

# CHRISTIAN EDUCATOR

A MAGAZINE FOR HOME AND SCHOOL

Vol. XIII

January, 1922

No. 5

## CONTENTS

### ELEMENTARY EDUCATION

Another New Year .....	131
New Geography in Europe .....	133
Story-Telling, No. 4— <i>Rubie E. Boyd</i> .....	134
Aims and Purposes of Manual Training— <i>W. F. Van Atta</i> .....	136
Teaching Reading .....	138
Flash Cards— <i>Fedalma Ragon</i> .....	139
January (Poem) .....	140
Children Taught Correct Diet in School .....	141
A Geographical Trip— <i>Gladys E. Robinson</i> .....	141
To All a Happy New Year (Poem) .....	142
The School Board's Task .....	142
Second Semester Outline .....	144
Adaptability .....	146
Teaching Suggestions for January .....	147
Stories for the Children .....	149

### HOME EDUCATION

Parent-Teacher Association .....	151
The Parents' Reading Course .....	152
A Parent-Teacher Association Meeting .....	153
Some Things I Want My Children to Learn—No. 3 .....	154
Old Hymns and the Children— <i>Agnes Lewis Caviness</i> .....	155
Don't Say "Stop That" Without Saying "Do"— <i>Dorothy Canfield Fisher</i> .....	156
Teach Children to Love Plants and Animals— <i>Dr. J. H. Francis</i> .....	157
Important Books for Parents and Teachers .....	158

BOOK REVIEWS .....	158
--------------------	-----

Issued monthly except July and August. Printed and published by the

REVIEW & HERALD PUBLISHING ASSN., at WASHINGTON, D. C., U. S. A.

Terms: One year (10 numbers), \$1.50; half year (5 numbers), 75 cents; single copy, 15 cents.

Entered as second-class mail matter Sept. 10, 1909, at the Post Office at Washington, D. C., under the Act of Congress of March 3, 1879. Acceptance for mailing at special rate of postage provided for in Sec. 1103, Act of Oct. 3, 1917, authorized on June 22, 1918.

# EMMANUEL MISSIONARY COLLEGE



"The School of Opportunity"

Frederick Griggs, President :: Berrien Springs, Mich.

## Lancaster Junior College

*Founded in 1882*

The Oldest Educational Institution in the Denomination Now in Operation

¶ Situated in the beautiful village of South Lancaster, twelve miles from Worcester, with its fine Antiquarian Library, thirty-five miles from Boston, called "The Athens of America," thus combining the advantages of a quiet, homelike village with nearness to a great educational center.

### *COURSES OFFERED:*

BIBLICAL, SCIENTIFIC, LITERARY, NORMAL, MUSICAL,  
COMMERCIAL, PREPARATORY MEDICAL,  
and PREPARATORY NURSES'

*Our Grades Are Accepted by the  
New York State Board of Regents.*

ALL MODERN CONVENIENCES, REASONABLE RATES

*For Further Information Address*

B. F. MACHLAN, President - South Lancaster, Mass.



# CHRISTIAN EDUCATOR

W. E. HOWELL, Editor

O. M. JOHN, Mrs. FLORA H. WILLIAMS, Assoc. Editors

VOL. XIII TAKOMA PARK, WASHINGTON, D. C., JANUARY, 1922

No. 5

## Another New Year

WITH the beginning of another New Year we extend to our readers the season's most hearty greetings. During the past months the cause of Christian education has been marked by phenomenal progress, thanks to the earnest efforts of our loyal teachers, parents, and field officers.

As we cross the threshold of another year, we do so with faith and courage, believing that what God has begun He is able to complete. Our part is not to fear because of the shadow of difficulties about us, but to acknowledge our allegiance to Him whose cause can never fail, promptly following His pillar of cloud by day and the pillar of fire by night.

Those who work to develop the powers of our boys and girls, our young men and young women, are engaged in a noble cause. Their product excels the most perfect specimens coming from the field, the dairy, the mine, the mill, and the factory where marvelous achievements are wrought by utilizing the knowledge of modern science.

Shall we not resolve, this new year, to put forth more diligent effort in the study of those sacred laws governing the body, mind, and spirit, and prepare for the market of service a type of sons

"as plants grown up in their youth" and daughters "as corner-stones, polished after the similitude of a palace"?

This generation, as no other, is sorely in need of a productive young manhood, rooted and grounded in truth, deriving food from the unsullied Word of God, drinking from the gushing Fountain of Life, breathing the energizing

air of faith, absorbing the actinic rays of the Sun of Righteousness, and rendering a fruitage of Christian service for earth's perishing millions. It is in dire need of young womanhood possessing that strength and purity and beauty of character capable of supporting the home, the church, and the state—those noble structures which today are threatened by the destructive agencies of selfish-

ness, disloyalty, impurity, atheism, and anarchy.

With this prospect before us, let us with Paul thank God and take courage, carrying through the new year the program of Christian education whose object is to duplicate in every youth the life of the great pattern, Jesus Christ, who for nearly two thousand years, "has inspired, rebuked, comforted, and guided the nations of an ever-extending Christendom."

O. M. J.

### Begin the Year with God

BEGIN the year with God!  
Begin with praise  
To Him whose love will keep  
Thee through the days;  
Whate'er those days may be,  
Of dark or bright,  
Walking with Him, thy path  
Leads to the light.

Begin the year with God!  
No friend like Him!  
And should the unknown year  
The valley dim  
Open before thy gaze,  
With Him in sight,  
Surely the darksome way  
Shall end in light.

—Selected.





## CENTRAL EUROPE UP TO DATE

This Map from McMurtry and Parkin's "Advanced Geography" Is Used by Permission of  
The Macmillan Company, Publishers

(The pupils should carefully color the map so that each country may stand out clearly.)



## New Geography in Europe

### Some Changes in the Map

ONE of the most important new things in Europe since the Great War is the change in territorial lines. Some of the old empires were carved up and new states or countries put together from the pieces. I will give our geography boys and girls a short account of the most important changes as indicated on the accompanying outline map.

#### Germany

From the territory belonging to Germany before the war several pieces were taken. The two provinces of Alsace and Lorraine which were taken from France in the war of 1870, were given back to her. There are still many German-speaking people in these provinces, and considerable of the work done among our churches there must be done in German. France is working diligently to have the French language take the place of German; but this will be a slow process.

That part of eastern Germany which was taken from old Poland in the final partition in 1795, was given back to her. This is fine country, and includes the two important cities of Posen and Bromberg, as the Germans called them. The Poles have now changed the name of Posen to Posnany (pronounced Pōs-nā-ny), and the name of Bromberg to Bydgoszcz (pronounced Bīd-gōshch, the ch as in child).

We had a three days' meeting in the latter city while I was there in July. The Poles are driving out the Germans as fast as they can from this territory received back from Germany. For example, while I was in Bydgoszcz, one of our German brethren in attendance at the meeting reported that he had received an official notice from the government that he must sell his property, including a farm and a sawmill, and leave the country by a definite date set eight weeks ahead. Some of the Poles, especially officials who understand the German language, will pretend that they do not understand when you speak to them

in German, and will not answer you if you cannot understand Polish.

To Poland was also added what is called the "corridor," giving her a strip of territory extending through to the Baltic Sea near the city of Danzig. This city, with its immediate environment, has been internationalized. This means that it does not belong to either Poland or Germany, but is ruled by an international commission. The giving of this corridor to Poland separated east Prussia from Germany proper, as you will see by the map.

#### Poland

Besides the territory received from Germany, Poland received back another considerable piece formerly taken from her and added to the Austro-Hungarian Empire, and another large piece formerly given to Russia, when these three powers carved up old Poland and divided it among themselves. Besides what was given to Poland in this way, another considerable slice was taken from Russia in the more recent war between the Poles and the Bolsheviks. This piece is not shown on the map, but includes the long strip on the east side.

As a result of these various contributions, Poland has become quite large, now having 141,900 square miles, and her population is 30,072,000, thus making the latter nearly one third that of the United States and more than half that of the present Germany.

Poland has about one thousand Seventh-day Adventists, and gained 120 new members the past year. It is organized into a union conference, and very greatly needs some Christian schools for the children and young people. The best we could do for this year in the unstable conditions there, was to provide a training school for colporteurs and Bible workers, to be conducted for a short term this year, with the hope that it might be developed into a stronger school with a longer term next year.



### Baltic States

By the map you will see that what used to be called the Baltic Provinces, both before and after they were incorporated into the Russian Empire, have now been restored to independent states under the names of Lithuania, Latvia, and Esthonia. These three small countries include some of the best soil and most vigorous people in Central Europe. We have just purchased a property in the city of Riga, the capital of Latvia, for the establishment of a publishing house, a training school for workers, and conference headquarters. Brother Karl Vogel, who recently made a trip to the United States to learn more about the work of Christian education, will be the principal teacher in the school, which has been opened for the first time this year. Latvia and Esthonia are included in the Scandinavian Union, while Lithuania belongs to the East German Union as a mission field.

### Czecho-Slovakia

The new republic of Czecho-Slovakia has been carved out of the old Austro-Hungarian Empire. It is made up of old Bohemia, a large slice from Hungary, and a smaller piece from Ruthenia. The Bohemians call themselves Czechs, from which the first part of the name of the republic is formed. East of them are the Slovaks, and in the eastern point of this curiously shaped country—resembling somewhat a great sweet potato—are a considerable proportion of Ruthenians, or Rusini, as they are called in the new republic. These three nationalities are of Slavic race, and their languages are enough alike so that they can understand one another quite well. In a large meeting we held on Sabbath in Ostrau, the translation was made from our English speech into a mixture of Czech, Slavic, and Polish, as quite a number of Polish believers came across the line to attend our meeting. The Sabbath school was carried on in large classes, each one using the language that could be best understood.

Prague is the capital city, beautifully

situated on both sides of the Moldau River. Here lives the president, Thomas F. Masyrik, who was in America when the republic was formed, and who has an American wife.

In this city I found a little school about which I did not know before I went there. It was located in the second story of a large building in the heart of the city. The students sell literature afternoons for their support in the school. The school term is nine months long. Three of the students were to go into the work at the end of the year. The union conference is asking for an appropriation next year to provide for an additional teacher and better facilities for the school.

The union conference headquarters are in Troppau, not far from the border of Upper Silesia, where there is so much present difficulty over the partition of this mining region between Germany and Poland.

## Story-Telling — No. 4

### Preparation of the Bible Story

RUBIE E. BOYD

"No Bible story is worthily told which does not touch the underlying truth of the beauty of holiness and the folly and inevitable consequences of sin. In preparing Bible stories for telling, the story-teller should have always in mind what has been called the 'basic principle of both Old and New Testaments,' the perfect God trying to restore man 'to holiness and true communion with Himself.' 'But this truth should be inherent in the story, and not presented in the form of an appended moral.' As to the manner of telling, a Bible story should be narrated with the spontaneous life that is accorded the telling of any other story."—*Julia Darrow Cowles*.

"No amount of preparation is too great to put upon the world's noblest stories. The narrator should approach them, not arrogantly, and satisfied of his ability to tell them because he has



known them from childhood, but as the artist approaches the masterpiece he aspires to copy, willing to labor that he may be worthy of the task, willing to read them over and over again, and count each reading a return to the fount of inspiration. This should be the attitude toward all great stories, but especially toward the immortal ones of the Bible."—*Cather*.

As we read the selected story in a reverent and prayerful attitude, we ask, What is its message to us? Is it a message of faith in God as our refuge in time of trouble? Or does it inspire us to courageous advance in our conflict with the powers of darkness? Does it tell us in no uncertain tones, Thou art thy brother's keeper? Or does it portray God as a tender Father who loves us, "not willing that any should perish, but that all should come to repentance"?

Almost every Bible story can teach more than one lesson, but if it teaches just one never-to-be-forgotten lesson, the results will be permanent. When the rays of the sun are focused, they burn most deeply.

We have read our story for its message. Now we shall read it for the story itself. We justly criticize the movie films, but the psychology of the method is good. What we see, we remember more easily. Now if we are to make the scenes of the story vivid to our youthful listeners, we must first have visualized them ourselves. These scenes in their proper order give us the story in outline, stripped of all details and explanations.

Now we know the plot of the story which Miss Cather says centers around a hole and consists of getting the heroes into the hole and then getting them out again. The getting of them out, she says, is the climax of the story. In the climax of the story the message is driven straight to the hearts of the hearers. *The story itself does it.* So we shall now determine what is our story's climax.

An amateur story-teller should write out his story. An experienced story-

teller will have evolved his own methods. We shall write our story, and as we begin, we are confronted with the difficulty of finding a good beginning sentence. We shall begin, not with an explanation, but a presentation of the situation. We shall have something happen in the start. "When the curtain rises," the characters in the story must be about their business. Mere suggestions as to the setting are sufficient, just enough to set the imagination working, and "once upon a time" is usually chronologically definite enough to satisfy the child.

In our building of the story we shall make use of the element of suspense. We shall not tell the end of the story and then go back and explain how it happened. But in the presentation of each scene we shall keep the child's curiosity whetted for the next, and thus lead up to the grand climax. He loves the thrills of it, and these pleasurable sensations have much to do with making him a lover of God's Story Book as he gets older.

Now as to the style of our story. There is a tendency these days to attempt to modernize the tales of the Bible, and even introduce into the telling of them some twentieth-century slang. The writer is happy to pass on this extract from Cather's "Education by Story-Telling:"

"Bible stories, being the perfect tales of the world, should be told as nearly as possible in the language and style in which they were written. Some modification is necessary for the purpose of clarifying, but the Biblical expressions should be used frequently. Quote freely from the original and follow the story with a Bible reading, that the child who hears the tales may catch something of the majestic beauty of expression of the Hebrew story-tellers.

"There can be no more pitiful mistake than to tell these matchless narratives in the vernacular of the street. To use modern slang in recounting the wanderings of Isaac or the passing of the children of Israel through the Red Sea



is to profane a marvelous and artistic creation, even though it had no religious significance; and unfortunately, story-tellers sometimes do this, thinking they make the tales more interesting to the children. That sort of narration will amuse and hold young folks only as long as it lasts, and leaders of children are not working merely for the here and now. *Their effort is for time and eternity*, and they should have sufficient vision to see beyond the present, sufficient sense of proportion to estimate values.

"The Old Testament tales need no modern strokes to make them attractive, because they abound in color and incidents that lead to superb climaxes, and never fail to fascinate *when given in sincerity*. Therefore they should be told in simple, dignified language, as the men of Israel told them when the world was young; and while they fire the imagination, they will lead children unconsciously to an appreciation of beautiful English, which is one of the cardinal aims of every story-teller worthy of the name."

Now that our story is written, we shall criticize it, eliminating here and amplifying there. Everything not essential to the thread of the story we shall discard. Scenes which may be more vividly depicted, we shall touch up. Where our imagination has carried us farther than the Scriptures warrant, we shall make corrections, for we must be truthful.

Now we are ready for oral practice. It is surprising how the sound of one's voice frightens the story out of his mind. We are astonished that our artistic written creation falls so flatly from our lips. But we shall not let our courage fail. When our story becomes alive to us, when our heroes become possessed of flesh and blood and voices, then the inspiration comes to carry the children back with us to that fascinating scene in the Holy Land thousands of years ago. The lesson God sought to teach His Bible children then will become a vital lesson to

those boys and girls of ours now, and will help bridge them over the danger spots in their young lives; and our preparation will not have been in vain.

## Aims and Purposes of Manual Training

W. F. VAN ATTA

SOMETIMES the Lord says, "Go forward," or, "Do this," or, "Do that," when all reason, experience, and judgment are against such a move. A good example of this is the experience of Noah in building the ark. Another is David's attack on Goliath with nothing but a sling. But at other times the Lord takes us into His confidence, and lets us see some of the "why" and the "how" and the "wherefore" of things,—lets us see the play and interplay of forces, lets us watch the sure working of cause and effect. Not that it should make a particle of difference in our attitude in the matter, but it is sometimes satisfying to see behind the scenes. The place of manual training in education is, I am sure, of this nature.

There are so many good places to begin, but let us start with education as "the restoration of the image of God in the soul." You readily recognize the quotation. Now, manual training does assist in this restoration, else it would not have such a prominent part assigned to it. This fact proves that, but how? There are certain qualities, the development of which is necessary for the formation of a symmetrical character. Let us notice several of these qualities, their development, and their relation to manual training.

### Observation

To observe and understand a thing well enough to tell about it, is one thing. To observe and understand it well enough to construct it, is another thing. The latter will give the better results in that it is necessary to understand thoroughly all the relations between the parts, joints, articulating places, etc. It might be noticed in passing that not alone in wood-



work is it desirable to be able to observe closely enough to obtain a correct idea of the relations of parts to the whole and of parts to each other, of essentials and non-essentials, but in other things as well; in organizations, for example.

#### Activity

This is the first law of life. Children and savages have it in great abundance, but seldom accomplish much. Why? It is not sustained and directed. These two things are necessary if anything worth while is to be done. Sustained activity along through life will aid in keeping health. It can be directed in two ways; first, toward games; second, toward constructive work. In games it is the individual or the small group against others. In constructive work it is the individual or the group working toward a common goal for the benefit of himself or others. It is almost impossible for one to construct anything that will benefit himself alone. This fact clearly shows which way the activities should be directed. Also there is the joy of accomplishment in this kind of work which is lacking in the competitive games.

"The greatest benefit is not gained from exercise that is taken as play or exercise merely. There is some benefit in being in the fresh air, and also from the exercise of the muscles; but let the same amount of energy be given to the performance of useful work, and the benefit will be greater. A feeling of satisfaction will be realized; for such exercise carries with it the sense of helpfulness, and the approval of conscience for duty well done."—*Counsels to Teachers*, p. 308.

There is not the excessive nerve stimulation in this kind of work that there is in games. And if I see things correctly, this desire for excessive nerve stimulation lies at the basis of a great deal of intemperance.

#### Truth

Words can very easily be vague, shadowy, and uncertain. Ideas represented by material things and constructions are either true or untrue. The boy knows, when he has completed an article,

whether it is true or untrue. It stands before his eyes and either commends or condemns him.

#### Honesty

If the boy approaches his work with the purpose in his heart to do it just as nearly right as it is possible for him to do, if he prepares each part as well as he can for its intended use, if he makes the hidden joints as well as he makes the ones that show, if he is willing for you to take his work apart knowing that it is as well made on the inside as on the outside—that boy is developing the quality of honesty. He is not merely assenting to honesty as an abstract something, he is weaving it into the very fiber of his character. I do not mean to say that manual training will make an honest boy out of a dishonest one, but I do say that when properly taught it will assist in the development of this quality.

#### Accuracy

It is easy to say 2 3/16 inches, and it is nearly as easy to write it; an elementary knowledge of arithmetic suffices to use it in problems, but there is no known method whereby that exact length may be obtained. True, we can get very near it, we can reduce the margin of error to an extremely small amount, but it is still there. Absolute accuracy is impossible; and this is a constant reminder that we are imperfect on account of sin, and hence all our work is imperfect. The best we can do is to work continually to reduce the margin of error. Begin by requiring all work to be done to 1/8 inch, then require it to be accurate to 1/16 inch, and so on. The boy is not keen to his errors and must be shown them, and shown in such a way that he will not become discouraged. This matter is one of the most critical in the shop work. Advancement requires greater accuracy, but a discouraged pupil is hopeless.

#### Appreciation

When the boy has put in all the work necessary to complete correctly even an ordinary piece of work, he has a very



keen appreciation of the amount of labor necessary to do anything right. This gives him an appreciation of the work of others that he would not have without this experience. This quality of being able to appreciate the work of others instead of disparaging it, is one of the finest harmonizing agents ever developed. It can be found in all walks of life—in the mechanical trades, in professional circles, in the organizations by which the power of man is multiplied to accomplish the world's work. Right in the shop you can give the boy a fine start in the development of this quality.

*(To be continued)*

### Teaching Reading

Most parents and some teachers do not realize the importance of establishing right reading habits at the beginning. When a right foundation is laid, teaching reading is a simple matter as compared with the process when a bungler has done the work of laying the foundation. The time was when it was said, "O yes, she will do for the little ones, but we'll have to have a stronger teacher for the older ones." People have waked up to know that as the twig is bent the tree inclines, and that bending the twig is perhaps the most delicate work of all. So let us have an expert to shape the twigs—some one who knows what right habits are and how to form them. How many children there are in the grades, and even in high school, who cannot and perhaps never will read well, because they started by drawling and hesitating; and, being put onto reading too difficult for them, still continued to drawl and hesitate till the habit became fixed.

The teacher should permit no sentence to be read until the pupil gets the idea as well as the words. In reading, the adult's eye goes far ahead of his voice. If it did not, how could he get the idea and read so as to give it? He must get the thought before he can give it, and the same is just as true of the child.

This is one reason why blackboard reading is of such great value. The child's eye takes in the whole sentence as the teacher writes it. He then naturally gives expression to it.

A child does not have to be taught anything about emphasis, inflection, etc., in expressing the ideas that flow from his own mind; and if he really catches an idea from the board or book, he gives proper expression to it. When he takes up the reader, he must be encouraged for a time to get whole thoughts before he attempts expression. At first it takes a little time to be sure that a child has seen clear through the sentence before he reads even one word. If he hesitates, it is because he fails to know either the thought or the words, or perhaps both. And this brings us to the thought of proper assignment.

This is not mentioned here because normal instructors have failed to do their duty, but rather to emphasize it in the mind of the beginning teacher. It seems to take experience to make the lessons received in class take deep root in the conduct of the individual. A gentle reminder when one is actually meeting the problem, calls up the instruction before given.

In class, teacher and pupils pronounce all words which are liable to give difficulty, or the pupils work them out under the teacher's guidance, then there is drill until all are recognized readily; then if at the next class time the pupil does not recognize them, it is because he is trying to do work too advanced for him. Good readers are not made by keeping pupils stumbling over work too difficult for their comprehension. But some inexperienced teacher says, "I can't get time to make as much preparation for the next recitation as the books and normal teachers say I ought." But, dear teacher, proper preparation is a great saving of time. It perhaps at first seems to take time, but with the habit will come the knowledge of saved time.

Again, the assignment should be care-



fully made—made with simplicity and clearness that there may be no misunderstanding. The requirements should be steady and even. These things are necessary in order to insure good seat study. There is usually about the same proportion of enthusiasm and of apathy in the reading of the class that there is in the teaching of the teacher. If she sees life and beauty in the reading, the pupils will see it too. Where there is a real interest, there is much more rapid learning; the pupil really thinks. It seems that the words fairly tumble into his mind, and his mental capacity increases rapidly.

It is not the business of the teacher to show by example how to read the selection, but rather by deft questioning to call the mind of the child into action so that he will think the author's thoughts. Then let him reproduce them. He must stop to think how the man felt who gave utterance to the thoughts he is trying to read.

During the reading exercise, every pupil should be alert and pursuing the reading. If he is, you know there is an interested class and a skilful teacher.

The teacher's whole class must be in his eye at once. He has little time to look at the book; he must therefore be familiar with the selection so that he may enter into the spirit of it, and notice at once if any pupil is failing to comprehend the thought.

If a class has several serious faults, it is better to do intensive work in overcoming one fault; and when that one seems to be pretty well conquered, start on a second, not allowing the class to retrograde with reference to the first, however. Perhaps the pupils have a habit of leaving off the final consonants, especially the *t* and *d*; stress that point; the class will feel encouraged when they see that they are overcoming that obstacle, and will be ready to tackle another, such as pronouncing vowel sounds distinctly and correctly. Be kind to, and thoughtful of, that sensitive child whose reading is hindered by some physical defect, but do not neglect him.

The ability to read well is so very valuable that we cannot afford to neglect the reading work in school in any way. Some boys and girls are anxious to drop reading from their program in the upper grades. This is almost invariably unwise. Your aim is to make thoughtful, independent, appreciative readers. By all means stick to it till you have reached that goal.

F. H. W.

### Flash Cards

FEDALMA RAGON

My flash cards form a part of my school treasures. They are made from heavy scrap paper which I have picked up in print shops at various times. Since this paper is a by-product of the print shop, it can usually be secured at a very reasonable price. With a small paint brush and a bottle of India ink, the card is soon ready for use.

In a set of grammar cards there is a group of three that look something like the illustration. On the reverse side of the cards are these words:

Predicates action  
Assumes action  
Names action

A VERB

A  
PARTICIPLE

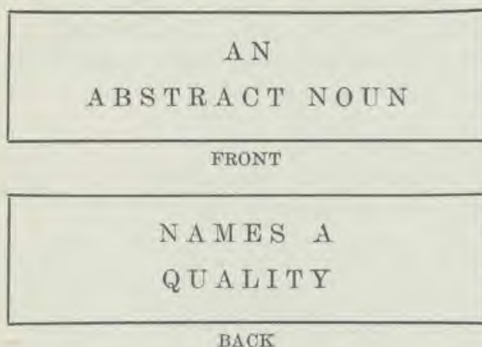
A  
VERBAL NOUN

As the cards are flashed before the class, they respond with the words which they know to be on the reverse side, the one who recites receiving the card.

A group of a half-dozen cards similar to the one pictured below furnishes an



interesting drill on the various kinds of nouns.



The same plan may be used to excellent advantage in drilling upon facts in physiology. On the front side of four cards are these words:

The spinal cord controls  
 The medulla oblongata controls  
 The cerebellum controls  
 The cerebrum controls

As the card is held before the class, the thought is finished by them as they respond, "Reflex action," "Automatic action," "Co-ordinate action," and "Thought." They will find these same words on the back of the card when they have answered correctly. Such sets of cards may be planned for each chapter and add much to the interest.

When the subject of foods and digestion is studied, a set of cards may be prepared which will aid greatly in teaching food combinations. In the advertising section of many magazines are most attractive pictures of foods. From these pictures, suitable foods may be selected and the pictures cut out, and when mounted, the teacher will be surprised at the splendid collection she has, most of them in colors. The child has learned that a balanced ration must contain carbohydrates, proteins, and fats. He also learns the names of foods which are especially rich in sugar or starch, in protein, or in fat. From the array of cards he selects his balanced ration, and though it is only a game to him, the lesson has been quite permanently fixed in his mind.

Even in teaching history, cards may be used to good advantage. The pictures of all our Presidents can be secured from the Perry Pictures Co., Malden, Mass., for about one and one-half cents each. They are much more durable if mounted on cardboard. With a little drill a picture of any one of these men, held before the class, will call to mind some of the leading events of his administration. The picture of Monroe will be a reminder of the Monroe Doctrine and the Missouri Compromise; while the picture of Polk will suggest the war with Mexico. It is interesting to present them in groups. For instance, when the life of Lincoln is introduced, his picture might be shown along with those of Jefferson and Jackson, because in a special sense these three Presidents were "men of the people." This would call for a little review of the lives of the first two men and something of Lincoln's early life. Some will say, "Very good, but we haven't the time;" but I am becoming convinced that there is time for many things that we imagine impossible. The secret of finding time, when there seems no time, lies in careful planning.

#### January

I'm little January.

Perhaps you'd like to know  
 How far I've come to greet you,  
 Across the fields of snow.  
 Perhaps you weren't expecting  
 I'd be so very small;  
 Perhaps you're almost wishing  
 I hadn't come at all.

I've several little brothers,  
 And little sisters too,  
 And every one is coming  
 To make a call on you;  
 But I got ready quickly,  
 And came right straight off here,  
 To be the first to greet you  
 This happy, glad New Year.

"WITH us the qualification of voters is as important as the qualification of governors, and even comes first in the national order." — *Horace Mann*.



## Children Taught Correct Diet in School

A CAMPAIGN to improve the diet standards of children of school age was recently conducted in Akron, Ohio. As a preliminary step, 1,011 children were weighed and measured under the direction of school authorities. Of these children 58 per cent were underweight, nearly a fourth of these being more than 10 per cent underweight. On the suggestion of the home demonstration agent of the United States Department of Agriculture and the State Agricultural College, these children were given one-half pint of milk in the middle of the morning, and the other underweight children were merely taught how to improve their weight themselves. At the close of the second month it was found that 67 per cent of all the children underweight had made some gain.

At this time the agent met with the mothers of these children to demonstrate the results of improved diet and to explain how to plan balanced meals. In this demonstration sixty boys and girls who had the largest underweight percentages were selected for physical examinations, made by a physician in the presence of the parents. Each mother was told what the proper average weight for age and height is. She was given a health card on which to record her child's health habits for a week. The record was to show the number of hours of sleep daily and a complete diet list, which was to be filled out and used according to instructions given by the home demonstration agent. Other health habits, such as deep breathing and teeth brushing, were also to be recorded.

The demonstration was followed by weekly conferences of the mothers of the underweight children with the doctor, nurse, and home demonstration agent, at which the health record for the week was examined, the weekly weights taken, and additional instruction and advice given the parents. As a result almost every mother reported intelligent inter-

est on the part of the children in the food work.

"We never sit down to the table, but that the question arises as to whether or not we are having the right things to eat," said one mother, in speaking of the excellent results achieved through this piece of nutrition work.—*U. S. Department of Agriculture.*

## A Geographical Trip<sup>1</sup>

GLADYS E. ROBINSON

If you will open your geography books, we will take a trip from Boston down to New York City. Let us imagine it to be six o'clock in the morning. Is every one ready?

Our chauffeur knows Boston, or we should not be able to find our way out, because of the many crooked streets. Now that we are out of the city, we shall go almost directly west till we reach the city of Springfield. This is a clean, well-ordered city. To be polite to everybody is one of the chief aims of the people of this city.

We do enjoy riding over the Massachusetts roads. They are nearly all paved, and wind in and out of the woods and beautiful little towns. There are many avenues lined with grand old trees. Who in our car can tell why the trees in these towns are larger than those in Western towns?

Our car is now headed a little south, for we plan to stay in Poughkeepsie (pronounced Po-kip'-sy) tonight.

"Oh, how beautiful!"

"Isn't it delightfully cool?"

"I should like to roll down some of these hillsides, which look as if they were covered with green velvet."

Why all of these exclamations? We are passing through the Berkshire Hills of Massachusetts. They are not very high, but they are the highest in this

<sup>1</sup> This story may be read by the teacher to the class while they follow with open books. After several stories of this kind, some child will enjoy taking his classmates on a trip. There can be variation by using different means of travel—airplane, freight boat, dog sled, train, oxcart, camel, etc.



State. One little girl says they look "so comfortable." One boy whose father used to live here, says the trees in the fall make a gorgeous picture of bright reds, oranges, yellows, and browns.

"How many Holstein cows I see!" says one boy from a farm.

"I remember reading that New York is a dairy State. I am looking for apple orchards and vineyards, too," says a careful student.

If we go down the highway beside the Hudson River tomorrow, you will not see many of either of these, for they are found farther west. But we shall see some potteries. The clay along the river is very fine.

At seven o'clock we arrive in Poughkeepsie.

"What is this town noted for?" asks one wide-awake boy.

"Why, Smith Brothers' Cough Drops," answers one, who notices advertisements. "I must send a souvenir package to mother."

Supper tastes especially good after our long ride. We are told to go to bed early, for we start again at six o'clock in the morning.

"The Hudson River is one of the most beautiful rivers in the United States," whispers one girl to another just before she goes to sleep.

Six A. M., and everybody in our car is wide awake. It seems a bit foggy, but the traffic cop comforts us by saying that it is often foggy near the river and ocean, and that the sun will soon shine.

"There, I see it!"

"Why, that is a lake!"

"No; it isn't, it is the Hudson River!"

And so it is. It flows so calmly that it looks like a lake. The trees grow down to the water's edge at this point, and as we drive along, we see across the river the beautiful summer homes of the rich. And there is a boy scout camp. There are many kinds of boats to be seen.

Farther down the river the banks rise higher and higher, and we know that now we are looking at the Pallisades, of

which we have heard. We can get out for a moment and walk over to the edge and look down for several hundred feet right into the river. We are sorry that the main highway does not lead us to West Point. Would any of you like to go there? What would you expect to see?

About noon we arrive in New York City. As we drive into the heart of the city, we do not go very fast, and every now and then we have to stop, the traffic is so congested. There are so many things to see in this great metropolis, that we really ought to spend at least a week looking around. You may be thinking of six things you would like to see here. I am sorry that we have no more time now. Let us see who can be back at the schoolroom first.

---

#### To All a Happy New Year!

HAPPY New Year to you, dear girls,  
A happy New Year to you!  
May wisdom deck you with her pearls  
Of knowledge rare and true;  
May health spread roses on each cheek,  
And may your lives be blest;  
May sweet contentment ever seek  
A place within your breast.

A happy New Year to you, dear boys,  
A happy New Year to you!  
May coming days increase your joys,  
And bring you triumphs new!  
May perseverance lend a hand,  
Wherever valor bids you roam,  
And honor be the beacon light  
To guide you safely home.

A happy New Year to all our friends,  
A happy New Year to all!  
Replete with gifts which love commands,  
And may no ills befall;  
May plenty fill your future days  
With joys that never cease,  
And virtue lead you in the ways  
Where all her paths are peace.

— *Selected.*

---

PHILLIPS BROOKS said: "He who helps a child helps humanity with a distinctness, with an immediateness, which no other help given to human creatures in any other stage of their human life can possibly give again."



## The School Board's Task

As we come to the close of the calendar year, school board elections will be taking place, and soon plans concerning our many church schools will be under consideration.

The school board is intrusted with an important work. To provide adequate educational facilities for the youth of one of our churches is no simple task. It requires consecration, loyalty to the principles of Christian education, good judgment, tact, and financial ability.

Since the school is maintained by the church, and the church is an integral part of the conference organization, it is highly essential that the school work be conducted in close harmony with the plans of the conference.

### Co-operation with Superintendent

In order that this work be accomplished, there should be close co-operation between the board and the educational superintendent, whose duty it is to supervise all educational endeavors in the conference. Such matters as the selection of teachers, the addition of grades, questions of curriculum, selection of textbooks, planning of school buildings, and other vital topics, require the superintendent's counsel. Working in harmony with his plans does not restrict the efforts of the board, but rather strengthens them.

In view of this it is important that the superintendent be notified in ample time concerning all board meetings to be held, and that a copy of the minutes of each meeting be furnished him. He should be regarded as an *ex-officio* member of the board, with active duties.

### Attitude Toward the Teacher

Teaching a church school is a sacred work, yet it is not without its difficulties. It presents problems that do not appear in the public school, which is under State authority and does not enter the realm of religion and spiritual life. Since the church school is a private enterprise and has to maintain high standards in order to accomplish

its work, it is essential that the teacher have the substantial, sympathetic support of the board in all her efforts.

Teaching is intensive work, and draws heavily upon the vital energies. It cannot be laid down, as can office routine or shop work. The teacher therefore needs living quarters which are comfortable, quiet, and convenient, where undisturbed rest may be secured. She should also have access to a boarding place where good, nourishing food is provided.

Needless to say, the teacher's services deserve the temporary reward of a respectable salary, one that will enable her to dress comfortably and respectably; that not only provides for absolute necessities, but also for self-improvement; and that will allow of a modest savings account for future needs. We gladly pay handsome sums to surgeons, physicians, and dentists for the relief of pain and the saving of life; but we sometimes fail properly to appraise educational effort which has to do with the *making* of a life. We offer attractive wages to those who plant our seed and cultivate our fields, to those who care for our flocks and handle our products and run our machinery; but we reluctantly hand over a paltry sum to the one who is the most liberal contributor to the life equipment of our own tender offspring.

The board sets and collects the salary of the teacher, also the tuition for instruction. A fairly high tuition and a well-paid teacher are better than the reverse order. Students who are unable to meet the tuition charges usually can be helped by finding liberal-hearted church members of means, or those not having school expenses, who will gladly contribute to their support.

In supplying schools with teachers, diligent effort should be made to secure those with the highest qualifications. We wish that all our schools could be manned with teachers who love children; who are "apt to teach;" who are spiritual leaders; who have had a thorough normal training in one of our colleges; who are efficient disciplinarians; who



are social leaders; who have a pleasing personality; who are tactful; who are simple and artistic in their dress, also neat and orderly; and who are progressive.

Though we may not find many teachers possessing all these characteristics, or with all in the same degree, it is gratifying to say that each year the efficiency of our teaching force is increasing. It may be well to observe, however, that some of our schools have failed, not because of the teacher's inefficiencies, but because of too frequent changes in teachers. Unless a teacher with mediocre ability can be replaced by one possessing greatly superior qualifications, it is far better to retain the one previously employed than to experiment with another. It takes a year or two to become acquainted with the problems of a school and community, after which time real constructive work can be done. If a teacher has weaknesses, it is well to recognize her strong points, and tactfully help her to see and overcome her deficiencies.

#### **School Buildings and Equipment**

It is a sad commentary upon any community or organization to see its school children housed in a poorly constructed, unhygienic, insanitary, meagerly equipped building. Fortunately, current school laws as well as public sentiment are changing these conditions, bringing about a new order of things.

Our church school buildings and classrooms should be models which would court the inspection of the most critical eye. To this end the board should work, — providing comfortable, well-lighted, well-ventilated, and properly heated quarters, with good desks, blackboards, maps, library, and other equipment.

In conclusion, all the school board members should become thoroughly acquainted with every possible phase of their work, in order that they may intelligently and successfully foster its various interests. Good books dealing with the principles and many of the problems of Christian education are:

"Education," by Mrs. E. G. White; "Testimonies," Volume VI, by the same author; also, "School Manual for Elementary and Intermediate Schools." These can be supplied by any tract society.  
O. M. J.

### **Second Semester Outline of Subjects in Newly Adopted Textbooks**

(All other outlines for 1921-22 are found in "The Curriculum")

#### **Arithmetic — Grade Three**

TEXTBOOK: "School Arithmetic," Book One, Wentworth and Smith.

Assignment: Chapter III, pages 113 to 156.

Fourth Period: Pages 113 to 128. Reading and writing numbers to 10,000; Roman Numerals to XX; reading and writing money; adding long columns; store problems and exercises; adding and subtracting money; subtracting four-figure numbers; multiplication with one-figure multiplier.

Fifth Period: Pages 129 to 144. Multiplying dollars and cents by tens; by two-figure multiplier; division with one-figure divisor.

Sixth period: Pages 145 to 156 and Review. Weighing; area of a rectangle; square measure; fractions, halves, thirds, fourths, sixths, eighths, tenths.

#### **Arithmetic — Grade Four**

Textbook: "School Arithmetic," Book One, Wentworth and Smith.

Assignment: Chapter V, pages 211 to 276.

Fourth Period: Pages 211 to 234. Reading and writing numbers; addition; subtraction; multiplication, long division; measures of length, area, and capacity.

Fifth Period: Pages 235 to 256. Fractions: terms, addition, subtraction, reduction; cancellation.

Sixth Period: Pages 257 to 276 and review. Bills and receipts.



**Arithmetic — Grade Five**

Textbook: "School Arithmetic," Book Two, Wentworth and Smith.

Assignment: Chapter II, pages 73 to 132.

Fourth Period: Pages 73 to 95. Common fractions; multiplying by a whole number; multiplying mixed numbers; dividing fractions.

Fifth Period: Pages 96 to 118. Dividing by a fraction; cancellation; compound numbers; length, area, cubic measure, weight, liquid measure, dry measure, time, money, angles; reduction.

Sixth Period: Pages 119 to 132. Addition, subtraction, multiplication, and division of compound numbers. Review.

**Arithmetic — Grade Six**

Textbook: "School Arithmetic," Book Two, Wentworth and Smith.

Assignment: Chapter IV, pages 201 to 290.

Fourth Period: Pages 201 to 234. Practical measurements of parallelograms, triangles, trapezoids; volume of rectangular solids; capacity and weight.

Fifth Period: Pages 235 to 267. Solving problems; short methods; profit and loss.

Sixth Period: Pages 268 to 290. Problems and reviews.

**Arithmetic — Grade Seven**

Textbook: "School Arithmetic," Book Three, Wentworth and Smith.

Assignment: Chapter II, pp. 85 to 148.

Fourth Period: Pages 85 to 111. Areas; meters; measuring land, volumes, lumber; ratio and proportion.

Fifth Period: Pages 112 to 132. Measuring circles, prisms, cylinders; problems.

Sixth Period: Pages 133 to 148. Problems and review.

**Arithmetic — Grade Eight**

Textbook: "School Arithmetic," Book Three, Wentworth and Smith.

Assignment: Chapter IV, pages 219 to 314.

Fourth Period: Pages 219 to 260. Insurance; stocks and bonds, budgets; graphs.

Fifth Period: Pages 261 to 292. Square root; cube root. Volume and area of pyramid, cone, sphere.

Sixth Period: Pages 293 to 314. General review.

**Spelling — Grade Six**

Textbook: "Common-Word Speller," Book Two, Lewis.

Assignment: Pages 69 to 89.

Fourth Period: Lessons 82 to 108.

Fifth Period: Lessons 109 to 135.

Sixth Period: Lessons 135 to 151 and review.

**Spelling — Grade Seven**

Textbook: "Common-Word Speller," Book Two, Lewis.

Assignment: Pages 113 to 134.

Fourth Period: Lessons 80 to 108.

Fifth Period: Lessons 109 to 136.

Sixth Period: Lessons 137 to 155 and review.

**Spelling — Grade Eight**

Textbook: "Common-Word Speller," Book Two, Lewis.

Assignment: Pages 155 to 173.

Fourth Period: Lessons 65 to 91.

Fifth Period: Lessons 92 to 102; pages 165, 167.

Sixth Period: Pages 168 to 173.

**English — Grade Seven**

Textbook: "Oral and Written English," Book Two, Potter, Jeschke, Gillet.

Assignment: Pages 77 to 153.

Fourth Period: Chapter 4, pages 77 to 101.

Fifth Period: Chapter 5, pages 102 to 127.

Sixth Period: Chapter 6, pages 128 to 153.

**English — Grade Eight**

Textbook: "Oral and Written English," Book Two, Potter, Jeschke, Gillet.

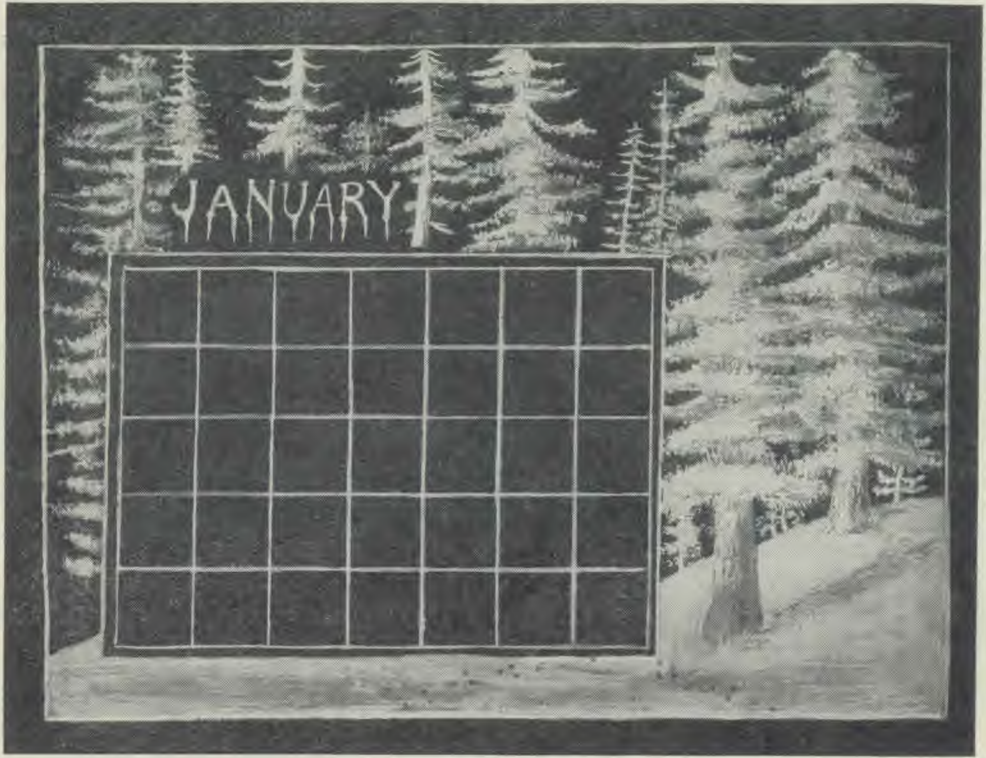
Assignment: Pages 255 to 367.

Fourth Period: Chapter 10, pages 255 to 282.

Fifth Period: Chapter 11, pages 283 to 341.

Sixth Period: Chapter 12, pages 342 to 367.





A Calendar Suggestion

### Adaptability

How much we hear about it! Yet how many of us find ourselves unable to adapt ourselves to our surroundings! Some seem always to know just what to do with the material things about them; they find the thing that answers their need, while others are miserable if their surroundings are not to their liking. They mourn and fret, instead of getting to work to improve conditions; and wherein they cannot better them, to fit themselves into them.

Sometimes teachers say, "I can't do this," or "I can't do that, because I have nothing with which to work." What a happy faculty has he who can find his way out! The great of all ages have said, "I will find a way or make it," and their determination and adaptability have won them success.

Many times the teacher does not "find" the way, and therefore *must* "make" it. But "where there's a will, there's a way."

Miss Alfaretta M. Sherman was asked to provide the calendar suggestions for the *EDUCATOR* for the remainder of the year. She was unable to obtain "fixative" where she was living, and did not have opportunity to send to the city, therefore chalk was not to be considered, for it would rub off. "Chinese white" was not at hand. Those who see the pretty blackboard calendar at the top of this page, and the one in the December

magazine, will be glad the artist *made* a way. The medium used was a concoction of water, mucilage, and talcum powder. We admire the teacher who has the power of adaptability and by it benefits others.

F. H. W.





## Teaching Suggestions for January

### Seventh-Grade Bible

FEDALMA RAGON

PAUL'S Second and Third Missionary Journeys. The boys and girls should be able to outline the chapters from memory. At least one memory verse for each chapter should be so thoroughly mastered that any mention of the chapter will call to mind the verse.

It can hardly be expected that the seventh-grade children will fully comprehend the epistles, but thorough drill on a few facts will be of lasting benefit. The spiritual lessons, which they will only begin to grasp in this study, will mean far more to them if they first become acquainted with some of the circumstances connected with the writing of the letters. They should be thoroughly familiar with these four things in regard to each epistle:

When written (during what missionary journey)?

Where written?

Why written?

Memory Verse.

Also, encourage every boy and girl to select as his very own some thought from each of Paul's letters. He should become so familiar with it that the particular verse or thought which he has chosen will come to his mind whenever he hears the book mentioned.

### Eighth-Grade Arithmetic

DAISY Y. MC CONNELL

For those who have been able to complete the work as outlined for the first half of the year, the remainder of January may be spent very profitably in reviewing the fundamental principles and operations covered thus far, including those of the seventh grade as well as those of the eighth grade. The work given on pages 210-214 will be found helpful, but other material than this is needed. Such exercises as are found on pages 215-220 should be used freely;

and where weakness is detected, it might be well to do again parts of the work given for review and drill at the close of each of the three preceding chapters. Addition and subtraction of fractions, division of decimals, and the fundamental principles of percentage should be emphasized and thoroughly clinched at this time.

In arousing interest and in securing both speed and accuracy, I have found it beneficial to assign to the class at the board, work entirely within the ability of every member of the class, and then permit the one who finishes first to call "One;" the second, "Two," etc. When all have finished, I check the work. In this I am materially aided by the alert students who, after finishing their own work, have closely scanned that of the others. Any one in whose work an error is found loses his number. A series of simple problems involving different principles may be assigned at one time.

In arithmetic, perhaps more than in any other subject, review and drill are essential.

### Primary Number Work

LUELLE WELLS

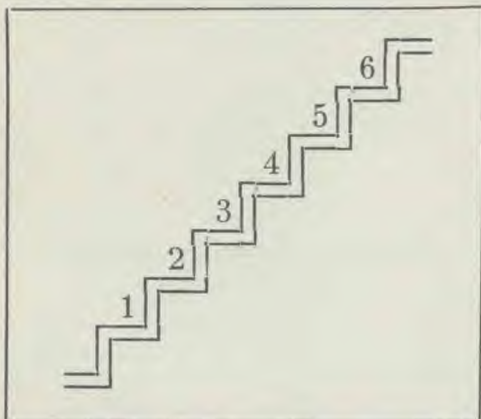
WHEN and how to introduce arithmetic into the primary room is a question worthy of the teacher's best thought. A century ago arithmetic was never taught to children just entering school. Today there are varied ideas on the subject. It is usual in most of the European countries to introduce numbers in the first grade, and the idea is quite general in our own country.

Children naturally like arithmetic, but because of the way it is taught there are some who grow to dislike it. The idea that in the lower grades it should be taught incidentally often results in its being taught only accidentally; and when the child is ready to enter the higher grades, it is only by accident that he has acquired either accuracy or speed.



Mathematics should be taught through the child's actual experience in dealing with the material. The material should not have too restricted a range. Even if the same work is to be repeated, how quickly the child's eye brightens and the desk is made ready if new objects are brought out to be used. Devices worked out with objects for seat work make the numbers concrete. A game supplies a motive, and all fatigue is forgotten. The children become active participants in the use of objects, and their little minds respond to what is being taught.

It is fundamentally important that beginners learn to count. The children enjoy going up and down a series of steps on which are placed figures. Until the numbers are thoroughly learned, they will miss, and therefore fall to the floor. The interest aroused will depend generally on the imagination of the teacher.



For a change, a ring may be made on the board with the most difficult numbers within. The child with crayon in hand, and eyes closed, repeats this little rhyme, while his hand goes over the figures in a circular motion:

E, I, O, here I go.

What I touch I must know.

As he touches one of the figures, he opens his eyes and tells what it is.

One device for seat work is to give the children colored pegs and let them write the corresponding number on cards to be placed opposite.

1	<u>1</u>	11	<u>2</u>
11	<u>2</u>	11	11 <u>4</u>
111	<u>3</u>	11	11 11 <u>6</u>
1111	<u>4</u>	11	11 11 11 <u>8</u>

They may also learn to count by 2's and 5's in this way.

As they advance, they may be given little problems to work in a similar way, using toothpicks for the numbers and pegs for the signs. The answers may be written on a piece of paper.

$$11 + 11 = \underline{4} \quad \underline{4} + \underline{3} = \underline{7}$$

$$1111 + 11 = \underline{6} \quad \underline{6} + \underline{2} = \underline{8}$$

Some may be able to place the numbers on paper, using colored pegs for signs.

By objects such as corn, sunflower seeds, beans, etc., the chalk talks may be illustrated, and the children will reproduce the work at their seats.

Board	Seat
$2 + 1 = 3$	00 0
$1 + 3 = 4$	0 000
$2 + 2 + 2 = 6$	00 00 00

The combinations may be introduced in much the same way.

Board	Seat
6 =	000 000
5 =	000 00
8 =	0000 0000
8 =	00000 000

Competition helps to remedy the weakness of the pupils in the fundamentals. In learning the combinations, the pupils may compete with themselves. It is surprising how quickly the little ones learn them if the combinations are placed on a railroad track, ladder, or merry-go-round, and used as a game.

A clock with movable hands not only teaches the children the time of day, but affords an interesting game in teaching some of the combinations.

The combination drill may be followed by such drills as the following.



A	11	12	15	14	16	13
	<u>12</u>	<u>13</u>	<u>10</u>	<u>12</u>	<u>13</u>	<u>14</u>
B	15	14	12	16	18	13
	5	3	3	2	2	5
	<u>5</u>	<u>3</u>	<u>5</u>	<u>3</u>	<u>4</u>	<u>2</u>

Here is a drill game in the tables: One child stands in the front of the room and says,

"I belong to the 4's. What is my name, Lois?"

"You are  $4 \times 5 = 20$ ."

"No, Lois, I am not  $4 \times 5 = 20$ . What is my name, Joe?"

"You are  $4 \times 3 = 12$ ."

"Yes, Joe, I am  $4 \times 3 = 12$ ."

Joe then steps to the front and leads the game.

### Nature — Grade 4

RUTH E. ATWELL

As a review of the chapter concerning land animals, the children will enjoy a sort of "spell down," the teacher naming a family and the pupil a member of that family, or the reverse. Flash cards may be prepared with the name of a family on one side and its members on the other side.

Another day, as some other chapter is reviewed, the children may bring to class ten questions which they think would be a good examination on that subject. A method which is always interesting is that of letting the boys and girls ask questions of the teacher. If they understand that the questions are to bring out the most important facts, they will study the chapter more thoroughly than if the questions were to be asked of them.

Occasionally the teacher may ask a pupil to answer his own question, or ask it of some other member of the class. In the event that something of importance has been omitted, the teacher can easily fill in whatever is lacking as the class period closes.

With these and other variations the time spent in the review of the semester's work will be a happy time, and

will prepare the children for the examination.

As the study of man is begun, let it be as the climax of God's creative work. Each lesson should enable the children to appreciate more fully the great wisdom and love of the heavenly Father. Blackboard illustrating, though it may be very simple and imperfect, will aid greatly in making clear the lessons in this chapter. Early in the period a slender bone should be secured and soaked in hydrochloric or some other acid (dilute), so that it will be ready for study with the lesson on bones.

### Stories for the Children

#### The Useful Keys

MOTHER had lost the key of her trunk, and was trying to find a new one to fit the lock. Theodore stood by, watching her as she tried different keys in turn, until finally one was found that opened it like magic.

Soon afterward, Theodore was trying to button his coat in a great hurry to go out to play. But the top button seemed hard to fasten, and though he tugged, fretted, and pulled, he could not manage it.

"You haven't tried the right key, Theodore," said mother.

"Why, what key could work this?" exclaimed the little fellow, stopping in surprise.

"Suppose you try how the 'patience' key would work there," suggested mother.

And sure enough, with just a little quiet patience the button was fastened, and Theodore stood smiling.

Later in the afternoon Theodore came running in again, looking quite vexed. He hardly liked to tell mother the trouble, but at last it came out that he and some of the other boys had disagreed over what they should play.

Mother was quiet for a little while, then she said thoughtfully, "I wonder how the 'unselfish' key would work there."



Before bedtime Theodore found another chance to try the magic power of one of mother's useful "keys." It was just about his little brother Ted's sleepy time, and the wee man was inclined to be rather cross and unreasonable. But Theodore remembered what a small boy Ted was, and didn't answer him back. So, as it always "takes two to make a quarrel," of course there could not be one that time.

When nurse came to carry Ted off to bed, mother said softly to Theodore, "The key of 'silence' was useful that time, wasn't it, dear? You will soon have quite a bunch of keys to carry with you, and you will often find them useful."—*Selected.*

### Pencils — for the Boys and Girls

WHAT do you know about that pencil you have in your hand? You use it all day long, but do you know how it was made? You know there are two parts, the lead and the wooden case around it.

The wood is cedar, and at least some of it comes from Florida. The logs are rafted down the Crystal River to the mill where they are sawed into small slats about half the thickness of a lead pencil. These slats are shipped to the pencil factory, where they are carefully sorted. The pitch and oil are extracted, and the cedar is perfectly seasoned. Then grooves are cut in the cedar slat to hold the lead, which is put in by hand, and two slats are carefully glued together; the slats are sawed into strips, each containing one lead; they are then sandpapered, varnished, and stamped, after which they are packed into boxes.

But what about the lead? What is it? It is the most wonderful part of all. What we call lead is really graphite, and came out of a mine. Graphite is carbon, and is first cousin to coal. It is also called plumbago. Graphite in the mine is usually found mixed with mica, quartz, or some other rock, and it is necessary to crush this in order to separate it from

the plumbago. Then it is all sifted through sieves made from fine silk. The sieve takes out all the coarse particles. Now clay is mixed with it because the graphite particles alone would not stick together. Whether the pencil is hard or soft depends on how much clay is used. The clay is shipped from Austria or Bohemia, perhaps some of it from some other far-away place, for just ordinary clay is not smooth enough to make good pencils. You know how you hate to find grit in your pencil when you are writing.

Both granite and clay are weighed so as to get the right proportion of each for the particular grade of pencil. They are then ground together in water for a long time. The mass is then passed between rollers. It is soft and yielding yet, so by machinery it is forced through a die, the hole through which it passes being just the size of a pencil lead. These long leads are left on boards to dry. After they are dry, they are cut into seven-inch lengths. But they are not yet ready for use, for they would still contain a little moisture and not be tough and durable. So they are packed into boxes and put into great ovens, the temperature being brought up to 2,000° F., at which point they are kept for several hours. The leads are now ready to be put into the cedar slats. The erasers are added, and the pencils are ready to be packed. See how much you can find out about how the eraser is made.

Stove polish is made in the same factory, and is also made of graphite. Now do you want to put the point of your pencil into your mouth? You would not think of putting stove polish into your mouth.

F. H. W.

IN the common walks of life there is many a man patiently treading the round of daily toil, unconscious that he possesses the powers which, if called into action, would raise him to an equality with the world's most honored men. The touch of a skilful hand is needed to arouse those dormant faculties.—"*The Desire of Ages*," p. 250.



# Home Education

## Parent-Teacher Association

### Home and School

"THERE'S no place like home." The place that comes nearest to being like it is the school. The teacher is the first one to take the place of the parent for several hours in the day in training up the child in the way he should go. The love and care of both parent and teacher converge upon the same child or children.

Who, then, should be better acquainted and better united than the parent and teacher? Who should be stronger to hold up the hands of the teacher in her delicate work than the patrons of the school? Next to the patrons themselves, who should have more interest in the work of the Christian school than all the other members of the church who may not be patronizing the school directly for the time being?

These two indispensable factors to the success of the school — the parent and the teacher — have given their name to an association whose chief work is to harmonize and build up the common interests of the school and the home. No superintendent has done his duty, and no teacher can do his best work, until a Parent-Teacher Association is organized in the church where a school is conducted. A meeting of such an association ought to be held at least once a month, if not twice. Here parents, teacher, and all other interested members of the church can come together and talk over intimately the problems of the school and the vital and delicate interests that affect the welfare of Johnnie and Mary.

Beginning with this number of the CHRISTIAN EDUCATOR, we shall give some definite suggestions and helps for the holding of these meetings. Each meeting should give part time to current topics relating to the school and the home, and part time to the Parents'

Reading Course. Here are some suggestive topics and outlines of a general nature, and below is given the regular monthly study of the Parents' Reading Course:

### Suggestive Subjects for Parent-Teacher Associations

#### School Lunches

1. What foods? Balanced ration.
2. What combinations of foods are best?
3. Cold or hot?
4. How served?
5. How much time should be devoted to lunch?
6. Helps on subject:

Volumes of "Testimonies." See General Index, "Diet;" "The Ministry of Healing," pages 295-325; October EDUCATOR, p. 52, "Warm lunches for Rural Schools."

Health Bulletin No. 7, "The Lunch Hour at School," 5 cents.

Health Bulletin No. 5, "Child Health Program for Parent-Teacher Associations," 5 cents. These last two may be obtained from the Bureau of Education, Department of the Interior, Washington, D. C.

### What Can the Parent-Teacher Association Do?

1. Helps to bring in a spirit of unity and co-operation.
  2. Opportunity to study and discuss and pray concerning the problems of child training.
  3. Opportunity to work up school equipment and library.
  4. Help in gaining attendance of all the children in a Christian school.
- Helps:

"Education," pages 283-286.

"Counsels to Teachers," pages 91, 92, 118, 150-157.



"Church School Manual," pages 115-124.

December EDUCATOR, page 124.

The suggestion of helps cannot be at all exhaustive. There is a jewel mine in the works of the spirit of prophecy. Use the General Index freely.

## The Parents' Reading Course

(From "Education," pages 225 to 249)

### Education and Character

WHAT does the Lord count as of the highest value? We are told that wisdom is the principal thing. How does this wisdom come? Then what is the most *important* work? How is this generation compared with past generations? In the education of the young, appeal is very often made to what motive? How is much of the education given today a perversion of the name? What place has rivalry in education? How is selfishness fostered? Of old, what caused strife for supremacy? How prevalent is this curse in the world? Methods of education have been touched lightly in this chapter. Where besides in method does danger lie? From what fountains are waters today drawn for the tender youth? What does grace and beauty of language sometimes cover? Where lies the harm in the reading of fiction? How general is the teaching of evolution? What is "higher criticism"? What is it doing for the world? What are some of the assertions of Spiritualism? In what relation to each other does it place man and the law? What then is a foregone conclusion? In that religion what are the safeguards of virtue? When was the book "Education" published? Compare that time with the time before the French Revolution. What came on France? What has come on the world since the publication of the book which we are studying? What is the wisdom of God's people? Where is their refuge? Pages 225-229.

### Methods of Teaching

What is the result of too much stress on memory training? What is its oppo-

site extreme in the field of education, and what is the result of going to that extreme? In what should we have absolute faith and on what should we reason? How is the best teaching done? Where did Christ open His "richest treasures"? What can often be found beneath the exterior of seemingly unpromising youth? Upon what *very* largely does mental success depend? How do the results of application and genius compare? Tell of the all-round development here described. Describe method as portrayed on page 233. What is it necessary to have in mind before attempting to teach anything? What is said of the common branches in connection with advanced work? Please note carefully the *short* paragraph on page 234. Think of it in connection with your own children. What is the most important language study? What is the chief requisite of language? What has *thought* to do with speech? What is the best place for this kind of language study? Where must it also be taken up? To what is gossip compared? What is said of the meaningless expressions so commonly used? What would you say of slang and deceptive compliments? What other errors in speech are condemned? How much *special* notice should be given to children, and why is it not wise to repeat their clever sayings? What should all possess? What should every study in home and school be made to do? What study especially lends itself to this? Tell what the study of history should not be, and what it should be. What should youth learn to do as recorded on page 239? Pages 230-239.

### Deportment

Speak of the importance of courtesy. Who especially should cultivate courtesy? What tends to make children courteous? What is *true* courtesy? What course should be taken so that critical pride and narrow exclusiveness may not be fostered? Are the rules of etiquette of value? What is better still? It is God's purpose that men should find the



beauty of Christ where? Name another precious grace which is to be cultivated. Show its importance and meaning. How is the name of God to be used? What should be guarded even in prayer? How should the book, the Bible, be handled, and how should Scripture not be quoted? What is said of respect for superiors, and especially for the *aged*? Pages 240-245.

#### Relation of Dress to Education

No education is complete without what? What sort of mistress is fashion? What can you say of the burden that fashion places on the home? What is the Christian's duty with reference to time and money? Then what conclusion must be reached with regard to changing fashions? What is the result of a love of display? How does fashion affect public worship? How are the poor affected by this? Describe proper clothing for a schoolgirl. Tell of one counterinfluence. What is indispensable to high thinking? What higher aims should influence their lives? What is the meaning of squandering a dollar on unnecessary articles of dress? Then what lesson must we impress upon the children by both precept and example? What is the relation of dress to health? For further help, see "Ministry of Healing," pages 287-294, and "Testimonies," Vol. IV, pages 628-648. What may be truly judged by the style of dress one desires to wear? Memorize the last paragraph on page 248 of "Education." What art are girls to be taught? Describe the robe of greatest beauty. Pages 246-249.

---

"THE man who wins is an average man,  
Not built on any peculiar plan,  
Not blessed with any peculiar luck,  
Just steady and earnest and full of pluck.

"For the man who wins is the man who works,  
Who neither labor nor trouble shirks,  
Who uses his hands, his head, his eyes;  
The man who wins is the man who tries."

---

DISCRETION of speech is more than eloquence.—*Bacon*.

## A Parent-Teacher Association Meeting

WE recently had the privilege of visiting the Baltimore schools (white and colored), and of attending a meeting of the Parent-Teacher Association of the First Church. We found a good attendance, and the members very much alive. They are seeking to provide all necessary equipment, and to make their school all that it should be.

At each meeting one of the teachers explains the work and plans for teaching some one subject. The night of our visit the Bible teaching was considered, and at the end of the five minutes allotted, the parents and others present were surely much better acquainted with the general plan of Bible teaching in our schools.

The subject of social purity and sex teaching was taken up, and audience and speaker agreed that today, as in the days of Hosea, "My people are destroyed for lack of knowledge." Children all over the world today are not given the instruction which they have a right to demand (were they old enough to understand their rights), and which they must have if they are to grow up pure and noble-minded. The lack of such instruction is the direct cause of children's becoming contaminated in both mind and body.

Such instruction as is found in the last year's March and April issues of this magazine should be given by every parent. The children should early be taught to reverence their own bodies, which are God's workmanship. When they realize how fearfully and wonderfully they are made, they will come nearer to seeing the importance of personal purity of body, mind, and soul.

Sex instruction is not primarily the work of the teacher, but there come times when it is necessary for the teacher to take a hand in it in order to save the child. This makes clear the importance of both parents' and teachers' being well read on these vital subjects. Let every school have a Par-



ent-Teacher Association, and let every Association study carefully all those problems which relate to the care and salvation of their boys and girls.

F. H. W.

## Some Things I Want My Children to Learn — No. 3

### Reverence

THE present generation, with its materialistic tendencies, is failing to cultivate the spirit of reverence among its youth. There is a too frequent mingling of common and sacred fire, with the result that we fail to distinguish between them. The word of God is spoken of triflingly, the pulpit is becoming merely a lecture stand, and the church a social center.

As a child I was taught to reverence the word of God—not the paper and covers, but the message it contains. It engendered a feeling of respect for the bound volume which, though merely a vessel, contains holy things. A careless treatment of the book will naturally result in a disregard for the truths it contains.

Reverence for the house of God is equally essential as reverence for His word. We shall have to admit that this spirit is not being cultivated in many of our churches. There is a tendency among mature members to visit freely and to look about with curiosity. Children are often allowed to whisper and play during the services, making themselves an annoyance to the listeners, and failing to develop a consciousness of divine influences present.

Our little ones can be taught to be quiet in the house of God as are children in the church of Rome, whose example in this respect is worthy of being followed. It is a matter of education, and there is no excuse for our failing to accomplish the end sought.

### True Patriotism

Love of country is a moral virtue worthy of development in every child. It may at first assume the form of blind

devotion, but with advancing years it changes into an intelligent love of country. I have always been grateful for those early influences that fostered the spirit of devotion to the country which was my father's by birth, my mother's by adoption, and for which my grandfather carried life scars received in the struggle to maintain the rights of human liberty.

In addition to having supreme love for God and filial love for parents, I want my little ones to cherish the spirit of loyalty to the country which grants to them the blessings of "life, liberty, and the pursuit of happiness." True patriotism does not consist of bombastic orations for the flag, nor does it seek national aggrandizement at the expense of other peoples. It consists of a true appreciation of the privileges of citizenship, a desire to see the country grow and prosper in order that it may render a greater service to humanity, and a readiness to contribute to the accomplishment of this end.

Paul, though an apostle of Jesus Christ and a promoter of His kingdom, was not loth to acknowledge that he was a Roman citizen and to demand the rights of his citizenship.

The man or the child who has due respect for his own country is bound to manifest due respect to any other country where he may be residing or whose protection he may enjoy. The few years of my youth spent on Mexican soil give proof of this principle as observed in my own experience. While residing beyond the border, I was happy to be an "American," and was never ashamed of the name. It entitled me to the courtesies which the Mexican people granted all foreigners, and assured me of American protection in case of emergency. At the same time I learned to love the Mexican people, and to respect the authority of their government. My cap went off just as quickly to their flag as to any other, for I knew it stood for lofty principles. My innermost feeling was that of a desire to help them in



their efforts. National errors may be made, likewise wrongs be committed by individual citizens. True patriotism will prompt one to protest against such evils as may either stain or dishonor the flag.

In this day when there are forces at work tending to cause our nation to drift from its safe moorings, it is incumbent upon us as Christian parents to instill into the hearts of our children a love of country, and a loyalty to the principles which have made it what it is, and which have enabled it to render noble service to all humanity. O. M. J.

## Old Hymns and the Children

AGNES LEWIS CAVINESS

WHEN you say "old hymns," you always feel guilty of sentimentality; but in most of our lives they hold a much larger place than we realize. Having heard them a few hundred times, we cease to receive much impression, and we can hum the most solemn hymn-prayer without so much as a tremor at its import.

An hour of old hymns with the children on Friday evening or Sabbath afternoon is a tonic for any family. The songs are made over new to us grown-ups as we listen to them with the children's ears. We must sing distinctly too, and not mumble our words, for a voice is very likely to demand: "What's that, mamma? I didn't hear the last word." And we must watch the time and sing with spirit, for small feet are beating a lively tattoo for accompaniment. Sometimes the audience demands:

"Into the tent where a gypsy boy lay,  
Dying alone at the close of the day."

Nobody knows why, but children love pathetic songs best. And they listen silently with only a sigh of satisfaction at the conclusion,

"Till none can say of the children of men,  
'Nobody ever has told me before.'"

Then we begin, "There's room for you to anchor—"

"O yes," says son, "I know about anchors. They hold the ships still in a storm. Here is one on my sleeve. Mamma, what's the anchor in the song?"

You just smile and shake your head as you try to finish out the line. When you have done, he answers his own question, "It must be Jesus, mamma; the anchor, I mean. He would hold the ship steady." And your child's confidence feeds the trust in your own heart that Jesus will "hold the ship steady" in all storms.

I never cared for "O Galilee," especially when I had to sing it every night at bedtime for a whole year. I got so I could sing it and outline all the next day's work at the same time. Once when I thought I was nearly through and the restless little figures still for the night, I heard a sob from one white bed and flew to investigate and comfort. "What is it, dear? What is the trouble? Does it hurt?"

"O no; it's the song! It's so sweet, isn't it?"

"Y-e-s, it is sweet"—guiltily.

"Mamma, won't you sing the last verse again?"

I sang it, hearing the words with my soul for the first time:

"And when I read the thrilling lore,  
Of Him who walked upon the sea,  
I long, oh, how I long once more  
To follow Him of Galilee!"

One summer when I was away on a visit, I received one letter in particular that set me studying my time-table gropingly. Here it is:

"DEAR MAMMA: I hope you come home soon. I heard a song in church today that you used to sing to me sometimes. It was 'Far beyond the starry sky.' I wish you would come home and sing it again. I got your card. I love you. Good night, mamma, with 00000 and xxxxxx."

The picture it gave me was clear-cut. The stuffy little church at noontide, the people fanning languidly, and the minister working himself into a perspiration of earnestness in an effort to interest them; a poor little mite near the front seat, watching the flies on the ceiling to



keep awake. Suddenly the minister gives it up and announces a hymn in conclusion. The people straggle to their feet, and one after another half-heartedly begins to sing. But something has electrified the child. He jumps to the floor, and his little body reaches out in eagerness for the first morsel of spiritual food the service has given him.

"Face to face shall I behold Him  
Far beyond the starry sky;  
Face to face in all His glory,  
I shall see Him by and by."

Perhaps Sankey did not know he was producing a song for children when he sang, "There were ninety and nine," but every child's heart beats in sympathy with the lost sheep, the remonstrating hireling, and the Shepherd Himself. Breathlessly he follows the search, trembles at the dangerous path, and weeps with joy at the lost one found and brought home. Then you are likely to find a precious little fist in yours, and you are startled at the face—grown keen from spiritual thinking, and the child-eyes brimming with tears and old with comprehension.

"Mamma!" you hear, "Mamma, I know who was lost. It is Jesus' people, when they aren't good, and He has to go after them to come back and try again!"

An hour with old hymns and little children gives great returns to us grown-ups in tenderness of heart and quickened conscience.

---

P. P. CLAXTON, former Federal Commissioner of Education, has said that during the year 1920 the American people spent more for luxuries than they have spent on education in the entire history of the country.

---

"I WOULD much sooner surrender a portion of the territory of the commonwealth to an ambitious and aggressive neighbor than I would surrender the minds of its children to the domain of ignorance."—*Horace Mann.*

## Don't Say, "Stop That!" Without Saying, "You May Do This"

DOROTHY CANFIELD FISHER

*Author of "Understood Betsy," "The Brimming Cup."*

THE grandmother who had brought up seven children to vigorous, happy, and well-poised maturity, dropped in to see her young daughter-in-law. She was greeted by the sound of sobs and howls from behind the closed door. The young mother explained, her face set hard, "Elsie has been naughty. She is being punished."

The grandmother sank into a chair, praying for wisdom. "I never punished one of mine in any such way in all my life," she advanced mildly, "and they never disobeyed me, either."

"Why, Mother Burton!" cried the young mother incredulously, "that's just impossible. What did you do when they didn't mind, when they acted as Elsie did just now? She was so naughty. You see that lovely set of Stevenson? I told her three separate times not to touch it, but she persisted in handling the backs of the books with her sticky little fingers. What else could anybody do but punish her?"

"Well," said the grandmother, "let's consider this case. I always tried to put myself in the children's place, and tried to imagine why it was they *wanted* to do what seemed naughty, what there was in it that attracted them. Let's look at that Stevenson set. Yes, isn't it a beauty, all red leather and gold lettering? Why, I believe it's the bright coloring that fascinated Elsie. There's nothing wicked in liking pretty, bright things. She'd be a little dunce if she didn't. Why, if that happened to me, I believe I'd have tried giving her something bright and shiny that she could play with."

"No, you don't understand Elsie," said the young mother, "that wouldn't work with her. It's stubbornness. You ought to have seen how angry she looked."

"Well, perhaps you got her 'mad up,'" suggested the grandmother, gently.

The young mother gave a skeptical,



impatient gesture, "You can try it, and see for yourself."

The grandmother went quickly into the kitchen while the mother was unlocking the closet door, and by the time the sobbing, excited child had come out, she was back with an egg beater and a bowl of soapy water.

Elsie looked blackly at her mother and marched straight toward the forbidden books. "You see," breathed her mother triumphantly.

"Elsie," called grandmother brightly, "just see here what I've got. Mother says we may play with it, you and I. See, when you whirl the egg beater around, how it makes the water all froth up. It's as good as beating eggs. Come over and try it."

The egg beater's shiny blades shone clearly as they whisked about through the glistening, foaming suds. Elsie was too little to contain more than one idea at a time, especially when one of the ideas was such a beautiful one. She ran to the bowl and began to try to turn the beater.

At first grannie had to hold the bowl steady, but in a moment the deft little fingers caught the trick, and whisk! how the suds foamed up! She beamed as she beat; she was absorbed, radiant. The little eyes, blurred with tears, brightened; the little, sullen, angry face softened to a smile. "It's lovely," she pronounced solemnly.

Grannie and mother began to talk about the weather and a new recipe for cookies! The crisis was past.

When grannie stood up to go, half an hour later, she remarked casually to Elsie, "O say, dear, mother just loves those pretty red and gold books down there. And we are afraid that if you touch them, you'll get them dirty. You'll try to remember about that, won't you? You wouldn't like mother to spoil your things."

Elsie's small mind had gone a long distance since that episode of the books. To her it seemed as if a long time had passed. And she certainly cared nothing about them, now. She nodded, peacefully, her

eyes on the shining water. "Oh, I don't care anything about the books," she said, "when I've got this."

## Teach Children to Love Plants and Animals

DR. J. H. FRANCIS

EVERY child should have something upon which to lavish his affections; otherwise they will weaken, for affections, like other traits, must live and grow by exercise. Notice the little girl with her doll or the boy with his hobby horse. While inanimate objects represent life and hence hold the attention of children, living things are far more interesting to them, and offer greater possibilities for teaching sane and wholesome lessons.

A certain small boy who had several pet hens, gladly brought their little chickens into the house and cared for them by the open fire during an untimely spring snowstorm. Another small boy habitually spent time caring for his guinea pigs, while his brothers and friends were playing. With the toy the child expresses what he already knows and is; but with the living thing he discovers himself and the life about him.

The ignorance of children, and adults too, of the simplest, most ordinary facts of nature about them, is unnecessary and deplorable. We have been taught to memorize facts from books, rather than to discover and appreciate them.

Give to the child some living thing that is his own to know, to love, and to care for. Some will find greatest delight in animals, such as ponies, dogs, cats, chickens, rabbits, fish, etc. Plant life, however, will interest many children more than we suspect, if they are allowed to plant and cultivate their own gardens. The lessons to be learned from either plant or animal life are so varied and important that every parent should take advantage of the opportunity, and give to each child some living thing to care for, study, and love.



## Important Books for Parents and Teachers

For those who wish to acquaint themselves with the best manner of handling social purity problems with their children and young people, the following books and leaflets are suggested:

<i>Title and Author</i>	<i>Publishers</i>	<i>Price</i>
"Just Because You Are Girls," Dr. Schwen- dener.	"The Light," La Crosse, Wis.	\$ .25
"Life's Problems," Dr. W. S. Hall.	American Medical Assn. Press, Chicago, Ill.	.20
"The Daughter's Danger," Dr. Emma Drake.	Vir Pub. Co., 200-214 N. 15th St., Phila- delphia, Pa.	.25
"Confidences, Talks with Girls," Dr. E. B. Lowry.	Forbes Pub. Co., Chicago, Ill.	.60
"Truths, Talks with Boys," Dr. E. B. Lowry.	Forbes Pub. Co., Chicago, Ill.	.60
"Before Marriage," Mrs. Hoffman.	Vir Pub. Co., 200-214 N. 15th St., Phila- delphia, Pa.	.50
"Letters of a Physician to His Daughters," Dr. Rupp.	Vir Pub. Co., 200-214 N. 15th St., Phila- delphia, Pa.	.75
"Truth for Girls," Della T. Lutes.	Arthur H. Christ Co., Cooperstown, N. Y.	.04
"Truth for Lads," Dr. Richard Arthur.	Arthur H. Christ Co., Cooperstown, N. Y.	.04
"The Girl and Her Relations with Men," Mabel Wilfong Brewer.	Arthur H. Christ Co., Cooperstown, N. Y.	.03
"Confidential Relations Between Mothers and Daughters," Dr. Wood-Allen.	Arthur H. Christ Co., Cooperstown, N. Y.	.02
"Opening Flower of Manhood."	Arthur H. Christ Co., Cooperstown, N. Y.	.07
"Himself," Dr. E. B. Lowry.	Forbes Pub. Co., Chicago, Ill.	1.25
"Herself," Dr. E. B. Lowry.	Forbes Pub. Co., Chicago, Ill.	1.25
"False Modesty," Dr. E. B. Lowry.	Forbes Pub. Co., Chicago, Ill.	.60
"The Story of Life for Little Children," Hallie R. Thresher.	E. K. Mohr, New Buffalo, Mich.	12c doz.
"The Story of Life for Boys," Hallie R. Thresher.	E. K. Mohr, New Buffalo, Mich.	12c doz.

Also leaflets put out by the U. S. Public Health Service, Treasury Dept., Washington, D. C. These are sent out free.

## Book Reviews

### How to Measure

by G. M. Wilson and Kremer J. Hoke. The Macmillan Company, New York. 381 pages. Price, \$1.80.

Teachers are beginning to learn the value of standard tests for measuring the ability of students under their instruction. By means of these tests it is possible to locate a pupil's weaknesses so that proper correction may be made. The book under consideration is not designed to review the field of educational measurements in a technical way, but to present the practical features of the subject in such a way as to make them serviceable to the teacher in the classroom. The measurement of each of the following subjects is discussed: Spelling, handwriting, arithmetic, reading, English composition, and drawing; also a brief discussion of other elementary subjects, as well as those of the high school.

### Principles, Rules, and Definitions for Bookkeeping

by Lloyd E. Goodyear. American Bookkeeping Series. Goodyear-Marshall Publishing Co., Cedar Rapids, Iowa. 216 pages. Price, 80 cents.

A practical reference book for students and business people, giving the principles and rules of bookkeeping. It also contains an index-commentary having eight hundred definitions of commercial forms.

### Interior Decoration for the Small Home

by Amy L. Rolfe. The Macmillan Company, New York. 148 pages. Price, \$1.75.

The purpose of this little book is to present the principles of art as they are applicable to the furnishing of homes of people of moderate means. Practical, helpful suggestions are presented, dealing with walls and ceilings, windows and their decoration, the finishing of floors, rugs, and carpets, different types of furniture, the fireplace, and artificial lighting.





*"Beautiful for Situation"*

**QUALITY**

## **Mount Vernon Academy**

**FIRST**

MOUNT VERNON, OHIO

1920-21 — Full to overflowing.

1921-22 — Building commodious dormitory and dining-room.

For Catalogue, address

::

::

C. L. STONE, Principal

# **The Home-Study Habit**

That is the habit to form if you cannot go to school. And the Fireside Correspondence School was organized to help you form this habit. The president of the General Conference says: "I believe this school is conferring an unspeakable benefit upon our people."

## **Lessons in Parliamentary Law**

The Fireside Correspondence School is pleased to announce the completion of twelve easy lessons in parliamentary law, based on new textbooks in which the subject is made clearer and more impressive than ever before. This subject should be studied by every minister, missionary, and young people's worker.

**Write for Catalogue and Full Announcement**

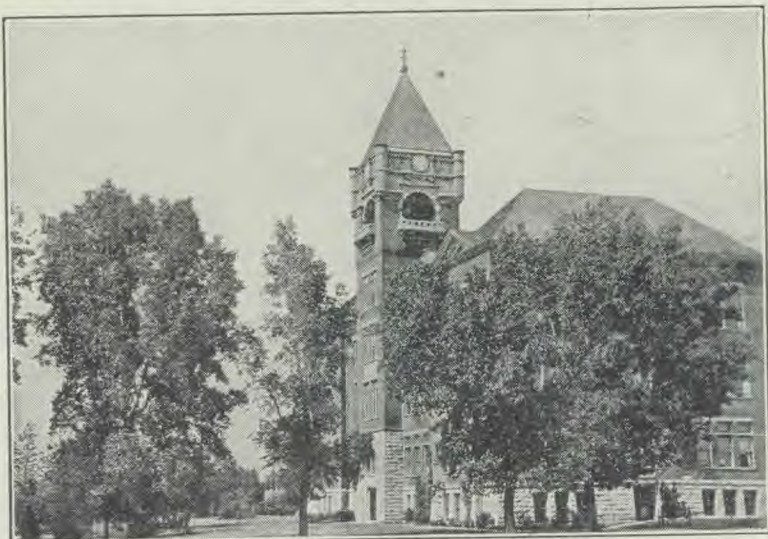
C. C. LEWIS, Principal

Takoma Park, D. C.



# UNION COLLEGE

"The Student's Desire"  
Recognized Everywhere



HARVEY A. MORRISON, President

College View, Nebraska

# WASHINGTON MISSIONARY COLLEGE



"The Gateway to Service"

M. E. CADY, President

Takoma Park, Washington, D. C.