

CHRISTIAN EDUCATOR

A MAGAZINE FOR HOME AND SCHOOL

Vol. VII

December, 1915

No. 4

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Published Monthly By

Review and Herald Publishing Association
Washington, D. C.



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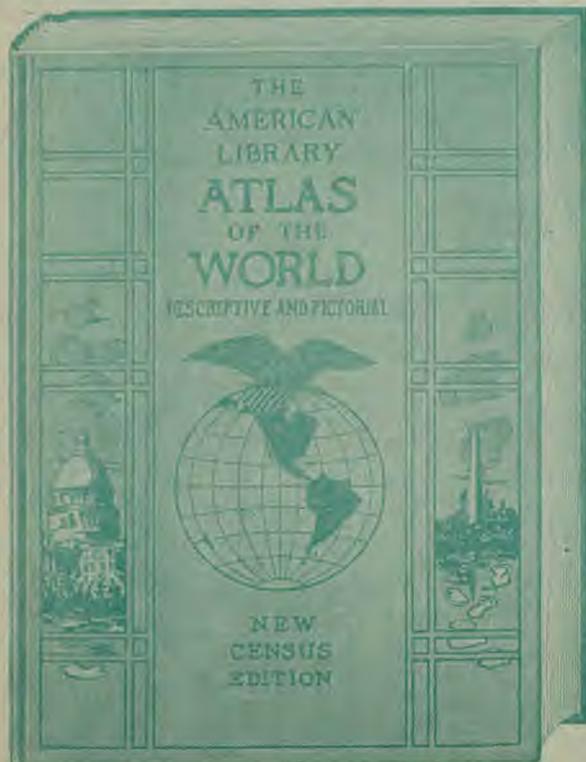
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To Every Home and Every School

To every household and every school, to every parent, teacher, and child upon whom has shone the light of the gospel, comes at this crisis the question put to Esther, the queen, at that momentous crisis in Israel's history, "Who knoweth whether thou art come to the kingdom for such a time as this?"

MRS. E. G. WHITE.



OAKWOOD BUILDERS

The foreman and four Oakwood students who built the dormitory below, from April to October, 1915.



GIRLS' DORMITORY AT THE OAKWOOD SCHOOL

This building was begun the last of May and completed for occupancy the last of October. It is 38 x 84 feet, heated by low-pressure steam, with bathroom and running water on each floor. All the framing material was sawed on the place, and all the carpenter work done by students under a colored foreman. The first floor contains assembly, reception, guest, and matron's rooms, besides four rooms for students. The second and third floors accommodate fifty-two girls, the rooms being uniformly 12 x 16 feet in size, furnished with single beds, and with built-in closets easily divisible for two. Cost \$6,000, furnishings \$1,038, thus exceeding the appropriation only \$38. It is to be called Henderson Hall.

CHRISTIAN EDUCATOR

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Washington, D. C., December, 1915

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A Thriving School Enterprise

WE are developing a little "Hampton" of our own. Oakwood Manual Training School is a growing institution. Principal Boyd and his devoted associates are putting their lives unreservedly into its work, and they labor not in vain, if we can judge from the activities of the school and the results achieved.

On our first visit to Oakwood we were gratified to find so large and substantial a colony, with its many-sided interests, and its buildings and premises well kept. Situated in the "sunny South," the atmosphere of the place is reflected in the names of its cottages — Oak Lawn, Sunnyside, Hilltop, The Pines, Old Mansion, with its first dormitory christened Butler Hall, after one of the founders of our first college. The study hall and the chapel are built of cement block, and the other seven buildings of wood sawed largely at the school's own mill. These eight main buildings are situated about one hundred and fifty feet apart, on the outside of a large, open circle, while the cottages, barn, and shops are on drives radiating from the circle. Among the buildings are a neat orphanage and a trim sanitarium of modest dimensions, built in 1909. The latest building enterprise is a girls' dormitory, seen and described on the page opposite.

The Oakwood farm was an old slave plantation of considerable note in *ante bellum* days, with the old homestead erected nearly a hundred years ago still standing, and first used for the school at its opening twenty years ago. Slave cabins are still dotted here and there on the farm, which now contains three hundred and fifty-eight acres of good land. Besides the farm, industrial facilities are represented in a barn, silo, carpenter and blacksmith shop, printing office, wagon house, tool shed, cannery, potato house, twelve concrete cisterns, and a sawmill using the boiler from the mission boat "Morning Star." Two years ago over five miles of woven wire fence, contributed by a Chicago firm, and constructed on cedar posts from the farm, was built around the land, which, together with the high-posted entrance bearing the name of the school, makes a favorable impression on the visitor at the start. The enterprise as well as the public spirit of the place is further illustrated by cooperation with the county in grading and graveling the two miles of road into Huntsville, the nearest town.

Two excerpts from the published announcement of the school well represent the aim and dominant spirit of the Oakwood enterprise: —

"President Wilson, in a late statement referring to young men who are preparing for the ministry, says, 'Many times their motive is to *do something* when it should be to *be something*.' Our object is to have our graduates 'be something,' and doing something will follow as the natural sequence of a fruitful life."

"Oakwood is a place where the dignity of labor is maintained. 'There is no excellence without great labor.' Dr. Washington has ably said that 'true greatness does not consist in doing extraordinary things, but in doing ordinary things in an extraordinary way.'

"Colored workers to work for the colored race, we believe to be the most efficient means at this time for the advancement of evangelistic and educational interest among the colored people."

That which makes Oakwood suggestive of an adaptation of Hampton Institute is its basic aim of taking young men and women where they are, racially, socially, spiritually, and, on their own ground, building their character for eternity and training them for useful service to their fellows.

This year promises the largest enrollment in the school's history.

Keep Your Eyes on the Pattern

BY I. H. EVANS

[The earnest counsel in this article was given in a morning talk to the heads of our schools and other teachers and educators of the North American Division Conference, assembled in the educational council held at Pacific Union College, June 4-14. This matter is given here for the help it will be to our readers in understanding the ideals set before our school men and women, and the aims in all their educational effort for our boys and girls.—ED.]

I HAVE often stood on a boat in a great storm at sea. There is nothing I enjoyed much more than to go up and look into the window where the helmsman was standing at the wheel. I have seen the great waves beat upon the vessel and whirl it around nearly a quarter point of the compass. But the man at the wheel does not look at the turning ship. He does not look outside at all. There is nothing there that would guide him. He has a compass by his side. The needle points, he knows, directly toward the magnetic north pole, and every time the ship turns out of its course, he whirls that wheel. There he stands every moment while the ship is in travail, and never lets go of the wheel.

Just the instant he is relieved, another man steps right up to the wheel and takes his place. All the time the helmsman is looking at the compass and watching the needle. Above him stands a man, not only with a compass, but with a chart. He knows the road. He knows everything there is along the highway in the sea, and every few minutes he calls down with his megaphone to the man at the wheel, telling him what to do. They just take that great ship, as the winds beat on it and drive it one way and then whirl it the other way, and swing it back into line. I think, brethren, that is what you and I are for in the handling of the great work of this denomination. We are to keep it

in the right road. We are to keep these great schools, with all the youth and children that come to them, in the great highway to the kingdom of God.

When you have something come into your school that seems to sweep it away and whirl it out of its course, you are at the wheel to bring it back into line, with your eyes fixed on Jesus Christ. I do not believe, dear friends, that the devil can win out in this fight against the work and people of God when we have our schools manned with men whose eyes are fixed on Jesus Christ. I do not believe that all of us together have wisdom enough to guide our youth through to the haven if we lose sight of Jesus Christ. What would that poor mariner do if he should take his eye off that compass? Could he guess the way? —No; there never was a man that lived who could take a ship from San Francisco to Yokohama, through all the fogs and other difficulties, and put it into port, if he did not keep his eyes fixed on the chart and compass. Our chart and compass is Jesus Christ. We must keep him in mind. He must be the center of all our activities, the inspiration of all our endeavors. Conditions may develop in the school that seem to drive us one way and another and beat us back and forth; but our eyes are to be fixed yonder on that Star. Brethren, we shall bring the school through triumphantly if we hold to the one thing—Jesus Christ. He is to be everything to us. He is the one that we are aiming for; and with that ideal in our minds, and with our

eyes fixed on him, I believe there is nothing that can throw a school out of its proper course very long.

Our Saviour was the great Master Teacher. I think more and more that you and I must study him. The man who thinks that he can conduct a school properly by simply having his mind well trained, will miss his way. I think that we must continually keep the great life of Christ before us. As heads of schools, as men that carry the greatest responsibilities, as heads of departments, who must come into close personal touch with the students, we must keep this great Master Teacher in mind.

We should not try to imitate any man in this world. We should not try to conduct a school as any other man in this world. I believe no teacher should look at another school, and say, "That school is succeeding; I am going to conduct my school as that one is conducted." Conduct your school for Christ, and keep your eye on him. Lead your school through with the experience that God is giving you; and study the great Master Teacher. Study his life, study his manner of teaching, study his personal touch with men. Imitate the virtues of his life, and I believe you will become great teachers. But if you try to copy another man, if you say, "This man is a great leader; he is doing well, and I will try to shape my school like his," I think you will make a mistake, because you will not have the right pattern. You will have only a man to pattern after. You will come far short of what you would do

if you took Christ as your pattern.

On one occasion, when officers who were sent to take Jesus returned without him, they were asked why they had not brought him. They answered, "Never man spake like this man." I think that is a wonderful statement: "Never man spake like this man."

I would, my friends, that you who are standing at the head of these schools, and you that are re-

sponsible for shaping the life destiny of from one hundred to four hundred boys and girls,—oh, I would that this great Master Teacher might be the inspiration of your lives, and that the students that sit under your tutorage, that come under the influence of your life, could say, as those people said of the Master, "Never man spake like this man!" Then, and not till then, shall I be satisfied.

Efforts in the Direction of Unity in Academic English

BY M. E. OLSEN, SECRETARY OF THE COLLEGE SECTION IN ENGLISH

TWO main problems confront the teachers of English in our colleges and academies: First, What classics shall be read in the ninth, tenth, and eleventh grades, respectively? secondly, How much practice work in oral and written English shall be required?

At the present time there is wide variation in the amount and quality of the required reading. In some schools important authors are all but ignored, and the total amount of reading covered is not so much as would be required in a good class in second-year French. Not seldom books which have no standing as English classics are included in the course solely because they contain helpful thoughts. Moreover, even the schools that do strong work in English, vary so widely as to the classics used that students passing from one to the other before the completion of their academic course, find themselves reading the same classic two or three times. Obviously some agreement be-

tween our various schools is necessary if we are to cooperate to advantage.

Perhaps a few tentative suggestions may be in order. How would it be for us to decide to study as much as may seem necessary of our American literature in connection with the composition work in the ninth and tenth grades? This would be giving our pupils for their beginning work in literature those authors with whom they are most likely to be somewhat familiar,—authors, too, whose writings are on the whole well suited to the understanding of the younger class of pupils. Such a plan would then clear the way for a more detailed study of the great English poets and prose writers, which could occupy the whole attention of the class in eleventh-grade literature.

With this general plan agreed to, it would then be well to determine which American classics should be studied in the ninth and tenth grades and which English

classics in the eleventh. In making these selections some variations could be allowed so that the teacher would not need to follow the same course year by year; but care could be taken to avoid using in the tenth grade any classics recommended for the ninth or eleventh, so that if a pupil should pass from one school to another he would not be called upon to read the same works over again, and miss reading others of equal importance. The large variety of excellent works in both prose and poetry should make this possible.

It is a little difficult to lay down rules for the amount of written work that should be required in the ninth and tenth grades; so much depends upon the care with which the compositions are written, and the care with which they are corrected by the teacher. But certainly one essay of from four to seven hundred words ought to be handed in at least as often as once a week; and after it has had the teacher's criticism, it should be handed back to the pupil for study, and in some cases for re-writing. Shorter themes should be required in addition, and there should be a generous amount of oral work. In the tenth grade longer essays may be in order.

The ninth grade should include, besides the work in composition, a brief review of the essentials of grammar, in connection with which there should be a very thorough study of punctuation based on the rules in Professor Bell's *Rhetoric*, which are the most comprehensive and logical in arrangement of all rules that can be had. Pupils should not be allowed to

pass into the tenth grade until they have mastered these punctuation rules, and can write a short essay without falling into serious grammatical errors. Weak students may often find it necessary to take the ninth-grade English over again. It is better for them to do this than to be allowed to slip into the tenth grade to do poor work there also.

The use of the Bible in connection with both the reading of the classics and the study of the principles of good writing is worthy the most careful study of the English teacher. There is large room for the play of personality. Some will use this peerless collection of the best literature in one way, others in another; but all surely will make a large use of it. In no other book do we find such fine examples of that perfect writing that is at once sincere and beautiful. Nowhere else do we have such depth of insight, such a vital grasp of the problems of life, such an outlook over eternity. Nothing else helps the teacher so much in the effort to convey to his pupils the conception of words as a means of ministry, a vehicle for the conveyance of a message, as the pregnant utterances of this Book of books. Surely it would be extremely interesting as well as helpful to hear from different teachers in reference to the methods they use in teaching from the Bible the principles of writing and speaking. Communications will be appreciated also on the other topics suggested. If we all work together to bring about some degree of unity, we shall all alike share the benefits.

School Facts and Methods in Denmark

ONLY one person in one thousand in Denmark is unable to read and write, as compared with seven out of every one thousand in the United States. Of 260,000 Danish children of school age, only 370 failed to attend school during the year 1911. These and other significant facts are brought out by H. W. Foght, of the United States Bureau of Education. Mr. Foght recently visited Denmark to make personal investigations concerning school conditions, and has published the results in a bulletin.

Compulsory attendance upon school between the ages of seven and fourteen is so strictly enforced in Denmark that "the few who persist in avoiding their legal responsibilities are punished so severely that they are glad enough to change their minds."

According to Mr. Foght, the Danish schools are run six days in the week, giving at least 246 school days to the year. The people are so imbued with the value of education that they will go to any extremity to keep children in school.

School life is made attractive by giving a large place to popular songs. "All teachers," says Mr. Foght, "must be able to instruct in music whether they can sing or not. The teacher almost invariably accompanies the songs with a violin, which all teachers know how to use." School music includes patriotic, religious, and folk songs.

Danish schools do not use a spelling book. Spelling is taught as a part of the reading process.

Grammar is likewise taught largely through "doing," as Mr. Foght expresses it. "Dictation is given from some classic; this is then analyzed, and rules of grammar are applied as needed." The Bible is strongly emphasized in all the schools.

Children at school wear slippers, and the girls wear short, bloomerlike skirts. In their physical exercises, which have a prominent place in even the rural schools of Denmark, the peculiar dress of the girls serves them well in giving freedom of movement.

Mr. Foght says that the secret of Denmark's high place in educational affairs lies in the hold which the teacher has upon the entire people. Every teacher is a professional teacher. The salaries are among the highest given to any class of workers. Teachers' houses with valuable pieces of land attached, are furnished in addition to the already liberal salaries. Teaching is, from every standpoint, made honorable in Denmark. The teacher has high social ranking, is a leader in both church and state, and is invariably pensioned for disability or age.

Teachers so thoroughly furnished and working under such happy conditions very naturally exemplify a high order of teaching. Mr. Foght says: "The Danish teachers draw upon their broad, general reading and experience for much of the classroom materials, instead of depending upon textbooks to furnish everything required." This practice tends toward greater efficiency.

EDITORIALS

The Sections of Our Department of Education

ONE difficulty which confronts us in strengthening the teaching in our schools is the fact that our teachers are much scattered, and have little opportunity of intercourse with one another. This is particularly true of the teachers in our colleges and secondary schools. The great distances separating these schools and the small salaries paid to our teachers make it quite impossible for teachers of the same subjects to gather for counsel regarding their work. These teachers are less favored than are those of our elementary schools, who may have the privilege of attending a summer school each year.

This lack of intercourse among the teachers in our advanced schools is felt by them to be a decided hindrance to the development of strong, efficient teaching. The progressive teacher highly values the opportunity of conferring with others who are teaching the same subjects as he. Such conferences discover to him his weak points and the means of remedying them. They give to him an inspiration which every teacher needs in his work. If teachers in general stand in need of friendly intercourse and criticism of one another's ways and means, much more do our teachers who have laid upon them the heavy responsibility of so teaching their subjects that the students may have

revealed to them the need and purpose of all true education—the restoration of the image of God in the soul.

To meet our teachers' needs in this direction, and to afford them a means of this necessary intercourse, the Department of Education of the General Conference, at the Berrien Springs convention in 1910, planned a simple arrangement by which this, in part, might be accomplished. The teachers of each subject were organized into a group called a "Section of the Department of Education." The action taken at that time was as follows:—

Organization of the Sections

a. Membership: All teachers giving instruction in the line for which the section stands, and other teachers who shall be invited by the secretary, shall be considered members of the section, on the payment of fifty cents a year, payable on entrance and on each succeeding January 1.

b. Officers: The secretary shall be the only officer of the section, and shall use such stenographic help as may be necessary to carry forward the work of the section.

c. Duties of the secretary: The duties of the secretary are:—

(1) To act as a medium of communication between the members of the section.

(2) He shall have power to appoint committees, when necessary, for the carrying forward of the work.

(3) The secretary shall give attention to all problems confronting the teachers of his department, and shall recommend the best books and helps to be used by the teachers in their work.

(4) The secretary shall keep in close touch with the General Conference Educational Department, submitting the plans

and results of work to its secretary, for counsel and cooperation.

d. We invite the training schools or conferences with which the secretaries may be connected, to assist this work by such stenographic work as may be possible.

At the Berrien Springs convention these sections met regularly each day. There was present a good representation of the teachers in our advanced schools. These section meetings were of inestimable value in systematizing the teaching in the different departments. During the five years between the Berrien Springs meeting and the Educational Council held at St. Helena, the sections were kept alive. In their meetings study was given not only to such matters as courses of study, textbooks, and similar other questions, but in particular in seeking means and methods of making the Word of God the warp and woof of the subjects taught.

One difficulty in the formation of these sections which presented itself at once to the members of the convention is the fact that the secretary of each section is a busy person, carrying full work in teaching, and in consequence is unable to give the time and thought to the work of the section which it should have. But there is really no way to obviate this, and so the secretaries appointed entered upon their work determined to accomplish all possible in the upbuilding of their sections.

In seeking to strengthen our educational undertakings, the St. Helena council emphasized the importance of uniformity in courses and textbooks. This will greatly increase the value of these sec-

tions; for if teachers are following the same courses and using the same textbooks, their study of their work is naturally more direct and definite. The secretary of the section in his work as intermediary between the teachers is thus able to work far more efficiently, and at once the section assumes an importance and helpfulness that it has not had before.

With all these advantages in mind, the council sought to enlarge the scope and efficiency of these sections, and to this end took the following action in their organization:—

Whereas, For years there has been a recognized lack of the benefits coming to the teachers in the same line of department work, in our colleges, academies, and intermediate schools, from association and interchange of thought and experience, in seeking for improvement in methods and means of work; and,—

Whereas, At the time of the Berrien Springs convention in 1910, in an effort to meet this need, the teachers in these various departments were organized into sections, having as sole officer a secretary, whose duty it was to act as a medium of communication between the members of the section, to appoint committees when necessary for the carrying forward of the work of the section, to give attention to all problems confronting the teachers of his section, and to keep in close touch with the secretary of the General Department, submitting all plans and results of work to him for counsel and cooperation; and,—

Whereas, These sections have materially assisted in preparing syllabi for the departments of our advanced schools, and in rendering other services of a helpful nature; and,—

Whereas, We think the work of these departments can be strengthened by having the teachers in the academies and intermediate schools more closely associated with the heads of the similar departments of the college in whose territory they are located; we, therefore,—

Recommend, (a) That the teachers in our colleges be organized into one group of sections to be known as the college

sections, and that the Department of Education of the Division Conference appoint the secretaries of the various sections each year.

(b) That the teachers in the college, academies, and intermediate schools in the territory of each college, be organized into another group of sections to be known as the academic sections, the head of each department in the college to be secretary *ex officio* of the section in which he teaches, whose duties it shall be to unify and standardize work done in the academies of the union conference.

It will be noted that this plan of organization provides for two classes of sections: the college and the academic; the college section secretaries to be appointed by the General Department, and the academic section secretaries holding the position *ex officio*.

The following-named persons have been appointed as secretaries of the college sections:—

Bible, H. C. Lacey; *History*, O. J. Graf; *Biological Science*, O. R. Cooper; *Physical Science*, W. E. Nelson; *Mathematics*, H. A. Morrison; *English*, M. E. Olsen; *Languages*, L. L. Caviness; *Commercial*, A. G. Taylor; *Normal*, M. P. Robison; *Music*, Clemen Hamer; *Art*, Miss Adeline L. Chapman; *School Homes*, E. C. Kellogg; *Industries*, C. W. Irwin; *Ministry*, J. L. Shaw.

These college section secretaries, together with the secretary of the General Department and three others, constitute the membership of the textbook committee.

It is hardly necessary to enumerate the benefits which will accrue to our college and academic work from this plan of section organization, as they are at once apparent. Every teacher in these schools is a member of one or both of these sections by virtue of his

position on the faculty. But these apparent benefits will not be made real unless every teacher cooperates with the secretary in the study of his work. The schools with which the secretaries are connected have kindly agreed to furnish the necessary stenographic help, stationery, and postage for the use of the secretaries in their work. Now it only remains for the teachers in our colleges and academies to take time to put forth effort and to cooperate most heartily with the section secretaries to make this plan of organization of inestimable value in the upbuilding of our advanced school work.

G.

The International Congress on Education

THE annual session of the National Education Association, the largest organized body of teachers in the United States, was held in Oakland, Cal., in August, and took on the nature of an International Congress on Education. Representatives from many foreign countries took part in the proceedings.

The committee on resolutions presented a report embodying the association's "declaration of principles" in reference to matters of current educational interest in the world. Six sections relate to "the promotion of international peace and good will and the ultimate substitution of law and order for brute force." This part of the report—

Commends the President of the United States for his "eminent services to the cause of peace."

Reaffirms its approval of the

American School Peace League.

Deploras any attempt to militarize this country.

Believes that the promotion of international relationships in education, science, art, industry, and social service can best be worked out through a coordination of the national organized forces of the civilized world.

Emphasizes the constructive side of relations among the nations by recommending the appointment of educational attachés to foreign embassies and legations in addition to military and naval attachés, since the latter tend to emphasize the least desirable factors of international relations.

The report then turns its attention to "a few of the larger and more significant movements now under way in this country:"—

Child Welfare.—"Any system of public instruction which neglects the physical and moral welfare of children and confines itself to their mental training, is certain to prove inadequate to meet the needs of either the individual or society. This association therefore expresses the hope that both the teachers and the parents of the nation may interest themselves in, and study the different movements looking toward, the conservation and improvement of child life."

Rural Education.—Affects the lives of almost half the people of this nation. "A great opportunity for a new type of service awaits the normal schools of this country, if they will but seriously turn their attention to the many important problems surrounding rural life, and train teachers

definitely for helpful constructive service among rural people."

School Supervision.—Recommends the establishment of courses of instruction, in the larger schools, for the training of supervisory officers, and the provision of supervisors' certificates, based on training and experience, which, after a certain date, shall be required of supervisors. "This association also believes it to be a sound educational principle that wherever a teacher is at work or a child is in school, be it in city, town, or country district, both teacher and child should have the benefit of close personal and professional supervision."

Teachers.—The work of the teacher should be done under the best possible conditions of health, comfort, and peace of mind. "To this end the association expresses itself unequivocally in favor of adequate salaries, security of tenure, a suitable retirement annuity, and working conditions in which there shall be sufficient and helpful supervision, and at the same time freedom from arbitrary or needless restrictions or requirements."

Differentiations in Instruction.—Every child should have an education adapted to his peculiar needs. This calls for a wide diversification in school work, and makes necessary "a material extension of the school day, a larger introduction of play and constructional activities, a wider use of school buildings, particularly with reference to adult education, Saturday instruction, and instruction in some form throughout the entire year."

THE MINISTRY

Ministerial Reading Course

Establishing the Course

At the 1912 fall council the following action was taken:—

We recommend, 1. That a required course of reading and study for ministerial licentiates be adopted, and that all licentiates be examined upon this course before ordination.

2. That a course of progressive reading and study be recommended to all ordained ministers.

3. That the preparation of these courses be referred to the Department of Education, working in conjunction with the General Conference Committee.

4. That the report as to these courses of study be made by the Department at the next General Conference, for consideration and adoption.

The General Conference held in 1913 approved this step in the following action:—

We recommend, The approval of the action of the General Conference at the autumn council, requesting the Educational Department to prepare a reading course for licentiates and ministers; and, further, that this course be outlined in detail, and the books be selected at the Bible teachers' summer institute to be held at the close of the present conference, their work to be reported to the General Conference Committee for final action; and that the subjects included in this course be Biblical, historical, and pastoral.

In accordance with the action of the General Conference, the 1913 fall council voted—

That a reading course for ministers be prepared each year by the General Conference Department of Education, in counsel with the General and North American Division Conference Committees, and that the course be conducted by the General Conference Department of Education.

On Dec. 12, 1913, the Department of Education submitted the following report, which was adopted:—

Desiring to operate the Ministerial Reading Course on as simple and effective a plan as possible, we recommend,—

1. That the following three books be read the first year, in the order named, beginning Jan. 1, 1914: "Preparing to Preach," by Breed; "The Acts of the Apostles," by Mrs. E. G. White; "The Monuments and the Old Testament," by Price.

2. That all who take this course register in the Educational Department of the General Conference.

3. That on completion of a book, the reader be asked to report to the Educational Department the fact that he has completed the book, and be encouraged to report briefly his estimate of it, and its practical value in his work.

4. That to such as comply with these conditions a small certificate card form be granted by the Educational Department.

Developing the Course

In continuation of this course, the 1914 fall council took this action:—

1. That a suitable sequence of reading for the next four years be kept in mind, with a view to issuing a certificate at the end of five years, including 1914, following the issuance of annual credit cards.

2. That the sequence of reading follow these general lines: History, science, homiletics, missions, devotional, or educational.

3. That the books be definitely selected for only one year at a time.

4. That for 1915 we offer "Medical Science of Today," by Evans; "Gospel Workers;" "History of the Ancient World," by Goodspeed; "The Minister as Shepherd," by Jefferson.

5. That we combine the journal CHRISTIAN EDUCATION with the book offers as a part of the course, with a view to making it the medium of promoting the course and of assisting the readers with notes and supplementary matter of a nature to strengthen the course.

Purpose and Importance

From the above-recited actions, it will be seen that it is the purpose of the General Conference, acting through the Department of

Education, to make much of these Reading Courses. Their value must be apparent to all. A few extracts from "Gospel Workers," one of the books in the 1915 Reading Course, emphasize the importance of the courses:—

A minister should never think that he has learned enough, and may now relax his efforts. His education should continue throughout his lifetime.

Ministers of age and experience should feel it their duty, as God's hired servants, to go forward, progressing every day, continually becoming more efficient in their work, and constantly gathering fresh matter to set before the people.

God has no use for lazy men in his cause; he wants thoughtful, kind, affectionate, earnest workers. Active exertion will do our preachers good.

Persons who have never acquired habits of close industry and economy of time should have set rules to prompt them to regularity and dispatch.

Men of God must be diligent in study, earnest in the acquirement of knowledge, never wasting an hour. Through persevering exertion they may rise to almost any degree of eminence as Christians, as men of power and influence.

Every one should feel that there rests upon him an obligation to reach the height of intellectual greatness.

Mental culture is what we as a people need, and what we must have in order to meet the demands of the time. Poverty, humble origin, and unfavorable surroundings need not prevent the cultivation of the mind.

The Course for 1916

By recent action of the General Conference Committee the following reading has been prescribed for the year 1916:—

"History of Western Europe," by Robinson. Cloth, \$1.60.

"The New Era in Asia," by Eddy. Cloth, 60 cents.

"The Ideal Ministry," by Johnson. Cloth, \$1.75.

"The Ministry of Angels," by I. H. Evans. Cloth, 75 cents.

The magazine CHRISTIAN EDUCATOR, \$1.

The magazine CHRISTIAN EDUCATOR will month by month con-

tain notes and outlines on the books read, and also other valuable matter for the upbuilding of the ministry.

Club Rate

By negotiation with the publishers, we are able to offer special club rates, as follows:—

OFFER 1.—The four books and the EDUCATOR one year, \$5.

OFFER 2A.—"History of Western Europe," "The New Era in Asia," EDUCATOR one year, \$2.90.

OFFER 2B.—"The Ideal Ministry," "The Ministry of Angels," \$2.10.

These offers are a saving of 70 cents on the list prices as given above. If you are already a subscriber to EDUCATOR, your subscription can be extended one year.

Reading Course Certificate

Upon the completion of this five-year course, an appropriate certificate will be issued to the reader. While this certificate may not be considered of large value, yet it does indicate that its possessor is a progressive, studious minister of the gospel.

Charter Member Roll

We have established this roll as a register of those who have done the work of the course from its beginning. The roll is still open, and those who have not yet completed the 1914 Reading Course may, upon completing it, be enrolled as charter members of the Reading Course.

We trust that the 1916 course may have enrolled every one of our ministers. The selection of books has been made with great care, and their study will result in large benefit to the reader. G.

Let Something Good Be Said

WHEN over the fair fame of friend or foe
The shadow of disgrace shall fall;
Instead
Of words of blame, or proof of so and so,
Let something good be said.

Forget not that no fellow being yet
May fall so low but love may lift his
head;
Even the cheek of shame with tears is
wet,
If something good be said.

No generous heart may vainly turn aside
In ways of sympathy; no soul so dead
But may awaken strong and glorified,
If something good be said.

And so I charge ye, by the thorny crown,
And by the cross on which the Saviour
bled,
And by your own soul's hope for fair
renown,
Let something good be said.

—James Whitcomb Riley.

Homiletical Maxims

THE essential element in preaching is the prophetic.

It is not so important for the preacher to find texts as to put himself in the way of texts finding him.

A text cannot be well worked out until it has been well worked in.

The preacher's chief duty by his text is to find and preach its one meaning.

Having announced his text, the preacher should attack it at once by answering the inquiry of his audience.

When the preacher ceases to interest, he ceases to profit.

The sermon that has no present-day value has no value at all.

The illustration which adds nothing to the thought is generally worthless.

The best illustrations are those which have the value of proof.

The thought must always be as carefully prepared for the illustration as the illustration for the thought.

Where the application begins, the sermon begins.

First of all, the application is in the text, the subject, and the man.

The truths which have had the greatest influence have made men neither laugh nor cry.

Preach Christ: do not simply preach about him.—*Selected.*

The Preacher in the Pew

Take More Physical Exercise

Some of our ministers do not have an amount of physical exercise proportionate to the taxation of the mind. As the result, they are suffering from debility. There is no good reason why the health of ministers who have to perform only the ordinary duties devolving upon the minister, should fail. Their minds are not constantly burdened with perplexing cares and heavy responsibilities in regard to the important institutions among us. I saw that there is no real reason why they should fail in this important period of the cause and work, if they will pay due regard to the light that God has given them in regard to how to labor and how to exercise, and will give proper attention to their diet.

Some of our ministers eat very heartily, and then do not exercise sufficiently to work off the waste matter which accumulates in the system. They will eat, and then spend most of their time sitting down, reading, studying, or writing, when a share of their time should be devoted to systematic physical labor.—*Mrs. E. G. White.*

THE NORMAL

Junior Work in Our Schools

ESTHER FRANCIS

THE nicest work ever committed to mankind is the work for children, and the nicest part of this work is the joy of leading them to a definite, experimental knowledge of Jesus as their Saviour. The same loving Jesus who had time to take the little ones in his arms and bless them, while here on earth, stands ready now to receive them and to speak sweet peace to their little troubled hearts, in language that they may understand. For children do have their struggles and conflicts, as real to them as those which come to us in later years. Did you ever stop to think how the memory of those struggles and victories or defeats lingers with us, and how in after years we look back to those victorious experiences, and wish that the same childlike faith and simplicity were ours?

Let us go back often to those blessed days of childhood, and thus in simple faith become as little children, that we may be better fitted to guard and to direct their simplicity, and to teach them to prove God's promises and to know by experience that he is their God. Every such experience will be as an anchor to their souls in this time of peril, when all are drifting downward to ruin, except those whose anchor is sure. While their ears are attentive to the tender voice of the Holy Spirit is the time to put forth earnest efforts for the children. Like the impressions made in soft cement, which

soon harden to remain lastingly, are those made in these early years.

That these early impressions may be of the very best, we place our children in a school where God's Word is taught. But a mere recital of Bible stories or themes, beautiful as they are, unless they become a part of the very lives of the children, is without saving value to them. Do not we as parents and teachers too often become so much absorbed in our efforts to help them to master technically these things, that we leave out the most important features—the calling out of each child's soul longings, and the striving by God's help to show him the fullness of Jesus to satisfy those longings?

To meet this need in our schools, or, rather, to stimulate the effort along definite lines of soul winning for children, we have added the Junior work. If heartily entered into by us as leaders, it will be the means in God's hand of giving our children that special training of which we quote so often from the spirit of prophecy: "When heavenly intelligences see that men are no longer permitted to present the truth, the Spirit of God will come upon the children, and they will do a work in the proclamation of the truth which the older ones cannot do, because their way will be hedged up."

The most important preparation for this work is the hiding of God's Word in the heart. Recognizing this fact, for several years

the Young People's Department has issued the Morning Watch Calendar, and it has proved its effectiveness in many lines. The children, too, should be taught that every day some of God's Word should be stored in the mind. This work may come in very nicely as a part of the morning exercises and devotions. Some corner of the blackboard can be spared for a Morning Watch Calendar, with appropriate drawings for the month. Each morning the teacher places the verse for the day upon the calendar. When the children come in, they pass directly to their seats, or perhaps are allowed to whisper to one another by permission until three minutes before nine, then a tap of the bell announces that the quiet hour has begun, and each child takes out his Bible and studies the morning verse. Promptly at nine the door is closed, no child being allowed to enter until morning worship is over.

It is interesting to see how eager the children are to repeat the verse. After several have repeated it, the teacher gives a brief explanation of it, and then all repeat it in concert. It is not necessary that we should always follow the prescribed verses of the printed calendar. Sometimes these verses are not adapted to the children, and it is well to vary the topics. One week we may memorize the twenty-third or one hundred and twenty-first or some other beautiful psalm, reviewing the verses each day, the teacher striving to make the reading clear and impressive to the children. The story of the twen-

ty-third psalm as told in the little booklet "The Song of Our Syrian Guest," by William Allen Knight, made one very interesting week's work. The Lord's Prayer may profitably receive one week's careful study, so that when the school repeats it, it is more than a mere form of words to the children.

One week we studied the love of God as illustrated through human relationships:—

1. Like as a father pitieth his children. Ps. 103:13.
2. As one whom his mother comforteth. Isa. 66:13.
3. A friend that sticketh closer than a brother. Prov. 18:24.
4. A friend loveth at all times. Prov. 17:17.

These texts, dwelt upon with the thought of how in this sinful world God tries to picture his love to others through our lives, impressed them deeply.

Another feature that should receive attention in our work is the study of our beautiful sacred hymns, their authors, and the experiences under which the hymns were written. These songs mean so much more to the children when thus carefully studied. A study of the conditions under which one of our best hymns was written—such as Charles Wesley's "Jesus Lover of My Soul," or Fanny Crosby's "Take the World, but Give Me Jesus"—makes a very interesting and profitable morning exercise.

On Friday morning the memory verse may be the Sabbath school verse for the following day, and the morning exercise be given to the study of the Sabbath school lesson.

It is true that it takes time to study and prepare these exercises. But they should receive as much careful, prayerful preparation as any other exercise of the day, for often a bright, helpful morning exercise proves to be the key which solves the day's problems. The study of the morning watch occupies about five minutes, after which the children kneel in a short but earnest prayer offered by the teacher or one of the pupils, and then a moment's quiet waiting to listen for God to speak softly some promise for the day. The remaining five or ten minutes may be used in reading to them from the Junior Reading Course book. Next to the Bible stories in their importance in molding the character of the young are the stories of the lives of the great missionaries or the needs of a field beyond. It has been arranged with the Volunteer Department that where children hear the books read in school and write up the reviews, the certificates are granted to them. In one school thirty-three certificates were earned by this means last year. This year I planned to read the first book, "Under Marching Orders," to the children, and to put the other, "Easy Steps in the Bible Story," into the library, and encourage the children to read it in their spare moments. It is surprising how much can be accomplished by a little well-directed effort.

(Concluded next month)

What Educates the Child

"WE need to remember that it is, after all, the *real things* the child meets that educate him."—*U. S. Commissioner Claxton.*

Forget Yourself

FORGET yourself! You will never do anything great until you do. Self-consciousness is a disease with many. No matter what they do, they can never get away from themselves. They become warped upon the subject of self-analysis, wondering how they look and how they appear, what others think of them, how they can enhance their own interests. In other words, every thought and every effort seems to be focused upon self; nothing radiates from them.

No one can grow while his thoughts are self-centered. The sympathies of the man who thinks only of himself are soon dried up. Self-consciousness acts as a paralysis to all expansion, strangles enlargement, kills aspirations, cripples executive ability. The mind which accomplishes things looks out, not in; it is focused upon its object, not upon itself.—*Success.*

Old Testament Review

THE review chart opposite was sent in by A. J. Meiklejohn, of Oregon City, Oregon. We do not vouch for the correctness in every detail, but present it to show the plan. A little system brings large results. The author of the plan says:—

"It is the object of this chart to set forth the kings of Israel with those of Judah, in their order from the days of Saul to the captivity. The prophets are also given in order. Daniel, however, takes us down into the captivity, but I have added the other three to complete the Old Testament prophets from the days of Samuel. Many, also, are contemporaneous."

RULER OF ISRAEL	CHARACTR	DATE B.C.	CHARACTERISTIC OF REIGN	REFERENCE	PROPHETS	RULER OF JUDAH	CHARACTER	DATE B.C.	CHARACTERISTIC OF REIGN	REFERENCE
SAUL	EVIL	1095-1056	Presumed against God.	1st Sam. 8-31	SAMUEL	(Kingdom not divided till the time of Jeroboam)				
DAVID	GOOD	1056-1016	Subdued enemies.	2nd Sam. 5-19	NATHAN					
SOLOMON	GOOD	1016-976	Peace; builds temple.	1st Kings 1-10	GAD					
JEROBOAM	EVIL	976-954	False worship established.	1st Kings 12-15	AHIJAH	REHOBOAM	GOOD	975-958	True worship maintained	1st Kings 12-14
					SHEMAIAH	ABIJAH	EVIL	959-955	Warred with Israel	" " 15:1-8
NADAB	EVIL	954-953	Killed in conspiracy.	1st Kings 15:25-26	AZARIAH	ASA	GOOD	955-914	Made reformation	" " 15:9-24
BAASHA	EVIL	953-930	Slew Jeroboam's family	" " 15:27-34	HANANI	JEHOSHAPHAT	GOOD	914-887	Strengthened the nation	2nd Chron. 17-20
ELAH	EVIL	929	Led Israel into sin.	" " 16:8-14	JEHU					
ZIMRI	EVIL	929	Slew house of Baasha.	" " 16:15-20	ELIJAH					
OMRI	EVIL	929-918	Put down insurrection.	" " 16:15-28	ELISHA					
AHAB	EVIL	918-897	Greater apostasy.	" " 16-22	MICAH	JEHORAM	EVIL	892-885	Apostasy; Edom revolts	2nd Chron. 21:5-20
AHAZIAH	EVIL	897-896	Attempt to take Elijah.	2nd Kings 1.	JOEL	AHAZIAH	EVIL	885-884	Spread of sun-worship.	" " 22:1-9
JEHORAM	EVIL	896-884	Fought against Syria.	" " 2-8	JONAH	ATHALIAH	EVIL	884-878	Destroyed royal seed.	" Kings 11
JEHU	EVIL	884-856	Destroyed worship of Baal.	" " 9, 10	AMOS	JOASH	EVIL	878-839	Paid tribute to Syria.	" " 12
JEHOAHAZ	EVIL	856-839	Oppressed by Syria.	" " 13:1-7	HOSEA	AMAZIAH	EVIL	839-810	Set up gods of Edom.	" " 14:1-20
JEHOASH	EVIL	839-825	Fought against Judah.	" " 14:1-16	ISAIAH	AZARIAH	PROUD	810-758	Reestablished dominion	" " 15:1-7
JEROBOAM 2	EVIL	825-784	Conquered Syrians	" " 14:23-28	MICAH	JOTHAM	GOOD	758-742	Strengthened Judah.	" " 15:32-38
ANARCHY	EVIL	784-772	Called for Assyrian's help.		NAHUM	AHAZ	EVIL	742-727	Judah weakened.	" " 17
ZECHARIAH	EVIL	772	King slain by people.	" " 15:8-11	ZEPHANIAH	HEZEKIAH	GOOD	727-698	Reformation, pays tribute	" " 18-20
SHALLUM	EVIL	772	King slain by Menahem.	" " 15:13-15	JEREMIAH	MANASSAH	EVIL	698-643	Shed innocent blood	" " 21:1-18
MENAHEM	EVIL	771-761	Oppressed by Assyria.	" " 15:15-22	HABAKKUK	AMON	EVIL	643-641	Follows apostasy	" " 21:19-26
PEKAHIAH	EVIL	761-759	Evil in sight of God.	" " 15:23-26	OBADIAH	JOSIAH	GOOD	641-609	Set up true worship	" " 22-23:30
PEKAH	EVIL	759-739	Assyria takes captives.	" " 15:27 16:9	EZEKIEL	JEHOAHAZ	EVIL	609	Pharaoh's raid	" " 23:31-35
ANARCHY	EVIL	739-729	Israel declining.	" "	DANIEL	ELIAKIM	EVIL	609-599	Nebuchadnezzar's raid	" " 24:1-6
HOSHEA	EVIL	729-725	Subjected by Assyria.	" " 17.	HAGGAI	JEHOIACHIN	EVIL	599	" "	" " 24:7-16
					ZECHARIAH	ZEDEKIAH	EVIL	599-588	" "	" " 24:17-25:21
					MALACHI	GEDALIAH	EVIL	588	Judah in captivity	" " 25:22-26

Elementary Course by Periods

First Grade — Third Period

BIBLE NATURE.—Stories 1-18 of group formerly arranged for the second term, but now beginning with the thirteenth week, or last period of the first semester.

READING.—Reader, to page 90. Teach page 90 orally as memory work, not to be read by pupil.

SPELLING.—Flash spelling of short words.

Second Grade — Third Period

BIBLE NATURE.—Stories 1-18. (See explanation under Bible Nature in First Grade.)

READING.—Reader, pages 60-104.

NUMBERS.—Write number scale to 31. Count to 100. Read to 100 in number scale. Practice in handling money. Study of number five from star, clock, five-petaled flower forms. Use of pint and quart measures, and study of number 2. Roman numerals to XII from clock. Counting by 10's to 100; use of dimes; by 5's to 60 on clock face, fingers, star points. Learn from clock that 60 seconds make 1 minute, 60 minutes 1 hour, 24 hours 1 day. From calendar learn that 12 months make 1 year, and that 4 seasons make 1 year. Study objectively $\frac{1}{4}$ of a dollar, $\frac{1}{4}$ of a year, $\frac{1}{4}$ of an hour.

Third Grade — Third Period

BIBLE NATURE.—Stories 1-18. (See under First Grade.)

READING.—Reader, pages 111-154.

ARITHMETIC.—Stone-Millis Primary, pages 84-100.

Fourth Grade — Third Period

BIBLE.—Bible Lessons, Book One, chapter 7.

NATURE.—Bible Nature Series, Book One, chapters 7, 8, 9.

READING.—Reader, pages 127-187.

MANUMENTAL.—*Sewing*: Teach position while sewing, threading the needle, tying knot, use of thimble, and other general principles. The following stitches: Even basting, uneven basting, running stitch, chain stitch, cross-stitch, embroidery, buttonhole or blanket stitch, outline stitch, half backstitch, backstitch, hemming, overcasting, overhanding. *Materials used*: Double barred canvas, Indian head, burlap, check gingham, burlap. *Model*: Needlebook, holder, quilt, burlap mat, burlap school bag, sewing apron for girls.

ARITHMETIC.—Stone-Millis Primary, pages 191-208.

Fifth Grade — Third Period

BIBLE.—Bible Lessons, Book Two, lessons 45-62. Begin diagram of "The Divided Monarchy." Develop map showing kingdoms of Judah and Israel. Finish chapter outlines of 1 Kings.

NATURE.—Bible Nature Series, Book Two, pages 200-256.

READING.—Reader, pages 128-181.

MANUMENTAL.—(See November EDUCATOR.)

ARITHMETIC.—Stone-Millis Complete, pages 58-78; Intermediate, pages 58-78.

Sixth Grade — Third Period

BIBLE.—Bible Lessons, Book Three, lessons 52-74, and review. Continue diagram showing events of first tour through (eastern) Galilee, second tour through (southern) Galilee, and third tour through (central) Galilee. Make plain the different names of the twelve apostles.

NATURE.—Bible Nature Series, Book Three, pages 210-286.

READING.—Reader, pages 129-174.

ARITHMETIC.—Stone-Millis Complete, pages 186-215; Intermediate, pages 186-215.

Seventh Grade — Third Period

BIBLE.—Bible Lessons, Book Four, lessons 43-59. Chapter outlines continued to Acts 21. Map of Paul's third missionary journey.

PHYSIOLOGY.—Coleman's Hygienic, pages 184-267.

GRAMMAR.—Bell's "Natural Method in English," Revised, lessons 51-75, pages 81-117.

MANUMENTAL.—Cooking for girls. This work may be made very practical during the winter months by frequently serving hot lunch to children who do not go home to dinner.

Study food elements, food values, food combinations, menus, various ways of cooking, where and how different foods are manufactured or grown, table etiquette, health principles, etc. Make a notebook recording these studies and recipes for cooking. In art class make decorative designs for various sections of notebook.

Forty-eight lessons with recipes as follows: Toasts 2, eggs 2, beverages 1, sandwiches 1, soups 4, vegetables 4, sauces 2, cereals 4, breads 8, pies 3, cakes 2, puddings 3, entrées 4, salads 4, preserving fruit and vegetables 4. (Fulton's "Vegetarian Cookbook" gives good recipes.) Let cooking class serve a meal about once a month to invited guests.

Woodwork for Boys. Griffith's "Essentials of Woodworking" in hands of teacher. Draw and ink in working drawings of all models constructed. Study and use of following tools: ruler, try square, gauge, knife, jack plane, rip saw, crosscut saw, compass saw, wood file, sandpaper, hammer, nail set, screw driver, countersink, brace and bit, nails and screws.

Exercises: Planing and squaring a board to given dimensions, sawing to a line, boring for dowels, butt joint, cross-lap joint, laying out duplicate parts.

Wood: White pine, redwood, poplar. Begin a collection of woods commonly used in manufacturing. Mount ten kinds.

Models: Flat work, such as key rack or coat rack, spool holder, necktie rack, bread board, plant stand (illustrating cross-lap joint), or any other simple articles involving only the exercises for this year. Chair caning applied to chair, footstool, paper rack, bookholders, etc.

ARITHMETIC.—Stone-Millis Complete, pages 342-361; Advanced, pages 66-85.

Eighth Grade — Third Period

BIBLE.—Bulletin No. 6, lessons 48-51 in Part I, and lessons 1-15 in Part II, pages 16-25.

U. S. HISTORY.—Dickson's, pages 219-328.

CIVICS.—Forman's, pages 168-231.

GRAMMAR.—Bell's "Natural Method in English," Revised, lessons 184-206, pages 273-312.

ARITHMETIC.—Stone-Millis Complete, pages 472-497; Advanced, pages 196-221.

Cost of Bad Handwriting

"AN expenditure of more than \$12,000 a year by the Milwaukee post office has resulted because of careless penmanship, according to the postmaster. Several clerks are kept employed deciphering illegible addresses on envelopes. There are from 3,000 to 5,000 letters referred to these clerks daily, and in addition to reading the addresses, they must be verified. This is often a Chinese puzzle of the most difficult kind." Let all who write letters or articles take lesson from these astonishing facts.

Quietness and Confidence Win

JOHN N. QUINN

THE school at Lowell was very much like all other public schools attended by boys and girls full of buoyant spirits. The teacher was a woman, and the pupils numbered sixty, some of them being over twenty years of age. A change in teachers was decided on by the school board, owing to the declared intention of the older boys to have some fun with the teacher next term. The new teacher was a man, one who was a strong believer in the possibilities of the boy. The new term of school opened in the customary way; the teacher gave a short speech, inviting the cooperation of the pupils, stating that in himself he could not bring the school up to that standard which should be met. The voice was one of kindness; quiet, yet firm, decided. The morning session passed without any difficulty, and at recess the teacher was everywhere. One minute he could be seen with the smaller children, the next with the older boys. Being an athlete, no boy could successfully compete with him in running or in any other sport dear to boyhood. Each boy yielded to the conviction that the teacher was his superior both physically and mentally.

As the term of school neared its close, there came a test to the teacher and his methods. The boys of the high school harbored a grudge against the boys of his school, and threatened disturbance. A visit from them was daily expected and every boy in the school was on his nerve, ready to stand by his teacher and the school. At last

five of the largest boys in the high school were seen coming toward the school, and many a youthful fist was clenched. Surely the teacher would lead them out to meet the enemy. Nothing of the kind. He slowly removed his coat, placed his cuffs on the desk, and rolled up his sleeves. To the school he said, "No one is to leave his seat." He went out, closing the door after him. All ears were alert to hear a scuffle outside, and many a boy was ready to violate the order to save the teacher. Nothing was heard but voices speaking in low tones. After five minutes of suspense, the door opened, and to the astonishment of every one, five young men were seen gracefully following the teacher to his desk. Turning to the school, in a gentlemanly manner he introduced them to the school, stating that he had invited them to spend the afternoon, and he knew his pupils would show them every courtesy within their power. A pleasant afternoon was passed, and the teacher, when called upon the next day for an explanation of the affair, said that he had met the enemy in a friendly way, and without "knuckling" to them in any way, had persuaded them to remain as friends. His spirit of fairness, quietness, kindness, won the day. One of his pupils looks back to the incident with keen delight today, feeling that one of the most enjoyable of his school years was spent under the tutorship of him whose chief characteristics were quietness, kindness, fairness. If these qualities are to be imbibed by the pupil, they must have a place in the daily life of the teacher.

Falling Into Line

A RECENT letter from Director Robison of Union College says:—

We have begun our work in the training school this fall in strict accordance with the new course of study in every respect, I think. In penmanship, spelling, history, grammar, arithmetic, etc., we are using the books listed, and expect to follow the course. We have a few irregularities in our eighth grade because of the nine-years-for-eight-grades plan, but after this year we shall be working according to the course and the same as in our elementary schools.

I was very glad to see the way the vote went on the Normal Course. It just suited me, including the action of the General Department in reference to college credit.

Likes the Reading Course

ONE of our elementary teachers who is attending college this year, Miss Sydney Bacchus, does not want to discontinue the Teachers' Reading Course. She writes:—

I am taking work at Union College this year, and am very busy, but I don't feel that I could drop out the Teachers' Reading Course just because I am not teaching this year. I have always taken the course. . . . I very much like the new plan of having the notebooks. I want to get my books right away, for I'm trying to improve every minute.

Elementary School Notes

Redfield, S. Dak.—"Sixteen volumes have been donated to the school library, and we hope to earn a globe before long. We plan to have a nine months' school"—a library, a globe, and a full term.

Florida.—The legislature has passed a law "providing inspection of schoolhouses by a county school health officer, and severe penalties for neglect in keeping school closets in sanitary condition."

Massachusetts.—This conference now has eight schools, two of them new ones. On the second Sabbath in November a special collection was taken in all the churches "for the aid of weak companies in maintaining schools."

Lake Union.—Between 25 and 30 new schools were reported for the union up to October 20.

HOME EDUCATION

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

Christmastide

A Happy Christmas! words of simple cheer,
Yet fraught with sweeter meaning year by year,
Because, though earthly seasons come and go,
The Babe of Bethlehem's love no change can know;
May that same holy love with you abide,
And peace and blessing crown your Christmastide!

—Gretchen.

Nature Month by Month

MADGE MOORE

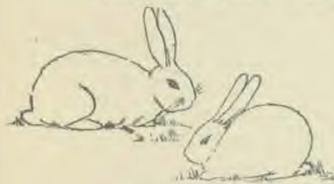
Drawings by Adeline L. Chapman

First Week — Getting Ready for Winter

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

Whether winter is early or tardy, Dame Nature is ready, we find. She begins her preparation early enough, and provides for an average winter.

Some buds she lines with a woolly, downy substance that keeps out the cold, and she covers the other scales with a waxy, pitchlike substance — a protection against the rain and the snow. The leaves and beautiful flowers are all gone — to be with us no more till



spring. This is a good time to study the outline or shape, bark, and branching of trees.

How do the animals prepare for winter? Draw from the children the need of warmer clothes and of fire at this time. Mother cans fruit, brings out warmer clothes for Mary and John. Father stores away, in the cellar, food and fuel for winter's use. Kitty, too, needs a different coat for winter. How does she get it? It grows on her back. The old summer coat comes out a few hairs at a time, and the new thick one comes in. Horses and dogs get theirs in the same



way. The weasel changes his coat of reddish-brown to white, with dark spots, after the first snowfall. Do you know why? From him we get the ermine fur that is so valuable. The northern hare, too, puts on the protection of a white coat. The rabbit in winter has sharp, stiff hairs along the margin of his feet to enable him to get along over the ice and snow. On the ruffed grouse's toes we find sharp points for the same purpose. The deer has a heavy, richly colored coat of long hair during the winter. God provides for his own; this can be seen all through the cold weather.

The bear is interesting to study. He eats all he can get and becomes very fat, then finds a hollow tree or nice cave in a rock, where he sleeps till spring. His fat keeps him warm. When the snow falls and the drifts pile against his door, his breath makes the snow hard, just as on a cold morning your breath makes little icicles form on your chin. So Mr. Bruin has to stay there, for the snow is so hard he cannot get out till it melts. If the winter is late and mild, he sometimes stays awake all winter, for he can get something to eat.

The field mouse, squirrel, and chipmunk lay in supplies. Watch the squirrel store away his nuts, sometimes in his nest in the hollow of the tree, but often just below the surface of the ground. When he needs the nuts, his sense of smell tells him just where they are. Turtles, frogs, and toads



bury themselves in the mud before the ground freezes. Fishes go into deep water or under ice in streams, where they are protected all winter.

The caterpillar, when sleepy, crawls up a tree or bush, or the underside of a fence board. Here he spins a thread back and forth across his body, thus fastening himself securely to the board or tree. When through spinning, he is shut up in a little silky cocoon, which hardens and forms a protection for him until spring days call him out, a beautiful butterfly.



Spiders lie fast asleep in their holes, while flies find cracks and corners where they lie as if dead. Little insects lie asleep under the bark of trees and shrubs. Crickets, as cold weather draws near, huddle under boards and loose stones until warm weather.

Birds that live mostly on insects and worms are the first to leave. Those remaining are such as subsist upon winter berries, weed seeds, and dormant insect life. In winter we can notice their habits, food, color, and size. Their plumage is heavier, and duller in hue.

Sparrows remain the entire year, living near houses so as to get bits of food.

They fight, and drive the other birds away. Blue jays, robins, and red birds often stay with us all winter. The little chickadee, calling "Chick-a-dee-dee-dee," lives mostly on dormant insect life. Why does he have a brown back, black head,



and white breast? Snowbirds belonging to the finch family — with gray backs and white breasts — may be seen. Their bills are blunt and short. The woodpecker by this time has his home in an excavation made on the under or sheltered part of a limb. This nest he leaves in spring.

Let the children hang out pieces of suet for the birds in cold weather, and scatter crumbs. Teach kindness to others.

Second Week — Rain, Snow, Ice

Whittier's "Snow-Bound" and Lowell's "First Snowfall" are very interesting to study with the children on a snowy day. Perhaps little Mabel's question would be a good one to discuss. Explain to them rain, snow, and hail. What is vapor or a cloud?

ILLUSTRATIONS.—1. A glass of water standing in sunshine. Explain where the water went.

2. Pan of water on stove (just a little); let it boil away. Explain where the water went.

Just so the heat of the sun makes of each drop of water many drops, so small and light that they



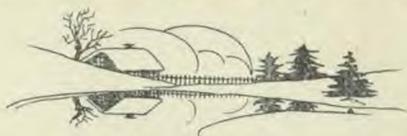
float in the air. When enough are collected, they form together into a cloud. What is rain?

ILLUSTRATION.—Teakettle—the steam. Hold cold plate close to the nose of a

teakettle, and see the drops of water on the plate.

When the wind blows a cloud where the air is cold, the little drops of vapor run together, making raindrops which fall to earth.

What is snow? When the cloud is in very cold air, the drops form into tiny, flat, pure-white crystals or flakes that glisten like stars. These flakes are the snow, which falls so softly, covering up all the dirty fence corners and making the ragged rocks smooth. Catch them on a dark cloth, and notice



that each flake has six points, but that there are many forms.

God's care for us is shown by his protecting the roots of trees and plants by covering them with a blanket of snow. In the north, Eskimos use blocks of snow piled together for houses. In the deep canyons between mountains God stores up the snow for use in spring and summer, when there is little rain. Then the snow melts slowly, feeding the streams and springs. Bring out the thought of purity and usefulness, from the snow.

Ice, too, is sent us to protect plant and animal life in the ground and waters. Each is sent us by God as needed. Ice forms a heavier blanket than does the snow.

Questions to study:—

Were there ice and snow in Eden?

What seasons in Eden?

What seasons in the tropics?

Third Week — Evergreen Family

Let us not forget to study the evergreen family, and also other trees, as to branching, bark, and outline, thus enabling the child to name the trees even in winter. The following is a suggestive outline for tree study:—

1. Where grown? 2. Outline as seen against the sky. 3. Height and size. 4. Branching. 5. Leafing. 6. Usefulness.

Here are some of the evergreen trees: pines, firs, spruces, cedars, and hemlocks.

The Christmas evergreen is a delight to the little folk. I should like to emphasize the importance of giving them a good time when all the other children in America, England, Germany, Russia, France, Holland, Norway, Sweden, and Italy are enjoying themselves. A tree, a roll of cotton, a box of snow (from any ten-cent store), a box of candles, some mosquito netting for stockings to hold "goodies," and a missionary spirit of good will to others, are all that is needed to make a very pleasant occasion. Every one knows how to make the old-time Christmas celebration, so this is only a suggestion for those who *do not* wish their children to celebrate in the regular way. My plan would be to have a Christmas tree made beautiful, and an interesting missionary program prepared, in which the parents and children take part. Instead of making gifts to one another, let each member of the family plan before this to save and earn money; then put offerings on the tree, and indicate on each package its destination. Each member is to keep his amount a secret. After the presents for foreign war lands have

been taken down, as a part of the program let each one tell how he acquired his sum. How Christmas is celebrated in each of the above-mentioned countries would be interesting to have as part of the program. The taking down of the "goodies" at the close of the program would leave all with happy faces. If inexpensive presents are desired, something that each member of the family could make would be fun; for example, something in sewing, cooking, or basketry from the older girls; in woodwork from the boys; and something that little brother and sister have learned to make with their hands. Even father and mother might be limited to making something. The Christmas spirit cannot be restrained, so plan something good for the children.

Fourth Week — Old Year Going

As this is the last month of the old year, perhaps the questions, What is a day? a year? would be in Mary's mind.

Illustrate the earth by a round ball with a hatpin through it for an axis. Use a candle while explaining day and night. The dual movement—the earth turning on its axis and its turning about the sun (showing the year)—may be illustrated and explained while using the same ball, and the candle to represent the sun. Help the children to understand that the earth has a path in which it travels from year to year. God's constancy and power may be shown them in this lesson. Names of seasons, of months, and perhaps a review of nature month by month, would be profitable before the old year is entirely gone.

For Little Hands

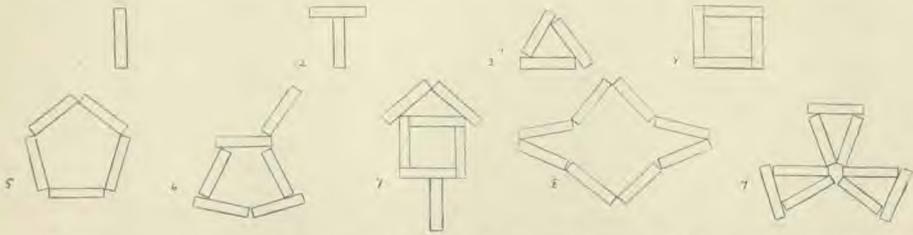
ETHEL L. HENNESSY

You would certainly feel the necessity of training the little hands if you could observe those children who enter school for the first time. You would notice, when the teacher passes out some busy work to these beginners, and makes plain just what is to be done, that some children will handle whatever is given them with ease, while the others appear helpless. But why should not all be able to handle their work somewhat alike if they are on a par intellectually, and of the same age? The reason

this kind of training? That is just the point: it can be made *helpful* to the mothers whose manifold duties leave her little time to provide something for small hands to do. There are many things we can give children to do which require but little time to explain, and will keep them enjoyably busy.

Stick Laying

One of the simple forms of occupation is stick laying. The sticks can be made of toothpicks dyed different colors. Give the child some simple designs to copy. If he has learned to count, he will delight in making forms which require counting. Let him see how many different things he can make out of four sticks, out of five sticks, etc. He will enjoy making up de-



is obvious: some have not been taught to use their hands in doing things worth while at home. That activity which every child possesses would be better disciplined if for a little while each day he were kept interestedly and profitably busy. We are past the day in which it is necessary to explain why manual training is important; for while in general educators recognize its value, the Lord has given instruction for many years concerning the part it ought to have in the training of our children.

But some, although they feel that the theory is a good one and wish it were possible to practice it, will think, How can a busy mother plan and take time to give

signs and forms of his own, and this will develop originality. The following number sequence taken from "What and How" illustrates what may be done.

Sewing

Sewing is another excellent occupation for the children. Give the child a perforated card, a big-eyed needle, and some colored thread, and he is profitably occupied for some time. But some one may ask, "Of what use — this putting the needle in on one side and out of the other?" In this occupation, delicacy of touch and finger control are acquired, and "hand control leads to self-control." They may begin to develop the power of concentration by the close attention required. Sewing is a means of form and color study as well as hand training. It affords opportunity for the children to get familiar knowledge of form by sewing squares, triangles, and circles. The muscular action will at first take the whole attention of the child. His tongue and facial muscles will work in sympathy with his interest and anxiety to put the needle in the exact hole where it belongs.

Those cards with simple forms, few lines, and large perforations, are most desirable. The completed card should not be marred by color discords, but the colors should make a harmonious whole. The first work should be very simple.

Sewing should be a lesson in neatness. Careless work should not be allowed. The wrong side should appear as neat as the right side. It will require patience at first, for it is difficult for them to handle such a small implement as a needle, and watch the pattern, and keep the thread from tangling; but the children enjoy it almost more than any other occupation.

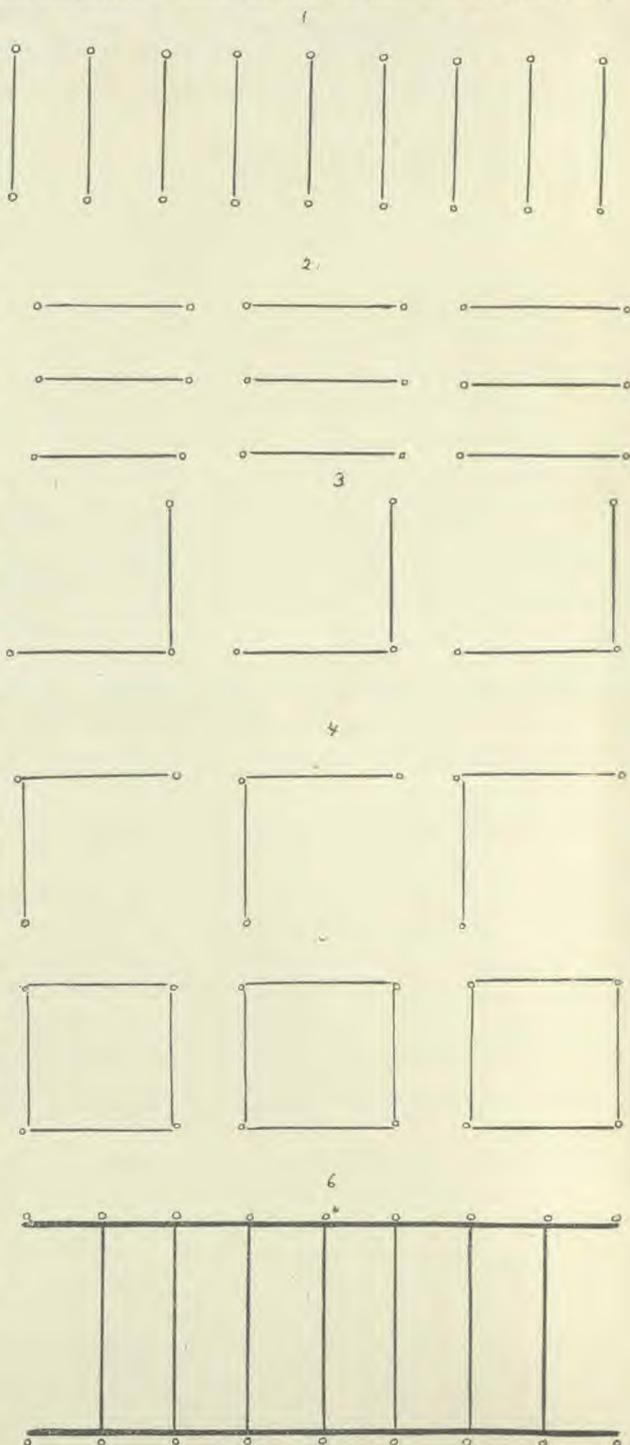
Color Work

Work in form and color is practical for children. The materials for this are colored paper, parquetry forms, and paste, if it is desired to mount the forms. Parquetry is the name given to colored papers in small geometrical forms made for design work. This is another way in which the knowledge of form may be acquired. The study of color in this connection is important. The children should be taught to recognize the six standard colors: red, orange, yellow, green, blue, and violet. A nice way to present the colors is by means of a prism. The prism is a source of wonder and delight to the little ones. Let them pick out the colors they know, and learn the names of those with which they are not familiar. They can learn to pick out all the shades and tints of one color, and mount them in different designs. These may be called families, as the "red family," etc.

Cutting

How the child delights to cut as soon as he can

handle the scissors! He will spend hours cutting strips of paper or pictures from a fashion plate. Children can be taught free-hand cutting, and it is a great pleas-



ure to them to find that they can cut pictures all their own. To begin, show them how to cut out some simple form, then let them cut the same form. The

results will be crude at first, but in a short time they will show great facility in the use of the scissors. Here are some free-hand cuttings: —



Animal Pets

AT the Panama Exposition, on December 2 and 3, is to be held an exhibition of children's pets. Schools are aiding in the collection by instructing pupils on how to prepare their animals for it. The aim of the exhibition is to cultivate an interest in animals and to "sow the seeds of kindness, thoughtfulness, and consideration in the minds and hearts" of those who participate, the desire being to influence parents as well as children. "It is intended to show what the schools and homes of our country are doing these days in the way of humane education. It will demonstrate, too, that in no way can real humane work be so well taken up as through teaching children the proper care of pets."

Such an exhibition was held in a California city some time ago.

"Pet frogs, guinea pigs, guinea fowls, poultry of almost every breed, snakes, rabbits, Shetland ponies, ring-tailed coons, badgers, monkeys, parrots, parrakeets, made up a wonderful menagerie in the basement of the school building, to surprise and delight the pupils. Those who had no pets resolved to adopt one during the next year." Of the influence of this exhibition in that city, the following true story is told: —

"Ike's a callin' us; comin'?" queried one.

"Wha's a doin'?" parried the other as he slowly crossed the street.

"Wha's a doin'?" mimicked the first speaker, scornfully. "Where you been you doan' know about the big fight? We're a layin' for the Pike Street gang. We'll git 'em all right, all right. It'll be one bully fight. Come 'long."

"N-O-P-E, I ain't comin'," slowly replied the boy who had crossed the street as he turned away from his companion.

"F-R-A-I-D, ain't you?" taunted the larger boy. "'Fraid cat, 'fraid cat, 'fraid —"

"Don't you dast say I'm 'fraid," and the smaller boy thrust his fists alarmingly close to his tormentor's nose. The next moment they were unclenched and brought down to pat the head of the little yellow dog that had been jumping up, frantically trying to lick them. The young owner's face lighted up with pride as he stopped to pet the little peacemaker, and explained: —

"You see it's like this. I got no time fer fights no more. I gotta get Boze ready fer the big show. He's jes' common dog, an' it'll take an awful lot of fixin' fer him to git a prize. Come 'long and help me—or maybe you gotta dog o' yer own that'll take a ribbon if you'll jes' doll 'im up a lot. No?—then I'll tell you what I'll do. I'll give you a share in Boze if you'll help shine him up. Come 'long and doan't fight." And the happy possessor of a boy's safest companion pulled the other boy along home with him while he importantly explained to an eager listener what "points" had to be made to win a prize, and how to put jes' a common dog that was greatly beloved into the class of prize winners.

Among the many pets already entered, to teach young America good habits, are a raccoon which always washes its food in a pan of water before eating it, and a badger which carries its own bedding, a piece of carpet, and carefully spreads it out in its sleeping apartment, to make its bed for the night.

No longer is the country lad who comes to school with his pockets full of live lizards, frogs, and snakes, made to stay after school or take a sound flogging on account of his pets; instead, his up-to-date teacher encourages him to send them to the exposition, and pats him on the back for being interested in the animate things of nature.

In his system of "Training the Human Plant," Luther Burbank says: "Every child should have

mud pies, grasshoppers, water bugs, tadpoles, frogs, mud turtles, elderberries, wild strawberries, acorns, chestnuts, trees to climb, brooks to wade in, water lilies, woodchucks, bats, bees, butterflies, various animals to pet, hay fields, pine cones, rocks to toll, sand, snakes, huckleberries, and hornets; and any child who has been deprived of these has been deprived of the best part of his *education*. By being well acquainted with all these, he comes into the most intimate harmony with nature, whose lessons are, of course, natural and wholesome."

The interest of a parent in pets is expressed by Congressman Kahn, of San Francisco, who says:

I know by personal experience what pets mean to boys, by my two boys, who until recently have been the proud possessors of three canary birds and several ducks. If anything indicated that these pets were not well, the boys had deep and tender concern in seeing that they were quickly restored to health.

Many of us remember vividly various pets of our youth. Dr. David Starr Jordan, of Stanford University, offers testimony as to what the care of animals may do in building up the character of a boy, as illustrated in the lamb playmates of his own boyhood:—

I owe a great deal to a flock of lambs that were put in my care when I was a boy, and which I cared for a number of years, shearing them all myself, giving each one a name, and keeping account of the amount of wool furnished by each one. Ever since this experience I have regarded natural history as a means of grace to a boy or girl. It can show itself in no better way than by making friends among animals.

That all animals in the new earth will have the gentle and lovable nature of pets, and that children will delight in their compan-

ionship, is made plain by the prophet Isaiah: "The wolf also shall dwell with the lamb, and the leopard shall lie down with the kid; and the calf and the young lion and the fatling together; and a little child shall lead them. And the cow and the bear shall feed; their young ones shall lie down together; and the lion shall eat

straw like the ox. And the sucking child shall play on the hole of the asp, and the weaned child shall put his hand on the cockatrice' den. They shall not hurt nor destroy in all my holy mountain: for the earth shall be full of the knowledge of the Lord, as the waters cover the sea." Encourage the children to have pets.

BOOKS AND MAGAZINES

"VOCATIONAL GUIDANCE," by J. Adams Puffer, Director of the Beacon Vocation Bureau, Boston; 306 pages. Rand McNally & Co., Chicago.

The secondary title of this book, "The Teacher as a Counselor," expresses more specifically its aim. "Youth must not only be *trained* for its life work, it must also be *guided* in its choice." Assuming the view now so widely recognized, that vocational efficiency is the basis of all education, the author brings to bear convincing evidence that the most imperative need after providing for manumetal instruction and facilities, is that of guiding boys and girls in their choice of a life calling. Much of this evidence is concrete examples of misfits, testimonies of pupils themselves, illustrations drawn from city and country life alike. In the teacher's hands lie the possibility and responsibility of guiding boys and girls into those callings best adapted to their tastes and natural talents. Chapters are given to the discussion of what the equipment of such a counselor should be, the practical methods he may follow, the differences among occupations, noting especially home making, agriculture, mechanic arts, salesmanship, office work, the professions, with a chapter also on the foundations of all success. The book contains much information and material of value to the manumetal teacher, from both economic and social viewpoints. Very fully and very helpfully illustrated.

"PRACTICAL HIGH SCHOOL SPELLER," by T. O. Chew, Superintendent City Schools, Washburn, Wis. Allyn & Bacon.

What are the words most commonly misspelled by pupils of high school

grades? To help find an answer to this question, Mr. Chew secured thousands of replies from high-school teachers. The first word in the book was given by seven hundred—the word *separate*. No word appears unless mentioned by two or more teachers. The words are cleverly arranged in eighty lessons of twenty-five words each, two columns on a page, the first in script, the second in boldface followed by a simple phrase serving to identify the word better than an abstract definition alone; as, "*radical* views," "*genius* of Edison," "*diagonal* of a square." For drills in the academy or college and for supplementary or test work in the grades, it is very suitable.

The *Southern Workman* for October contains two interesting articles illustrative of the widespread influence of the "Hampton idea" of uniting hand, head, and heart in the educational uplift of the colored race. One of these is "Hampton at Tuskegee;" the other, "Hampton in Thirty States," the latter by Hampton's veteran principal, Dr. Frissell. Very usable matter for a school program. Published at Hampton, Va.; ten cents a copy.

Religious Education for August is devoted entirely to the topic "Teaching the Bible and Religion in Colleges," contributed to by ten college professors and others. Besides a general survey of Bible teaching in the colleges and universities, such topics as these are discussed: "What Constitutes a Department of Biblical Literature, and the Equipment of Such a Department;" "The College Course and Biblical Work;" "The Content of an Ideal Curriculum." Published in Chicago; 88 pages; price, 65 cents.

Christian Educator

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Takoma Park, Washington, D. C., December, 1915

Subscription Price \$1.00 a Year
 Single Copy, 10 cents

Five subscriptions, one order, one address, \$3.00

No subscription accepted for less than half-year

Published monthly by

REVIEW AND HERALD PUB. ASSN.,

WASHINGTON, D. C.

Entered as second-class matter, September 10, 1909, at the post-office at Washington, D. C., under the act of Congress of March 3, 1879.

Academy and College Notes

THE library at the Hutchinson seminary is steadily growing. Over 500 new books were donated the past summer, mostly by the International Publishing Association.

Oak Park Academy reports 1,030 volumes in its library, the latest addition being a set of Clarke's Commentaries, donated by a friend. The minimum number for an accredited school of twelve grades was placed at 1,500 by the recent educational council.

At Emmanuel Missionary College thirty-one students earned full scholarships selling our books last summer, and six earned half scholarships. The number of students canvassing was fifty-four.

Broadview Swedish Seminary opened with an increase in attendance above that of last year of about thirty-five per cent. We were pleased to welcome to our school students from fifteen different States, says the principal. Among those who came are seventeen with scholarships. At the close of school last spring seventeen student canvassers entered the field. Of these, three were unable to sell enough books to earn a scholarship, but three others earned two scholarships each, so that we have as many scholarships as we had canvassers in the field. The seminary debt is decreasing at the rate of about \$1,000 a month. Prof. L. A. Dahl, a recent graduate of Michigan Agricultural College, has connected with the faculty.

The Group Plan

THE adoption of some form of group system has been reported to the U. S. Bureau of Education by 21 institutions, undoubtedly only a fraction of the whole number of colleges that have taken this step.—*Annual Report of the U. S. Commissioner of Education.*

Maps and Music Staffs

DISSECTIONAL maps of Palestine, a sample of which was shown at our conventions last summer, can be had from one of our teachers who devised and is making them. They are of three-ply wood, cut into sections according to the boundary lines of the different divisions of Palestine, without any names appearing on them. The same teacher has devised a movable staff for blackboard music, which is illustrated and described in the *EDUCATOR* for March, 1915. Price of the map, 55 cents, postpaid; of the music staff, 20 cents, postpaid. Address L. M. Knapp, R. F. D. 1, 74m, San Diego, Cal.

SCHOOLHOUSE SANITATION is the title of Bulletin 1915, No. 21, of the U. S. Bureau of Education. It is a most enlightening "study of the laws and regulations governing the hygiene and sanitation of schoolhouses."

Canvassing Awakens Ambition

RECENTLY a conference president in a personal letter speaks as follows of his daughter who had been spending the summer canvassing: "She seems to be about to change her mind concerning some things. She has thought all along that she would finish only the twelfth grade, and then begin teaching; but now she is about to make up her mind to finish the college course. I think the possibilities of the canvassing work have had something to do with it." This is a good illustration of how the canvassing work stimulates a desire for a college education on the part of those who engage in it.

W. W. E.

Correction

IN our article on "School Credit for Home Work," in the October issue, credit was given to Prof. W. W. Ruble for co-operating with Director Robison in the preparation of the first home workers' blanks for our schools. That credit should have been given to Prof. M. B. Van Kirk, as we are informed by Secretary Ruble. "Honor to whom honor is due."

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