

# CHRISTIAN EDUCATOR

A MAGAZINE FOR HOME AND SCHOOL

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# CHRISTIAN EDUCATOR

W. E. HOWELL, Editor

O. M. JOHN, Associate Editor

VOL. X

TAKOMA PARK, WASHINGTON, D. C., MARCH, 1919

No. 7

## THE OBJECTIVE IN TEACHING

THE objective in Christian teaching is very clearly soul-winning. The first step of the teacher is to win the souls of his students, or at least to ground and stabilize them in the truth. The second step is to train and inspire them for the winning of other souls.

The nature of the objective in teaching determines both the kind of material used for the basis of instruction and the method of handling it. If a soul is to be won and established in the truth, his instruction must lead him to a clear understanding of God through the laws of his being and of his created works, as also through his ways of dealing with man.

Herein are included the various fields of classified knowledge called the arts and sciences. It is important to teach these, not in the limited field of human research, but to let the light of revelation shine in upon them, and reveal the hand of God working out the counsels of his will. Such treatment will in no sense detract from scientific accuracy and thoroughness, but if rightly developed will result in linking up all other kinds of truth with spiritual truth. The student will thus experience in new ways the saving power of truth in his own soul, and will be constantly gathering material to aid him in winning the souls of others.

Christian teaching is a divine vocation. It is enumerated among the special gifts of the Holy Spirit. There is danger that it be prostituted to the uses of common fire, that it be satisfied with the ordinary ends of secular instruction, and that it consequently fail to function in the true objective of all Christian teaching,—the winning and establishing of souls in the truth, and the qualifying and inspiring of them to go out and win other souls.

It is well, therefore, for teachers of all grades and classes to review often their aims in teaching, and seek to gain, in every subject they teach, the clearest possible view of their true objective, and the best means of attaining it in a practical way.

## AGENCIES FOR TRAINING TEACHERS

THE Seventh-day Adventist denomination may well congratulate itself on the development of agencies for the training of teachers as one of the fruits of adopting the principles of Christian education set out clearly before us by the spirit of prophecy.

These agencies are in the main, two, though both are an essential part of the same plan. These two are found in the winter session of our colleges, then again in the summer session, which is now coming to be a regular part of our school program. We have been operating Normal departments in our five senior colleges and in two or three of our junior colleges, for a number of years. Our greatest regret is that these departments are not yet functioning fully enough to meet the growing demand for teachers in the field.

For this reason, action was taken at our Normal Council in the summer of 1917, to take special measures for the recruiting of these departments to a much greater strength in the number of students; to equip them more adequately; to encourage the development of a Normal department in all our junior colleges as fast as they are able to meet the required standard; and to give two units of Normal training in our older and standard twelve-grade academies where the proper facilities could be provided. These measures were not taken a day too soon. Their influence has been felt to a considerable extent in the past year. There is a very great movement among our colleges to build up the enrolment of their Normal departments. Lessons impressed upon us by the war, together with the educational campaign which has been carried on here in America, have resulted in an unprecedented demand for the opening of more elementary schools, and consequently in the demand for a much larger number of teachers than we can supply.

In some of our unions stalwart measures were taken to meet these emergencies, even to the extent of a special campaign by our educational field officers in co-operation with the members of the faculties, to work the field especially for Normal recruits, looking toward their entry into the schools at the beginning of the second semester of this year. This is a movement of the right sort, for emergency conditions must be met by emergency measures. Four unions that we know of have taken steps to give financial assistance to such candidates where funds are necessary to enable them to get the training they need for this important work. When we consider that at the present hour of writing we might be conducting from one hundred to one hundred fifty more elementary schools than we now are, if we had the teachers to man them, the gravity of the situation can be more sensibly felt. Such candidates as can be brought in for the second semester will get the benefit of eighteen weeks of Normal training during the winter session and eight weeks of the same during the summer session.

This leads us to say that our summer schools are coming to be among the most important agencies we have for the training of teachers, as well as for the continuance of regular school work. It is a settled policy with all our senior colleges and with some of our junior colleges to conduct a summer school of from six to eight weeks, practically all having now adopted the eight-week session. Some of our Normal schools are undertaking to do half of the Advanced Normal Course in three summer school sessions, so that one year of resident work would secure the regular college Normal diploma. As an inducement in this direction, one union has adopted the plan of giving a free scholarship for the one year's resident work to any candidate who has completed the summer school Normal course. This is certainly an encouragement to our teachers who are struggling to educate themselves for this important line of work.

# EDITORIALS

## A Teaching People

SEVENTH-DAY ADVENTISTS are in a very emphatic sense a teaching people. To them has been intrusted the great commission, "Go ye therefore, and *teach* all nations."

Since this very commission itself is couched in terms of teaching, it is highly fitting that every phase of our denominational endeavor should have the element of teaching in it. More than this, the Saviour's work while here upon earth is more often and more specifically called teaching than anything else. He is known to the world as the Great Teacher rather than the Great Preacher. Though he did equally well in the three great fundamental lines of gospel service,—teaching, preaching, and healing,—invariably the Inspired Record mentions teaching first. When his work was finished and he was about to return to the Father, he said to his disciples, "As my Father hath sent me, even so send I you."

In recognizing and cultivating the element of teaching our work has been fully in harmony with the spirit of the Saviour's practice and the words of his commission. No preacher can be wholly successful without the element of teaching in his work. The Bible reading work we sometimes call our "teaching ministry." Our medical missionary work is not properly done unless the physicians and nurses do a large amount of teaching the people how to live to prevent sickness as well as how to recover from sickness. Our rapidly growing colporteur work is taking on more and more the nature of teaching in the service it gives as it increases in gospel efficiency. In all our departmental lines of endeavor the essential idea is to educate the people in successful methods of soul-winning. The home missionary work that is just now experiencing so great a revival has for its aim the teaching of the rank and file of our church members the principles of soul-winning work among their neighbors and friends.

Altogether the work of the third angel's message in its many varied forms is essentially a teaching work. The people who are to give it to the entire world must be essentially and emphatically a teaching people.

## The Gift of Teaching

THOUGH the element of teaching is to be strong in every kind of gospel endeavor connected with the third angel's message, as pointed out elsewhere, we are not justified in the conclusion that there is no special vocation of teaching which is to stand out clear and distinct in a field of its own. The Scripture makes it very plain that one of the highest of the spiritual gifts is the gift of teaching. While in Paul's enumeration of the qualifications of the gospel worker, in his letter to Timothy, he includes among them the indispensable one of being "apt to teach," yet he just as clearly points out in the twelfth chapter of First Corinthians that among those whom the Lord has especially set in the church to do the work of the gospel are teachers. Teaching is one of the great Gospel Trinity of callings enumerated there. It is to be regarded as distinctly a spiritual gift as is prophecy or the gift of tongues or any of the others in that remarkable list of abilities conferred directly by the Holy Spirit.

In thinking of the Bible heroes who were leaders of God's people in epochs of great importance in their experience, we find these men to be essentially and vitally great teachers. Think of Paul himself, how much he did by voice and pen that may be properly characterized teaching the people the wonders of the gospel and how to live a full spiritual life. Note the work also of the apostles after Jesus left them, how they worked from house to house and taught the people in many private gatherings and personal visits as well as in a public way. While John the Baptist was a great preacher, much of his important work

took on the form of personal and informal teaching of the people the ways of repentance. Among the men of the Old Testament the great leaders like Daniel, Isaiah, David, Samuel, Joshua, and Moses were continually teaching the people line upon line and precept upon precept the ways of God and how they could serve him acceptably.

Without the eminent spiritual gift of teaching, the work of the gospel would truly be greatly hampered.

### The First School

It is not generally recognized that the first school to be organized in a formal way after the fall of man was a Normal school, that is, one designed primarily to train teachers. This school was established in the time of Samuel. The qualifications for admission were that the student should be "intelligent, pious, and industrious." The men who were to give instruction in these schools are said to have been "divinely appointed" to their holy office. This is surely in keeping with the idea that teaching is a spiritual gift which the Lord himself appointed. The students who came together in these schools are said to have been "divinely called" to teach. From this we understand that the Spirit of the Lord stirred up those in whom he had placed the gift of teaching, that they might get the instruction they needed before going out to teach the rank and file of Israel.

The occasion for organizing these schools was found in the neglect or inability of parents to educate their own children in the ways of the Lord. They were fast drifting into the ways of the world and neglected to train their children for heaven. Consequently, it was necessary to raise up godly men and women who would do the work of instruction which parents were failing to do. This was the occasion for establishing the Normal schools in Samuel's time.

This divine origin of the Normal school ought forever to set the stamp of sacredness and holy dignity upon the office of teaching and upon Normal instruction.

### Professional Training for Secondary Teaching

ALONG with the remarkable growth of our elementary schools and the improved provisions being made for recruiting and educating teachers to serve in these important schools, there is an equally important field of training that has scarcely been touched as yet. We refer to the training of teachers for the manning of our academies. Heretofore we have been obliged to select the teachers for some thirty academies from among the graduates and undergraduates of our colleges, who, without any training for their profession, seemed to give promise, in their natural qualifications, of making successful teachers. It goes without saying that such a method is unsatisfactory. Too often there has been complete or partial failure by teachers, and the level of efficiency has not been put up to the high line which the sacredness of the work deserves.

Measures were taken at the Educational Council in connection with the General Conference at San Francisco to establish, as soon as possible, a regular plan in our senior colleges for the training of secondary teachers. It is our earnest hope and our determination to see this good purpose realized in several of our colleges during the school year 1919-20. The boys and girls who come to our academies are at a critical and important age of their experience, and need the most careful and conscientious teaching to prepare them for lives of usefulness. By a proper organization and co-ordination of the teaching talent on the faculties of our colleges, a curriculum can be arranged that will contribute effectively toward raising the standard of efficiency in our academic teaching. Professional lines of instruction will be given, and opportunities to do assistant or other practice teaching, both to test the qualities of the candidate for teaching and to give him an opportunity to demonstrate, under the eye of skilled instructors, the principles he is taught in his professional classes.

### Abreast of Educational Progress

THERE is considerable difference between "ever learning and never coming to a knowledge of the truth," and ever learning better to understand how to utilize principles of truth. One is theoretical, the other is experimental and practical.

Since men have adopted the experimental method, science has made marvelous strides forward. But an Edison has come to merit the world's homage, not through a passive acquaintance with some of the laws of magnetism and electricity, but by the experimental investigation of these laws to make them of practical value to man. The principles of magnetism and electricity have not changed; they have, however, become better understood and have been made to minister to man's needs.

The same is true of educational principles. They are fundamental and unchanging, but we may learn better to understand and utilize them. No teacher should ever rest contented with his present knowledge and methods, for to deal with the mind is a delicate and sacred task.

A patient's confidence in the knife of the surgeon is proportional to the surgeon's knowledge of the body and its laws and his ability to operate in harmony with them. But the teacher has a no less delicate task. The work of directing in habit and character formation is no commonplace profession. Infinite possibilities attend this work.

If scientists and surgeons find it necessary to keep progressing by diligent study and experimentation, how much more is this true of the teacher? As educators let us utilize every opportunity to

increase our efficiency by study and observation, revising our standards and methods when by so doing they may be made to harmonize more closely with the fundamental principles of Christian education.

O. M. J.

### Summer Councils

IT is not out of place to mention in this number of the *EDUCATOR* the settled policy of the General Department of Education to hold at least one council each summer representing some distinct phase of our educational work. In the summer of 1917, we held a Normal Council. For the summer of 1918 a joint council of the Bible and history teachers in our colleges and seminaries was planned for, but on account of the exigencies growing out of the war and the holding of the General Conference in the spring, it seems advisable to postpone this council a year. The holding of this council in the summer of 1919 has been authorized by the General Conference Committee. Next summer we plan for a council to represent some of the other phases of our work, possibly the school homes administration. Then it is possible that a joint council of our science and mathematics teachers will be held, and one for our commercial teachers, our language teachers, etc. Our schools are greatly in need of such councils for their isolated instructors. It is highly important that we bring together those bearing the burdens in these particular lines for a study of the best methods, the clearest aims, and the best means of recruiting the representative lines of teaching and making them function most strongly for service in the field.

### Work

LET me but do my work from day to day,  
In field or forest, at the desk or loom,  
In roaring market place or tranquil room;  
Let me but find it in my heart to say,  
When vagrant wishes beckon me astray,  
"This is my work; my blessing, not my doom;  
Of all who live, I am the one by whom

This work can best be done in the right way."  
Then shall I see it not too great nor small,  
To suit my spirit and to prove my powers;  
Then shall I cheerful greet the laboring hours,  
And cheerful turn, when the long shadows fall  
At eventide, to play and love and rest,  
Because I know for me my work is best.

— Henry Van Dyke.

# Normal Training in Our Schools

FREDERICK GRIGGS

OURS is a day of specialization. The last quarter of a century has seen marvelous changes in all lines of thought and endeavor. Knowledge has increased many-fold because of scientific research and laboratory methods. And it has come to pass that practically all great undertakings have been departmentalized, and each department is manned with a corps of highly trained specialists. This is equally true of school work as it is of commercial or national enterprises. And the results of this specialization in the field of education are as beneficial and far-reaching as in any other line of endeavor.

Time was when but meager attention was given to the laws of the mind, and the application of these laws to education. Today the principles of education are based in large measure upon the end to be attained in the educational effort, and upon the mind and nature of the pupils. Each step in the process of education has been, and is being, carefully studied, with the result that better methods are being employed. We are told that the training of the human mind is the nicest work ever assumed by men and women. This delicate work must be performed understandingly, and not in a bungling, haphazard fashion.

One need not seek far to discover the value of Normal training. If specialization is necessary in any line of endeavor, it surely is necessary in dealing with the human mind—so delicate, so changeable, so difficult of understanding by another human mind.

All this is true in a general way; but when we come to consider the work of Christian education, the necessity for a special preparation of the teacher becomes even more apparent. He is seeking to train minds for eternity as well as for time. The mental and physical education of a child is a delicate matter, but the spiritual education is doubly so; hence, the more imperative is the need

of well-trained teachers for the education of our youth.

Normal training provides a most valuable field of education for any one. One of the principal values of an education is that it enables its possessor to deal with other human minds. But this is exactly the special work of the Normal school. The Normal student makes a study of the laws of the mind, and of the impartation of knowledge according to those laws; he seeks to acquire the ability to enable the child to see that which he wishes to impart to him. But this is an ability which the man of affairs covets; he seeks to get others to view things as he sees them. The ability to teach others successfully is a matter of no mean consideration, even though that ability be not used directly in the schoolroom. It is an ability which the preacher, and every one who seeks to spread truth in the earth, may earnestly desire.

But to be more specific, the success of the system of schools which Seventh-day Adventists have established, depends in no small measure upon thoroughly trained teachers. Scores of new elementary schools could be opened each year if there were qualified teachers to conduct them. A well-conducted elementary church school is of great value, not only in its relation to the work of the church, but as a bearer of truth in the community. Our schools are established to save our children. But how can we conduct them without the aid of qualified teachers? And the necessity for these qualified teachers is not by any means confined to the elementary school. The academic and college teacher has quite as great need of a thorough understanding of the laws of teaching as does the elementary teacher. Better work, and more of it, can be accomplished by a Normal-trained teacher in the academy and in the college. Hence it appears that the strength of our school system depends in no small measure upon our

doing a much larger work in Normal training than we have been doing.

Our educational work in foreign fields stands in large need of those who have had a thorough Normal training in connection with their college course. Those who go from the homelands to these fields must be leaders. The principles of correct teaching are as applicable in India and China as they are in America and Europe. But they are far less understood in heathendom than in Christendom; and those who go as missionaries to the heathen world should understand the principles and methods of teaching, for the stability of gospel work in the heathen world depends in no small measure upon church schools. So from the point of view of the foreign as well as of the home field, the need for the trained teacher is apparent.

Normal training increases the length of the term of a teacher's service. The Normal-trained teacher finds a pleasure in his work which the unscientific teacher does not have. Normal training saves the teacher both effort and time, and his work becomes better understood and more delightful.

The Department of Education of the General Conference has for some time recognized the imperative need of a far larger number of Normal-trained teachers. The Normal Council held at College View, August, 1917, addressed itself primarily to supplying these needs. Steps were taken to make it possible for accredited academies to conduct an elementary line of Normal training. The college courses were so adjusted as to permit students pursuing degree courses, to take a large amount of Normal training. And yet withal the dearth of scientifically trained teachers is distressing. How can the supply be increased? First, by increasing the number of students in our schools. The campaign conducted this last summer to increase the number of our schools, and the attendance in those already existing, produced good results. But another campaign for this coming summer should be instituted, and prosecuted with as much greater vigor as the increasing needs of our cause demand. We have made great progress in Normal training during the past few years, but the next few should, and I believe will, witness far greater progress.

## Qualifications of Normal Directors and Critic Teachers

MILTON ROBISON

IN 1895 J. N. Patrick said: "The masses still believe that anybody can teach school. They confess that the lawyer, the minister, and the physician should be professionally trained, but not the teacher. They believe that the watchmaker should serve an apprenticeship under skilled workmen, but not the teacher. Now the mechanism of a watch is simple when compared to the complex mechanism of the mind. The study of the mind of another is a subtle art. The complex character of the teacher's work is known only to those who have made a study of the science of education, and have been properly trained in the art of

instruction. A teacher ignorant of the laws of mental development and of child nature is, at best, a mere peddler of textbook facts. Teaching is more than recitation hearing. Any human machine can hear pupils recite the words of a textbook, but it requires a teacher to train pupils to think."

That was almost twenty-five years ago. Since that time much progress has been made in the educational field toward elevating the standards and the dignity of the profession of teaching. The universities and colleges of the land have established educational departments on an equal footing with other departments.

Young men and women are choosing the work of teaching as a profession, and are taking in these institutions the same thorough and scientific training as would the prospective preacher or lawyer. Such men and women will make a success in their chosen field: they will, by continued advancement and experience, be able to do their part in building up the great work of teaching, and will be willing to devote their lives to the task.

The essential qualification of Normal directors and critic teachers is that they be capable of leading out in giving such training. The Normal school idea has changed considerably during the last two decades. Short courses and hasty reviews are not deemed sufficient. They have had, and may still have, their place, but the training of teachers today means much more than methods and devices: it means a full insight into the great prin-

ciples that *underlie* the methods and devices; it means a preparation which will fit one to follow intelligently the course, to use the textbooks, and to be able to make his own methods and devices.

We need in our Normal departments men and women who are alive to the situation; who are making advancement and are keeping up with the profession; who are able to diagnose and prescribe for educational ills, even though they appear in new form; who are able to give the student a vision of the great work of the teacher, and inspire in him a purpose to devote his life to it.

This is a high standard, but unless we are willing to accept it and bend every energy to meet it, we cannot expect to raise the teaching work to the position which it should occupy, nor to accomplish through Christian education what God has planned.

## The Academic Normal Course

SARAH E. PECK

THE following is a summary of adopted recommendations regarding the Academic Normal Course which is allowed in grades eleven and twelve of accredited academies:

"The Academic Normal Course covers twelve grades and includes two units of Normal work offered in authorized academies, to be elected by each academy for its prescribed course, from the following list:

- 1 unit of Teachers' Reviews.
- 1 unit of Primary and Intermediate Methods (Methods I).
- 1 unit of Theory and Practice.
- 1 unit of Education (Education I).

"Necessary drills may be required at the discretion of the faculty.

"The work in teachers' reviews should be based on manuals outlining this work and issued by the General Department. These shall be interpreted to be reviews in Bible, arithmetic, grammar, geography, agriculture, and nature.

"A student completing the Academic Normal Course shall be allowed 8 hours of advanced credit on the College Normal Course." That is, the professional work taken in the academic grades will be rated at half value when transferred to college grades, and the shortage in regular academic subjects will be made up during the two years the student is pursuing the Advanced Normal Course.

"A student entering a methods class shall, by written examination, satisfy the teacher that, according to the outline given in the syllabus, he has a good student knowledge of each subject forming a part of said methods class. The test on subject matter may be omitted if the student has a grade of 90 per cent on a teacher's certificate that is in force.

### Schools Eligible to Give Academic Normal Course

"Only accredited academies are eligible for offering the Academic Normal Course.

"The academy shall give evidence that a suitable teacher is available, which shall be construed to mean a teacher who has had a two-year Normal course or its equivalent, in addition to twelve grades of academic education, and at least one year (preferably more) of successful teaching experience in local church schools.

"The academy shall have in its library at least one hundred books on education, chosen from the list of books for Normal libraries presented in this manual; regular subscriptions to the *CHRISTIAN EDUCATOR* and the *Normal Instructor* or some other good teachers' magazine, shall be maintained in the library; the school shall provide a large globe, a set of wall maps for the teaching of geography, and necessary facilities and apparatus for the teaching of physiology, nature study, agriculture, and other common branches.

"The Normal students shall have opportunity for observation of teaching in a local church school that is able the first year to score at least as a second-class school (85 per cent) according to elementary standards, the second year and onward to score as a first-class (95 per cent) school.

"The teaching shall follow the syllabus for work the academy is giving, as provided in the general syllabus for Normal work."

Although only two Normal units from the four named may be taken by a student preparing to teach in a church school, yet if wisely selected and earnestly pursued under an efficient instructor, the teacher finishing this course will have an excellent beginning in his chosen profession. And though able to hold only a second-grade certificate, yet if the teacher possesses the natural qualities of a teacher; if he is able to impart in a clear and interesting manner that which he knows; if he understands how to get along with children, how to win their love and confidence and respect; if his own daily life and character are in keeping with his profession and worthy of imitation by his pupils; and above all,

if he truly loves his work and in his own soul carries the conviction that God has called him to this work for the children, there is no reason why the approval of heaven should not rest upon his efforts.

This Academic Normal Course conducted in our accredited academies, if conducted in harmony with the adopted standards, ought to be an immense factor in lifting the standard of those church schools which in the past have been taught by those who have had no professional preparation for their work. With the aid of this course and the summer school efficiently conducted, it would seem almost inexcusable for church schools to be operated by so-called teachers who are entirely without preparation for this branch of the Lord's work.

But even though a degree of success may attend the effort of a teacher with all the preparation that nature and the elementary course can give him, "he will spare no pains to reach the highest standard of excellence." "He who discerns the opportunities and privileges of his work will allow nothing to stand in the way of earnest endeavor for self-improvement." Every year will see some definite advance made in the completion of the Advanced Normal Course, every year will witness a clearer vision of the exalted character and wide scope of his calling, which will lead to a deeper consecration of his every talent to this sacred work.

### The Science and Art of Teaching

TEACHING is both a science and an art — a science, in that it embraces a knowledge of properly correlated principles and laws — an art, in that it requires the practical, skilful application of the same.

Our Normal schools are designed to give instruction in both the science and the art of teaching. Principles must be studied and mastered, and then successfully applied in actual practice. No Normal student is worthy of graduation until he has demonstrated his ability in the science and art of teaching.

# Practice Teaching and the Individual Plan

MRS. GRACE ROBISON RINE

THE criterion by which any plan is judged is its workability. Does the plan work? Is it accomplishing results? Do our students reach the goal we have set for them, as the outcome of the plan?

For a number of years, educators have been asking themselves such questions as the above with reference to our time-honored system of grading and our methods of class instruction, and altogether too often have been forced to the conclusion that something is wrong with the plan. And the reason given is this: Students are not reaching the standard we have set for them, but are going through certain exercises—"doing time"—in their respective grades, and then having secured the minimum average of seventy-five per cent, are being transferred to the succeeding grade, where they continue to "do time," or else are sent back to repeat the grade of the previous year. Children are sliding through school with the least possible effort, in spite of qualified teachers and good textbooks. Surely a plan is not workable that does not yield better results.

But how bring about more satisfying results? The Batavia Plan, Santa Barbara Plan, Pueblo Plan, and others have been attempted answers to the question. These plans are a repudiation of the group or class idea to a greater or less degree, and deal with the individual rather than with the class. The difference between class and individual methods, briefly stated, is this: In the class plan a group of children is treated as one child, and the teacher expects all to respond in the same way and show the same degree of comprehension.

The individual plan would restore the child's individuality, which is lost in the class plan, and make him responsible individually for his work.

Believing that this plan produces better results than the class plan, and that it is the right principle on which to work, we have organized our practice teaching

in the Normal department on a plan which is a modification of the plans mentioned above, and which may be termed a combination of class and individual instruction. It works out somewhat as follows:

Our third- and fourth-grade room, containing over forty children, is converted into an assembly-room or study-room. The children of each grade are divided into many groups, each group containing about four children who are as nearly alike as possible in mental capacity and attainments. A student-teacher is then placed in charge of each of these groups, and made responsible for the progress of its members in two or three subjects, while each group is allowed to proceed as fast as the ability of its members will warrant. These groups are designated Group 1, Group 2, Group 3, etc. Each group has a definite time when it may look to a student-teacher for help and must have a certain amount of work accomplished by the time the teacher appears. Hence the assembly-room becomes a busy place where children in the same grade may be working on a great variety of subjects, some on numbers, some doing exercises in penmanship, another answering questions in Bible or whatever the teacher of his group may have assigned to him.

The group may be treated in two ways: The members may be taken out one by one for individual work, dividing the class time among the four; or the entire group may be taken together to a recitation-room, where reviews, drills, and general instruction may be given as needed. Written assignments must always be handed in to the teacher at the close of each recitation, and if a child shows he has mastered an assignment, advance work may be given him. If not, he must spend more time upon it while the others are allowed to proceed.

If a child in one group after a time shows ability superior to the other mem-

bers of his group, and has gone too far beyond them, he may be allowed to go on without restriction by means of individual help, and be transferred to another group which is doing the same class of work that he is.

The time given to each of these groups may depend on the number of student-teachers to be assigned work. Two small groups may be successfully handled in the forty-minute period allotted to each teacher.

The plan does away with much of the formal plan-making usually required, and calls for more frequent individual conferences with the supervisor.

The advantages of the plan are many, we think, and though it is still in its infancy, we can already say, "It works." Our reasons are as follows:

1. We can be more thorough in class work, and there is less danger of slipshod work being done; for each pupil must master all work necessary, and repeat any work not thoroughly done before being allowed to progress.

2. Problems of discipline are reduced to a minimum, for the children are too busy to get into mischief, and the student-teacher is relieved of the large class.

3. A responsibility for study is placed upon the child that he does not feel in the other plan; thus self-reliance in working is brought about.

4. It is a benefit to the slow child as well as to the bright one, giving both an equal chance. The slow child might have been left out in the race by the class plan and failed to be promoted, while now he finishes the grade along with the bright child, not having perhaps as high grades, but having accomplished all that he is capable of doing.

5. A certain degree of competition is also thus brought about, which keeps a child doing his best.

But I hear some one say, "I concede that this plan is excellent for the children, but I am not so sure about the teachers. Does it afford the same training as the other plan?"

I answer, It is just as valuable, if not more so. In the first place, students are

not confined altogether to the individual plan, for there is opportunity afforded for experience in such general exercises as music, physical culture, conducting morning worship, etc., where a teacher may have all the school together.

Second, this plan more nearly approaches the conditions met in the church school; for does not the teacher find children of every variety of temperament and varying capabilities, and will she not need to know how to deal with them as individuals?

Third, there is need of more individual instruction in our church schools, and since the average school is small and classes are invariably small, this plan may easily be carried out by every church school teacher. The training received in the Normal, then, will better fit the teachers for this work.

Last of all, this plan affords the teacher opportunity for a close personal touch with the child that is not reached by the class method, and this intimate contact leads to a better understanding between teacher and pupil, which cannot help but result in the securing of a better grade of work.

### Is This True Today ?

If you choose a coachman, a groom of the stable, you take care that he be not subject to wine, that he be not a thief, and that he be skilful in drenching and dressing horses; but if you will provide a master for your children, to form and fashion them, you trouble not yourself in the choice of him. The first who presents himself is good enough. And yet there is no employ either greater or of more difficulty than that is. For what is the higher importance than to form the spirit and the heart and to regulate the conduct of a young man? Great is the esteem of a skilful painter and an engraver. But what is their art in comparison of his excellency of works, not on a cloth or on a marble stone, but upon the spirits? — *St. Chrysostom, quoted in "The Christian Education of Children," by Brome, 1678.*

# The Equipment of the Normal School

L. O. MACHLAN

THERE is no profession in which there is such a scarcity of well-trained, efficient members as that of teaching. The Federal Government faces a shortage of thousands of teachers, and is being forced in many cases to employ as teachers persons who have had little or no Normal training. As a denomination we also face a shortage of teachers, and like our national educational system, are forced to employ as teachers many whose training is not sufficient to guarantee the best of success. Our great aim is the establishment of schools whose curriculum, equipment, and teaching force are second to none. To attain to such an ideal we must satisfy two fundamental demands; namely, well-equipped, thoroughly efficient Normal training schools, and a sufficient number of recruits in these schools to meet the demands of the field. In this brief discussion we shall confine our attention to the Normal school and its equipment.

The school must meet successfully two vital demands: first, it must provide the student-teacher with a thorough technical knowledge of the field of elementary education; and secondly, it must carry the practical application of that knowledge to the point of experience, enabling the teacher to go from the Normal school not only a trained teacher, but an experienced one as well.

The Normal staff should consist of a director and critic teachers. Ofttimes the director, teaching a number of classes as he usually does, finds it exceedingly difficult to supervise to any great extent, and if the attendance of the practice school is large, the critic teacher finds it impossible to look after thirty or forty pupils and supervise his practice teachers; in that case a supervisor would be a great help to the director.

The director should have an office centrally located in the building, if possible, where he can direct the work of the school and meet teachers and students

and look after the many details of his work.

The grades should be divided into three divisions, the primary, intermediate, and grammar. Each division should have its own session-room under the charge of a critic teacher. These rooms should be fitted with adjustable seats, good lighting and ventilating facilities, plenty of blackboard space, and the floor should be oiled. There should be a good desk for the critic teacher, a set of roller maps, a globe, a good dictionary, and a small library containing a number of well-chosen volumes on a variety of subjects adapted to the needs of the division. This will stimulate the reading of good books.

Each session-room should have at least two recitation-rooms adjoining it. A busy-work-room or manual-training-room should be included in the list for the primary grades, to be provided with tables, shelves for materials, a drawer for each pupil to keep his work in, and a good sand-table.

The session-room of the grammar department should be large enough to serve as a general assembly-room for the entire school. This room should be provided with a piano. A good Victrola with suitable records, of which there are large numbers obtainable, is a valuable and instructive assistant to the school.

There should be a large manual-training-room for the use of the student-teachers, fitted with tables, lockable cases with glass doors for materials, and individual drawers in which students may keep all materials upon which they are working. This room should have plenty of blackboard space, and a desk for the instructor. This room may be the headquarters for the manual training and the Normal art teacher. A good recitation-room is necessary for the advanced classes.

One of the most necessary items to be considered is the Normal library. This

should contain several hundred volumes covering every field of education met in our elementary schools. Every effort should be put forth to make the teachers in training feel the importance of a wide reading of Normal subjects. Failure to do this results in weakness among many of our teachers, and should not be overlooked by the Normal school.

The Normal school should have a well-equipped domestic science department, with every facility needed in the teaching of cooking. A lecture-room, a model dining-room, and a model laundry are valuable additions to this department. There must also be a well-equipped carpenter shop, with suitable workbenches and all

the tools necessary to do all kinds of practical work. This department may be made one of invaluable aid to the pupils. Every prospective teacher should have a thorough course in this department, as well as in domestic science.

The Normal school cannot be too well fitted out or equipped, and its equipment should be the best, for the Normal school should be the model school by which every school in the union is patterned; and while many of our church schools have not the equipment found in the Normal school, every teacher and every school board should work faithfully and patiently to make of their school a model school in equipment and strength.

## Advanced Steps in Normal Education

MRS. B. SHANKS CHANEY

THE success of any school, particularly an elementary school, and its value to the community, are measured largely by the ability and skill of the teacher. Of all the factors which combine to make up a school, the vital, essential, indispensable one is the teacher. The art of which she has command, that of teaching, is a complicated one, acquired by a thorough study of the principles of the profession, and perfected by a conscious application of them. The profession of teaching grows not less but more complex year by year with the broadening of the school curriculum and the rapid growth along all departments of education, and teacher-training is receiving much attention from educators.

In the United States, schools devoted to this work of training teachers have grown up in response to the needs of the community or of the locality where they are situated, and as a result there is absolutely no uniformity to be found among them. They differ in organization, in courses of study, in methods of instruction. They have also been to a great extent isolated from general educational institutions — the colleges and universities. Their purpose has been a

purely professional one, and they have set their own standards for entrance into their courses, and for the courses themselves. Every subject in the curriculum has had some bearing, and generally a very direct one, on the preparation of the students to take charge of elementary schools.

The demand for the product of these schools has been, and indeed continues to be, so great that there has been no difficulty in placing teachers, whether they were well or ill prepared to do the work. This unflinching demand has made impossible the rigid selection of teachers, and Normal schools have not in this way been forced to raise their standards.

In very recent years a number of causes have arisen which have tended to bridge the gap between the Normal schools and the colleges. The most important of these is that a growing percentage of Normal-school graduates wish to continue their education in a college or university. When such a student applies for entrance into college work, the question immediately arises as to the general culture value of the work done in the professional school. The college asks, "What is a course in methods of teaching

primary reading? or of teaching arithmetic? or grammar? Is such a course mainly a review of this subject, or is it a pedagogical study of principles?" "What is the value of a course in observation and practice teaching?"

Again and again these questions have been asked of the Normal schools, and it must be admitted that satisfactory answers have by no means always been received.

Another of the causes that are making it imperative for Normal schools to line up with other educational institutions, is that a number of colleges and universities of high standing have entered the field of education themselves, and have organized, within their own borders, departments of education, or colleges of education, or teachers' colleges, as they may be called. Courses offered in such departments of education are of regular college standing, and the credit for such work is unquestioned.

For these and other reasons Normal schools are compelled to make decided advanced steps. They have been drawn into the current of higher education, and have had to state definitely what their courses are, and to show clearly that those courses measure up to the standard of college work.

At the same time the training schools for teachers must not lose their individuality, nor be drawn aside from the sole purpose for which they exist. Dr. W. C. Bagley emphasizes the fact that "general and liberal education must never be expected to become a substitute in any way for specialized and technical preparation for teaching on any level, and especially on the elementary level."

One of the first steps in raising the standard of Normal schools has been to make the entrance requirements more rigid. The difficulty of getting a sufficient number of teachers to supply the elementary schools has tempted boards of management to allow students to enter Normal courses with little academic preparation. This has been a condition of the past, and equally true in schools

of our own denomination. It is, however, a condition which should no longer prevail. A constructive program of educational progress is raising the standard of general and professional training so that as stated in the "Proceedings of N. E. A.," Vol. LV, p. 386, "the entrance requirements as to scholarship will be practically the same requirements that are now demanded by the college—graduation from a four-year high school."

A second way in which Normal schools are advancing is in the lengthening of the courses of instruction to three and four years. In the two-year course Methods holds a prominent place. Much more than this is needed by a teacher who can do successfully the work called for in a modern school. While Methods must always hold an important place in teacher-training, a teacher needs to have an understanding of the principles upon which methods and devices are built, or she will be carried away by every passing fad and fancy that sweeps onto the educational horizon. The study of educational theory is invaluable; it gives an understanding of the real aims and values of education, and provides the teacher a foundation upon which to build a solid structure.

In the longer courses, time is given for the study of School Administration, which is a topic scarcely touched in our Normal courses. And along with Child Study and Psychology, opportunity is given for professional experimentation and investigation.

A third way in which progress is being made is by giving specialized courses, so that teachers may prepare for the particular work which they intend to follow,—teaching in the elementary grades, the grammar grades, or the high school. Considerable stress is laid on the preparation of the rural teacher. Commissioner Claxton writes, "As it becomes clearer that the work of the schools must be adjusted to the lives and experiences of the people they serve, it becomes more evident that the preparation of teachers

for country schools must differ in some very important respects from that of teachers for the grades and special subjects in city schools."

The principle involved in the Commissioner's statement is one that should not escape our attention. Our Normal schools should prepare their students for real school conditions. In order to do this the Normal instructor or principal or head of the educational department must be in direct touch with the school conditions which the teachers will meet when they go out to teach. Further than this, it is absolutely essential that the courses which are given be adapted to this end.

Finally, mention must be made of the work which is being done in making Observation and Practice Teaching a systematic course. "What the laboratory is to a course in science, what the shop is to a course in engineering, the practice school is to the Normal school." The organization of this work constitutes the most important single phase of teacher training. Dr. Suzzallo says:

"Classroom observation must be systematic rather than impressionistic if it is to be valuable. Even educational officers of unusual power rely too largely upon what they may happen to see in the classroom. The antidote is to be found in an increase of thoughtfulness preliminary to the actual visiting of classrooms, in the use of comprehensive classification of facts to be observed, and in the development of a critique of observations."

In education there is not today any following of a particular leader as there once was of Herbart or Pestalozzi, but there is a broad, general development. Rigid tests are being applied in every department and high standards are being set. Scientific methods for studying educational results have been sufficiently perfected to make an inquiry into the efficiency of any school of real value. The work of the Normal school has been brought into the court of investigation, and wherein it has been found faulty or defective, earnest efforts are being made by some of the most thoughtful of our educators to provide a remedy.

## Parent-Teacher Associations in West Michigan

LOTTA E. BELL

WE have endeavored to keep in close touch with our school boards and teachers on this phase of our work, striving to educate the school boards, as a rule, to take the initiative in this enterprise. A stimulating program and suggestions are sent regularly from the office. Thus far it seems to be working well, and we have had some good reports from parent-teacher associations in our field.

Our greatest drawback of late has been the State quarantine, forbidding public gatherings, but now we are getting busy once more, and the work is progressing.

Our parent-teacher associations are proving to be an important factor in the upbuilding of the work. In some instances our Harvest Ingathering was made a success by soliciting the counsel

and co-operation of parents through this avenue.

This organization gives us opportunity to bring before our parents such vital topics as Recreation; Proper Reading; Score Cards, Their Object and How to Use Them; Plans of the General Department, Medical Inspection. In fact, it pays the teacher a hundred-fold to use all due persuasion and influence to see this organization perfected in the church, thus vitalizing the local school.

I am giving you the contents of one letter which is a self-evident proof of what a live parent-teacher association can accomplish:

"I wish you might have been at our parent-teacher meeting when our yearly report was read, but I am going to send

you an exact copy of it, so you can see what we have been doing. Considering the fact that we started penniless and inexperienced, I feel we have been greatly blessed in our efforts. There were many who *knew* it would fail, hence did not lend their support; since these have seen the success, I feel sure more will take hold and help this year than last.

"As you see from our yearly report, our garden was a success, which was a surprise to many.

#### Report for One Year

Receipts:	
Collections and donations .....	\$ 31.59
Paper sold .....	98.07
Garden proceeds .....	35.87
<hr/>	
Total receipts .....	\$165.53
Expenditures:	
Hauling paper .....	\$ 1.00
Shrubbery .....	31.60
Viola for school .....	60.00
Tuning piano for school .....	3.00
Parents' invitations .....	3.25
Preparation of ground and plowing .....	14.30
Seed potatoes .....	1.00
<hr/>	
Total expenditures .....	\$114.15
<hr/>	
Cash on hand .....	\$ 51.38

"With the proceeds we have purchased an indoor seesaw for the first and second grades. A slide is to be purchased for older ones. A soccer ball for boys, a volley ball and net for girls, and indoor baseballs and bats have also been purchased. So when school opens again we shall have made our first start toward a playground. Then we hope to interest the children in our paper proposition again, and add more to their playground.

"The board may level our grounds some, and we shall be very grateful to them if they do, for we feel sure it will greatly improve their appearance."

The above report was written by a parent who was also an officer in the association. The following is from a teacher located in another city:

"We had a most interesting parent-teacher meeting this week. I know these

meetings will help make the school a success."

Some of our village churches and rural communities are joining us in these endeavors. This association can be carried on effectively in either a large or a small church. Our aim is to make it a permanent organization in every church where it is started.

#### A Call to the Teaching Profession

OUR need of qualified teachers is well set forth by Dr. P. P. Claxton, U. S. Commissioner of Education, in his appeal for teachers to fill the many vacancies in the public schools. He writes as follows:

"Unless the attendance at the Normal schools and in departments of education in colleges and universities is much increased, most of these places must be filled by men and women without professional knowledge and with no special training for their work. In this case the character of the schools will inevitably deteriorate, and the time of the children and the money appropriated for education will be to a large extent wasted. It is, therefore, very important that for next year, and for many years to come, there should be more students in these schools for the preparation of teachers than there have ever been. Thousands of boys and girls who have finished their high school work might and should render their country a high type of patriotic service by entering these schools next fall, winter, or spring, to prepare themselves for the work of teaching in the elementary and secondary schools."

It is good to give the unfortunate a living; it is still better to raise them to a life worth living. It is not so much the infirmity that causes unhappiness as the grief of a useless, dependent existence. The human being who does not use his limbs or his functions is less than human; the man who lacks an arm or his eyes, but who makes the best of his incomplete self, rises to the highest moral stature of our race.—*Helen Keller*.

# THE NORMAL

## JESUS AS A TEACHER

"What he taught, he lived. 'I have given you an example,' he said to his disciples, 'that ye should do as I have done.' Thus in his life Christ's words had perfect illustration and support. And more than this: what he taught, he was. His words were the expression, not only of his own life experience, but of his own character. Not only did he teach the truth, but he was the truth. It was this that gave his teaching power."—*Education*.

### TEACHING NOTES—GRADE BY GRADE

#### FIRST GRADE—Anna A. Pierce

**Reading.**—Place the most difficult words in the lesson on the board.

Write the words in syllables, underlining the sight words and compound phonograms.

Tell the story of the lesson in an interesting way, using the words as they come.

Let the pupils give each word as you come to it in your story.

Use synonyms to bring out more fully the meanings of more difficult ones.

Follow this exercise with a phrase drill.

Phrases are groups of words that naturally read together.

These drills are an important step toward smooth reading, for they teach the child to see in groups rather than each word separately. (See accompanying music and cuts.)

#### SECOND GRADE—Rose E. Herr

**Manual Arts.**—Spring is coming in the North, and is already present in the South, so why not begin making our schoolrooms reflect the new life and beauty of the awakening plant and animal life outside? Remove the frayed and dusty borders on blackboards that were placed there in the winter, and let the second-grade pupils help prepare materials for the spring decorations. The period for manual arts may profitably be used for this purpose.

Before placing any new decorations, the room should be thoroughly cleaned; windows may be washed on the inside by the second-grade children; corners harboring dusky cobwebs may be explored and renovated; sash curtains may be washed, and other things that need attention, such as dusty bookshelves, disordered cupboards, etc., may be cleaned and rearranged. Much of this may be done during the session without disturbing other pupils' work, if proper instruction is given before the work is started.

With the room swept, it is now ready to be garnished. Instead of the stiff, conventional designs for blackboard borders, try the effect of posters. You and the children will be charmed with the beautiful results. Send fifty cents to F. A. Owen Publishing Co., Dansville, N. Y., for a set of posters for this purpose. Ask for the Poster Supplement. Choose the designs especially fitting for spring, and if your blackboards are wide enough, paste the pictures directly on them, thus saving the expense of mounting paper called for in the supplement. Thus the effect of a continuous line is gained instead of separate groups. If the mounting paper is used, I like it in a long strip, running the full length of the board and directly above

### THE OLD WINDMILL

A. A. P.

ANNA A. PIERCE



1. Hum-ming a - way, by night and by day, The mer - ry old wind-mill goes round ;
2. The big wheel up there, so high in the air, Whirls round with the song of each breeze ;
3. The wind pass-es by, the old wheel is still, And stopped is its whir and its hum ;



The wind seems to know which way he should blow To make such a clat - ter - ing sound.  
The wind plays a tune on its wide spreading arms, For they are the old wind-mill's keys.  
But there it will stay all night and all day, And wait till an - oth - er breeze comes.

it. The effect will be spoiled by having the paper hang loosely on the wall, so try to fasten it securely.

The work of coloring and cutting out should be given the second-grade children. This may be done during the manual arts periods also. Of course the teacher will trace the patterns on suitable drawing paper. When enough are com-



DUTCH WINDMILL

pleted to fill one border, the second grade may remain after school to help mount them, as a surprise to other pupils next day. It may require several weeks to finish, but how interesting the process!

When the work is completed, every boy and girl will be sure to beg "mother" and "father" to come and "see our schoolroom." Let us not disappoint these children; but plan a parents' day, when every boy and girl may have some special part in a representative program. Also plan an exhibit of daily work in writing, drawing, notebooks, and manual training models, all with labels bearing the child's name and grade. Let the best product of each child be placed on exhibition, even though it is not entirely first class.

After the program has been rendered, send the children out to play, thus leaving you free to visit with the guests, answer questions, and make them all acquainted. Before the guests leave, give opportunity for them to register their names on the visitors' page.

A daily program, showing what every child is doing at every hour while at school, will be of special interest to the parents. Write it out large and plain on the blackboard for this occasion.

Invitations to this reception may be prepared as another part of second-grade manual arts work. Use manila drawing paper six by nine inches. Fold crosswise, making booklets six by

four and one-half inches. On one side, with hectograph, prepare a cover design to be colored and cut out on indicated lines. In the same way prepare invitations on writing paper to be posted on the inside of booklet, with edges even with middle fold, right edge, and bottom. Have enough booklets made for every child to have one, and send them out several days before the event.

After folding booklet, color basket and handle brown, tulips red and orange, leaves green, and cut through both sheets of booklet, following dotted line. Use sharp-pointed crayola for the coloring, to avoid running over edges.

Suggestive form for invitation to be pasted inside booklet (see page 196).

All this will mean extra work for the teacher, but the gain in co-operation and friendliness of parents will more than repay. (For diagrams inside booklet (See page 196).

#### FOURTH GRADE—Sydney Bacchus

**Bible.**—As the line of march is taken up, draw a diagram on the blackboard representing the sanctuary and the camp of the Israelites. Read "Patriarchs and Prophets" to learn the work of each tribe. The camp of Israel was a model of order, and many lessons may be brought to the child's mind which will tend to make both home and school more attractive to him. Have children draw in their notebooks maps of the camp of Israel. The camp may also be nicely illustrated in the sand-box with tiny paper tents arranged in their right order.

The lessons this month may be made very practical. Lesson 102 emphasizes the necessity

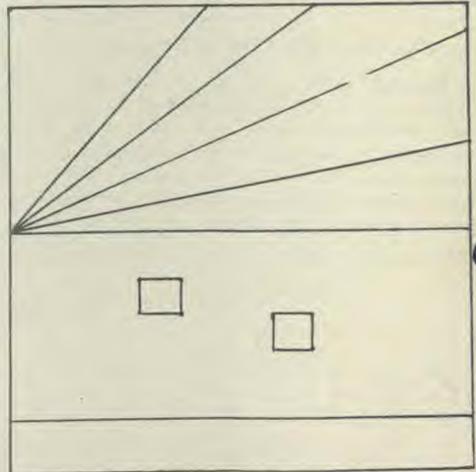


DIAGRAM TO BE USED IN CUTTING WINDMILL

of living healthfully. Lesson 103, "We are judged in heaven by what we are at home."

Be faithful in your map work.

**Reading.**—Do your pupils form mental images of what they read? Have the lesson read

silently, then call upon different ones to describe the mental picture produced by each verse or paragraph. The little poem on page 261 is a good one to treat in this manner. Be sure that the meaning of every word in the lesson is thoroughly understood. Have the chil-



dren use the new words in original sentences, thus making them a part of their vocabulary. Commend good reading. A word of praise helps a child wonderfully.

**Spelling.**—Have you tried the plan suggested in the Reading Course book, "Teaching the Common Branches," to stimulate interest in spelling? It works beautifully. Have board spelling at least once a week, and see who can show the neatest work.

A picture of a rabbit or a kite may be used as a cover design for the spelling booklet this month.

**Arithmetic.**—Strive to make the work practical. Let pupils actually do the things given on pages 228-238.

**Nature.**—The return of spring brings many opportunities for teaching nature first-hand. Begin the study of the earliest birds seen in your locality. Train pupils to recognize birds from their pictures, and also when seen out of doors. Note color, habits, songs, nests, etc. In the spring months children enjoy bird riddles.

"Bird Neighbors," by Blanchan, and "Land Birds," by Reed, both contain valuable information to give your class. We have several bird pieces which we play on the Grafonola, and the children greatly enjoy them. Nature study may thus be made doubly interesting.

#### FIFTH GRADE—Hazel Philips Treible

**Reading and Language.**—The language composition book for the month of March can be made attractive by covering a plain notebook with wall paper, and pasting a spring design of pussy willows or blue-birds on it.

If the pupil is required to follow the language outlined for each

reading lesson, writing date and page for each, he will feel at the end of the term that he has accomplished something. It will also be much easier for the teacher to keep in close touch with his progress.

Let the book be turned upside down, and all the rules and definitions be written as they occur in the daily language study. They are much easier to review when collected in this way.

Occasionally, instead of the regular reading lesson, correlate reading and language, and have the pupils write the story of the lesson, with proper punctuation. Sentences may be formed from the words given in the definitions.

A poem too long for each child to learn, may be divided among the members of the class with a verse for each one. "The Passover" can be well used in this manner.

#### SEVENTH GRADE—Mrs. L. G. Stafford

**Spelling.**—A good plan to follow in teaching spelling is to select words from lessons in other subjects, in addition to those in the speller. The spelling period may be made an interesting one by giving two new words each day for intensive study. The following method has proved successful for assigning new lessons:

1. Write the new word on the board.
2. Class look up pronunciation.
3. Call attention to letters, noting any difficult arrangement.
4. Class get out dictionaries and look up definition and sometimes etymology of the word.
5. Get antonyms or synonyms.
6. Class make sentences.
7. Work new words into their vocabulary.
8. Pronounce the other words.

The recitation should be both oral and written. Just as long as teachers continue to stand before their classes with from two to five spelling books open before them and go through the ceremony of pronouncing a list of words to several classes at a time, and then close the recitation by saying, "Take the next lesson tomorrow, don't forget to look up the new words; monitors collect papers," and then sit down behind that pile of papers with a book open to correct those words, just so long will the academies and colleges have to provide special spelling classes and use seventh-grade words. Spelling can really be taught, although we may have only short periods.

#### EIGHTH GRADE — Myrtle E. Schultz

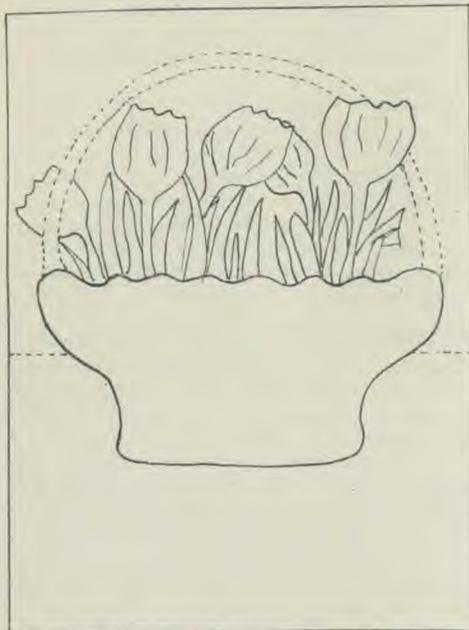
**History.**—The following is a suggestive outline for pupils.

#### A. The Period of Reconstruction Following the Civil War.

##### I. Johnson's Administration, 1865-69.

##### 1. Reconstruction — President vs. Congress.

- a. Difficulties.
- b. Thirteenth Amendment.



DESIGN FOR BOOKLET COVER

- c. Fourteenth Amendment.
- d. Fifteenth Amendment.
- e. Reconstruction Act.

2. Purchase of Alaska.
3. Impeachment and Trial of President Johnson.

*Suggestions for Further Study.*— Carpetbaggers; Ku-Klux Klan (a. Original object; b. Final result); Split between Congress and

*Dear Father and Mother!—  
Please come to a little  
reception in our schoolroom  
on Tuesday afternoon at two  
o'clock, April the fifteenth.  
The teacher and all the boys  
and girls are expecting you! Come!  
Gertrude*

#### SUGGESTIVE INVITATION

Johnson; "The Solid South;" Atlantic Cable; Overthrow of Maximilian in Mexico—Our Right to Interfere.

##### II. Grant's Administration, 1869-77.

1. Pacific Railway.
2. Alabama Claims.
3. Election of 1876 — Electoral Commission.

*Suggestions for Further Study.*— Political Corruption; Natural Effect of War; Crédit Mobilier Case; Whisky Ring; Tweed Ring; Impeachment of Secretary of War; Panic of 1873 (causes and effect); Trouble with Spain; Anti-Chinese Agitation.

#### B. Industrial Development and Social Readjustment.

##### I. Hayes's Administration, 1877-81.

1. End of Carpetbag Rule in the South.
2. Industrial Awakening in the South.
3. Resumption of Specie Payments.

*Suggestions for Further Study.*— Railroad Strikes; Chinese Exclusion Law; Treatment of Indians.

##### II. Garfield and Arthur Administration, 1881-85.

1. Civil Service Reform.
2. Campaign of 1884.
  - a. Reforms Demanded.
  - b. Influence of the Labor Question.

*Suggestions for Further Study.*— Star Route Frauds; Beginning of New Navy.

##### III. Cleveland's Administration, 1885-89.

1. Presidential Succession Law.
2. Interstate Commerce Act.
3. Tariff Message.

(Concluded on page 199)

# HOME EDUCATION

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

## Training Little Children

MRS. KATHERINE B. SOLOMONS

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

THE routine duties of the wife and mother are the same in practically all homes. Food has to be purchased and prepared; the house has to be kept clean and in order; there is shopping to be done, also sewing, mending, and washing, — a big item in families with young children, — and there are the children.

Very often the mother would seem to have little time or strength to spend other than in attention to the children's actual physical care and requirements, and yet by a little wise thinking and arranging she can start many plays and occupations which will not only give the children pleasure and teach them how to do things, but result in a quieter, easier, and more joyous task for herself.

### The Home Atmosphere

One of the most helpful factors in the harmonious development of mother-and-child life is a right attitude of mind. It is, of course, most desirable that it be one of contentment and peace; but too often mothers, in addition to the work of housekeeping and the bearing and rearing of children, are obliged to contend with problems of sickness and family disagreements. However, if they can meet such situations with intelligence, courage, and self-control, they will create a home atmosphere which will be measureless in its influence.

### The Yard

A yard can be made an ideal playground at a moderate expense. Playing in sand appeals more than anything else to children of three and four years. It will engross and keep them occupied for hours at a time. Therefore, the first

thing to put in the yard is a sand-box. This can be done by nailing four boards together, and partly embedding them in the ground. Babies should not be allowed to play by themselves in the sand until they are old enough to know that they should not put it in their mouths. And none of the children should be permitted to throw sand, because of the danger to the eyes.

Discarded cooking utensils and a few tin spoons give the children an opportunity to imitate mother's fascinating operations in the kitchen. In warm weather they can have water to mix with the sand. This makes the play all the more real and engrossing.

Older children find many more things to do with sand. They pile it up and make hills out of it, dig holes and fill them with water, or make representations of the many things that children love to play and think about.

Pretty patterns can be made in damp sand by drawing with a stick, by pressing stones, pebbles, or seeds into it, or by using such objects as grooved shells or the rim of a cup.

Gardening is one of the most wholesome and healthful ways in which children can be employed. Each child may well have a space in the yard allotted to him for planting and tending a little garden of his very own.

All kinds of outdoor games can be played in the yard, and the children can romp to their hearts' content. For the young children, games with a rubber ball or with bean bags, are the best.

Older children enjoy having a swing, but it is likely to be dangerous for the

little ones when they are running heedlessly about.

#### Play Materials

Almost all children have wooden blocks of one kind or another to play with, and they scarcely need to be shown what to do with them. They love to make such things as houses, trains, trolley cars, buildings, bridges, and furniture. Any materials that lend themselves to representation of this kind are a delight to children. Kindergarten tablets (round, square, oblong, and triangular pieces of wood of the dimension of one inch) can be used for representing

many things; also colored sticks and slats of different lengths, and seeds of different varieties. A catalogue of kindergarten materials will be sent upon request by Milton Bradley Company, Springfield, Mass., or by E. Steiger & Co., 49 Murray St., New York.

In the same way, children enjoy representing objects in clay, and by drawing and painting. Clay work, however, is better left for school by mothers who have much to do, as work in this material requires considerable attention and direction. [Help Uncle Sam by passing this along.]

## Children's Questions

**QUESTION.**—When a child asks questions about things that are beyond his years and comprehension, what sort of answer do you give?

**Answer.**—A truthful one, always. Every normal child is curious, is eager to learn. He is an eternal and everlasting question mark. Let us be glad that he is; otherwise, he would never be anything but a child. Never try, under any conditions, to repress a child's instinct for investigation and inquiry. Encourage it. It is natural, and altogether essential to its development. If you cannot answer the question because you yourself do not know the answer, don't be angry with the child, and in that way try to hide your ignorance or humiliation. Tell the child plainly that you do not know. If you are too proud to make that confession, say that you will defer your answer to his question until a more convenient hour. Meantime, look up your answer carefully, and then give the child the benefit of your labors.

Personally, I believe it is quite impossible for a child to ask a question beyond its years. When a child asks a question, there is always back of it a genuine desire to know, and that desire is in keeping with its age. To my mind, there is nothing more pitiful than for a mother to say to a child, usually with a tone of irritation and annoyance, "O, run away. I get tired of having you ask so many questions." How much better to take the little one upon her knee and explain simply and plainly what he wants to know!

I would urge every parent not only to answer every question to the best of his or her ability, but to encourage the child to ask more questions. It is the best way in the world to get in touch with your child; to find out what he is thinking about. His questions are sure to be a pretty true revelation of his real self. Again, I say, encourage your child to ask questions about everything and anything.—*Floyd Starr, in Physical Culture.*

## Be Kind, but Firm

THE child is a primitive little being. His desires are near the surface, and primarily very selfish. He wants all things for his own. He must also be first in

everything, and if he is the biggest force in the play group, what more natural than that he should try to make everything conform to his wishes? But this

child, if once actuated by the right, becomes the most generous, the most considerate, and the gentlest of little fellows. A few words, a firm but kind insistence on your part, and he knows the pleasure of giving up for others.

All children have their difficulties with one another, and sometimes, if one judges by the noise in the back yard, they are very big ones.

A moment's wait will usually show whether it is wise to run and help the children readjust their little world. Do this only when necessary. Hold your breath behind the door, and see if happily they are not righting the situation themselves. Even the physical hurts need much less sympathy than the average mother is apt to bestow. Would we coddle our children into becoming physical cowards? From earliest babyhood, begin to turn their attention when hurt to some new interest, and observe how quickly the pain is forgotten.

A strong conviction has grown out of the passing years of my motherhood that the greatest service a mother can do her child is to teach him self-reliance. If you begin with the baby, the habit forms easily, and before you know it self-reliance has really become a habit with him. Hold yourself free from fear as he tries out his growing powers. Watch alertly, but wait. Let him try the reach that may topple him over, but secures for him the bright ball. Let him make all the moves he wants to, and if necessary, be there to catch him as he falls. Hesitate long before you turn a child deliberately away from the thing he has set his heart on doing. Strong initiative is too glorious a characteristic to nip in the bud. Try for one day to stop and think before you deprive your child of the pleasure of simple achievement.

There are countless little tasks a child can do for himself to help mother. Each mother will think of many of these in the course of a day. Remember that in the child's world of new impressions the most trite acts to us are, to him, the most delightful of plays.

Play is the vital employment of childhood. The art of playing alone, being friends with himself, is a foundation for self-reliance in greater things later in life. A child cannot be more than contented. So hesitate, dear mother, to interfere when your child is quietly employing himself in his own chosen way, even if it is only baby with his toes. Let the spell last as long as it will; the next will last longer. Soon your child of three will play for hours by himself. The busy mother often needs this respite.—*Mrs. Ruth Heppner Swaine.*

## Teaching Notes — Grade by Grade

(Concluded from page 196)

*Suggestions for Further Study.*—Contract Labor Law; Labor Troubles; Establishment of a Bureau of Labor.

IV. Harrison's Administration, 1889-93.

1. McKinley Tariff.
2. Sherman Anti-Trust Act.

*Suggestions for Further Study.*—Opposition to So-called Trusts; Oklahoma and the West; Monetary and Tariff Legislation.

V. Cleveland's Administration.

1. Tariff Legislation.
2. Australian Ballot System.

*Suggestions for Further Study.*—Panic of 1893 (causes and effect); Industrial Depression; Venezuela Message (Why did the United States interfere? — Attitude of England).

C. The Development of the Country from 1860 to 1896.

1. Development of the West.
  - a. New States Admitted.
  - b. Mineral Wealth of the West.
  - c. Overland Transportation.
  - d. Agriculture in the West.
2. Mechanical progress; scientific discoveries; inventions of labor-saving machines.
3. Trade-Unions; Industrial combinations and corporations.
4. Railroads.
5. Immigration.
  - a. Change in Racial Character of Immigrants.
  - b. Distribution of Immigrants.
6. Why Cities Grew Faster than Country.

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