the soldier with his right arm raised to strike, in his left a shield of skin, and a belt of three stars

from which hangs a glittering sword of five stars, three of which are easily seen.

Orion contains more bright stars than any other constellation. Betelgeuse (the right shoulder) and Rigel (the left foot) are of the first magnitude, and are worth remembering. About Christmas time Orion rises in the east just at sunset, and later in the evening he stands upright with both arms raised. He is lying on his side as he rises and as he disappears in the west. Orion will be easy to locate, and will prove to be an interesting clock. The children can learn to remember the constellations by the season. If we were to dig a hole through the earth, we should see the stars below us. If the sun were not shining so bright in the daytime, we could see June's constellation, Scorpio, shining above us. A good telescope reveals the stars above us in the daytime. Also if we could look up a tall chimney, we might see some stars. Help the children to remember, though, that our sun outshines them only because it is closer

to us than they are; it is smaller than most of them. A football to represent the sun, and a small-sized shot, our earth, would show the comparative sizes. The dim, hazy middle star of the sword is the "open space" in Orion through which the New Jerusalem will descend.

Review Capella and the polestar. Let children compare the position of the sun on December 21 with it later in June about same date. A drawing might help.

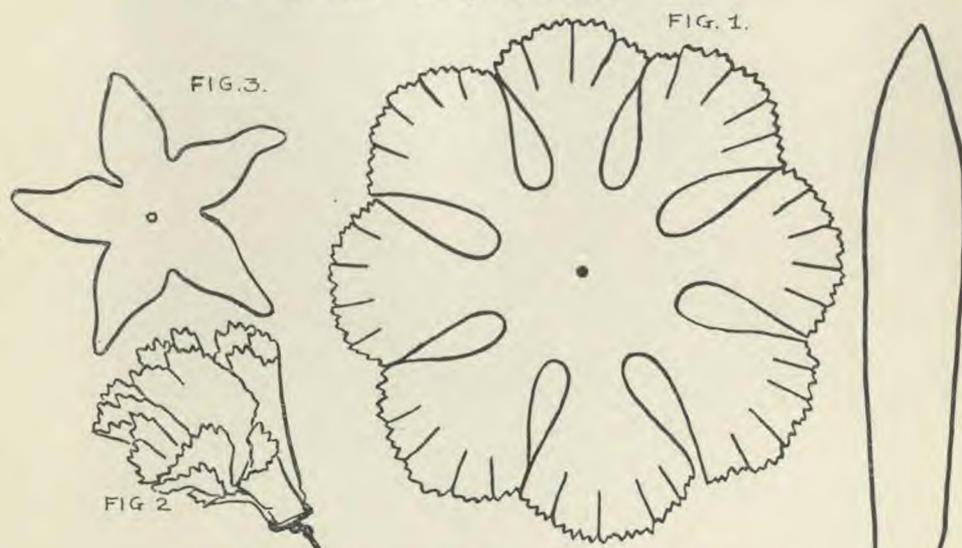
Fourth Week

"Chill December brings the sleet,
Blazing fire, and chestnut treat."

Sitting around a rosy fire in the fireplace, we are thinking of what to plan for the children's Christmas. The thought of good will to all and a willingness to work for others' happiness is to be kept alive.

As this is such a hard year financially, and there are so many war-stricken homes, it would be appropriate to spend more love than money on our friends and

A PAPER CARNATION.



From "Normal Instructor & Primary Plans," April 1916.

TO MAKE THE CARNATION FROM CREPE PAPER, CUT NINE PATTERNS FROM FIG 1 FOLD TWO OF THESE SECTIONS - FIG. 2, AND BIND WITH THIN WIRE, LEAVING A LONG END FOR THE STEM. PUSH REMAINING SECTIONS, UNFOLDED, CLOSE TO THE CENTER. ADD GREEN CALYX (FIG 3), BIND STEM WITH GREEN, AND TWIST LEAVES IN PAIRS ON STEM.

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Takoma Park, Washington, D. C., December, 1916

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relatives who have been living in a land of comparative plenty. Why not as a family decide upon a certain sum each, say ten cents or so. If decided upon early enough, each would have time to make his ten cents grow by Christmas time. It would be well to have a prize, as a box of homemade candy, for the one who shows the most wisdom and energy in the use and growth of his dime, and this would also prove an incentive. The fun would be in opening the packages to see what things worth while could be made or purchased. The parents might or might not be included in this small-sum club.

Make Christmas as cheery and bright as you can, so that "thinking back" may be as bright as possible. Make the child's life as happy as possible, for he passes that way only once. He may need those bright warm memories when he is older and is worn with the day's toil and care.

BUSY WORK FOR THIRD AND FOURTH WEEKS (getting ready for Christmas)

Make paper chains, using cheap lined tablet, and color short strips red and green.

String macaroni and cranberries.

Cut out snowflakes and fasten to tree.

Raise Chinese lilies and narcissus for Christmas.

Make carnations, using red, white, and green paper with wire.

Make Chinese lanterns of wall paper. Put red tissue paper inside of them, to look like fire.

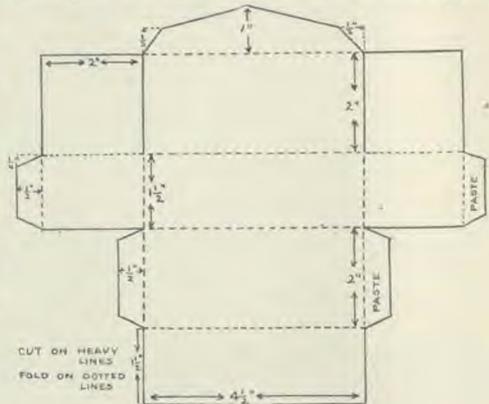
Make candy boxes, and tie with red ribbon. Save tin cans, and let children place in them little Christmas trees and decorate them tastefully.

Books and Magazines

"THE PUPIL AND THE TEACHER," by Luther A. Weigle, professor of philosophy, Carleton College. Officially recognized as a textbook by the International Sunday School Association. Published by Hodder & Stoughton, New York. 217 pages.

This book is especially adapted to Sabbath-school teachers who are seriously endeavoring to become proficient in that important line of work. The author states that the Sabbath school must feel its responsibility as an educational institution. It must realize that it shares with the public school a common task. It must do its part of the work of education with as much definiteness of aim, soundness of method, and efficiency of organization as the public school maintains.

The first part of the work treats of the psychology of the pupil, beginning with the period of early childhood, and continuing through later adolescence. The development of the pupil's instinct, habit, and will are also considered. The second part deals with grading, methods of teaching, the plan of the lesson, principles and methods of attention and apper-



CANDY BOX

ception, the spiritual goal, and the ideal teacher—Jesus. Important collateral references are given to be read in connection with the different sections of the book. Each chapter is followed by a short questionnaire, which will be helpful in review. No progressive Sabbath-school teacher can afford to be without this book.

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