

CHRISTIAN EDUCATOR

A MAGAZINE FOR HOME AND SCHOOL

Vol. VIII

October, 1916

No. 2

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Published Monthly by the

REVIEW AND HERALD PUBLISHING ASSOCIATION
Washington, D. C.

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“Remember the *Educator*”

THIS is our Autumn Slogan.

It is the watchword in our EDUCATOR Campaign to

Treble Our List

of readers. CHRISTIAN EDUCATOR has just completed the first cycle of seven years in its life. On our part, we have seriously undertaken to

Treble the Value

of the magazine content. We do not claim to have done this yet, but some think it is improving.

Congratulations to CHRISTIAN EDUCATOR. The September number is a splendid copy. I am certain that the teachers will get valuable help from it.—*Edith Shepard.*

I have just been looking over the CHRISTIAN EDUCATOR for September, and I am so pleased with some of the things I saw that I must take just a moment to tell you so. If the paper contained no other material than the excellent suggestions for the Opening Day at school, I should feel that a copy was worth the ten cents. I shall try to have the paper in the hands of all my teachers for the opening day.—*Ella Iden.*

The new volume of CHRISTIAN EDUCATOR is going to be a fine one. The new things will certainly prove very helpful to the teachers. All best wishes for its success!—*Myrta M. Kellogg.*

The summer was hot and busy, but autumn is an ideal time to *push* the campaign *harder*. We must not think of stopping until we

Reach Our Goal

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

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

“Remember the *Educator*”



PRES. JOHN R. KIRK, KIRKSVILLE (MO.) NORMAL

He recently said: "A large part of what is best in our scheme of education was forced into the curriculum, and many of the former, traditional, non-functioning elements of the now somewhat expurgated curriculum, were forced out of the curriculum by the pressure of the will of the democracy."

CHRISTIAN EDUCATOR

VOL. VIII

Washington, D. C., October, 1916

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Efficiency of the Budget Plan

BY HARVEY A. MORRISON

MUCH is being said of late in regard to operating institutions on the budget plan. It is a subject that is not only attracting our attention, but is coming to be a live question in the conduct of secular institutions. All successful men in private business, use this plan to a greater or less degree. Many times, however, in the smaller business the operator hardly realizes or recognizes that he is following such a plan. The fact is that the economic housewife operates the kitchen and home on this basis, even though she may never sit down and write up the budget.

Our past experiences in the operation of our institutions have sometimes been according to this method, and sometimes not. I recognize that it is only recently that the idea of writing up a budget to receive definite consideration by the board has been advocated, yet the efficient manager has always had a mental picture of his budget, and has made his plans and recommendations accordingly. For such persons the definite plan of budget making will not bear nearly the amount of fruit in the matter of increased efficiency and economy as it will for those who have not so operated.

The budget plan has, however, many other benefits that accrue to an institution that perhaps are not so easily measured. In the first place, when such a plan has been well organized and operated to the extent that the board of managers expect and demand such information from the administration, it will tend to force a manager (even though he is not gifted along such lines and is not

accustomed to make such definite plans nor to set goals, as it were, toward which to pull) to find out just what it will cost to run the institution for a given period of time, and to estimate the income. He thus has a definite plan toward which to work. In other words, I am convinced that in an institution where such a method is installed, new men put in charge, who under ordinary conditions would make a failure, would be able to carry on the work to a successful end.

The budget plan is also a great factor in bringing information to a board in regard to the inner workings of an institution. This information is of inestimable value in so equipping members of the board that they may render the best possible service in their decisions. It also tends to hold before them the needs of an institution in its enlargement and advancement, and they are thus able to get broader and better views as to the facilities required for successful operation. The very fact of making a budget invites the administration to place before the board members not only the duplication of the last year's expenses, but also the need of new equipment and improved facilities.

The budget should contain a separate estimate of the expense on each item, such as salary, advertising, depreciation, heat, light, and repairs. These estimates should be compared with the last year's expense, and sufficient reason given for the raising or lowering of the same. It should also contain estimates on any improvements, enlargements, or additions, in the way of either buildings or depart-

ments. The revenues should be similarly listed, and thoroughly compared with the previous income.

Then the budget as finally made up should be adhered to unless entirely new circumstances arise. This would mean that accounting methods should be adopted that disclose information on each item of the budget as far as expense and income are concerned.

In the operation of Union College, I receive a report from the treasurer every six weeks, and check up these items to find out whether or not we are working according to our outlined plan. This frequent checking makes it possible to introduce some change if we find we are not in harmony with the budget. In making these intermediate checks, care must be taken to estimate properly certain accounts that are affected only at certain seasons of the year or are affected

more at certain times than others. I refer to such items as repairs, insurance, or receipts from farm produce.

The budget plan is wise and effective because —

It tends to utilize resources to the utmost.

Its systematism tends to hold administrations to definite plans.

It keeps the board better informed, and thus increases their interest and helpfulness.

It encourages the president or manager to make suggestions of improvement or advancement.

It compares the different needs in order that the most worthy may be properly fostered.

If the budget is properly made and adhered to, deficits will be a thing of the past, except where entirely new conditions arise that could not be anticipated.

Is Christian Education Up to Date?

Curriculum of the Modern School

BY THEOPHILUS

ALL agree that the educational man must have mastered the tools of knowledge,—reading, writing, spelling, figuring. Dr. Flexner calls them "instrumental studies." They are necessary both to the further pursuit of education and to the successful discharge of the duties of everyday life. It is nothing against these that they have been valued for centuries. If they are traditional subjects in the school, they are still justified by the test of "serving real purposes." It is when we begin to look beyond these in search of the material on which to use these tools most profitably, that the crucial question confronts us,—

What Shall be Included in the School Curriculum?

This question is of equal importance to the secular school and the Christian school. Dr. Flexner, in his brochure, is dealing with the secular school. Let us look at his presentation from that view-

point; then we can consider it to advantage from the viewpoint of the Christian school.

"Aside from the simply instrumental studies," he says, "the curriculum of the modern school would be built out of *actual activities* in four main fields." These he designates:—

Science, Industry, Esthetics, Civics.

Sketching the first of these briefly, he continues:—

Science

"The work in Science would be the *central and dominating feature* of the school,—a departure that is sound from the standpoint of psychology and necessary from the standpoint of our main purpose. Children would begin by getting acquainted with objects, animate and inanimate; they would learn to know trees, plants, animals, hills, streams, rocks, and to care for animals and plants. At the next stage they would follow the life cycles of plants and animals, and study

the processes to be observed in animate things. They would also begin experimentation — physical, chemical, and biological. In the upper grades, science would gradually assume more systematic form. On the basis of abundant sense-acquired knowledge and with senses sharpened by constant use, children would be interested in problems and in the theoretic basis on which their solution depends. They will make and understand a fireless cooker, a camera, a wireless telegraph; and they will ultimately deal with phenomena and their relations in the most rigorous scientific form."

Criticizing Science teaching in the schools up to this time, Dr. Flexner declares that the results have been disappointing for reasons that his outline of the realistic treatment of Science study avoids. These reasons are:—

"The elementary work has been altogether too incidental.

"The advanced work has been prematurely abstract.

"General conditions have been unfavorable.

"The high school boy who begins a systematic course of physics or chemistry without the previous training above described, lacks the basis in experience which is needed to make systematic science *genuinely real* to him. The usual textbook in physics or chemistry plunges him at once into a world of symbols and definitions as abstract as algebra. Had an adequate realistic treatment preceded, the symbols, when he finally reached them, would be realities. The abyss between sense training and intellectual training would thus be bridged."

Industry

The second of the four main fields of activity to be represented in the curriculum, is Industry.

"Of *coördinate importance* with the world of science is the *world of industry*. The child's mind is easily captured for the observation and execution of industrial and commercial processes. The industries growing out of the fundamental needs of food, clothing, and shelter; the industries, occupations, and apparatus in-

involved in transportation and communication, all furnish practically unlimited openings for *constructive experiences*, for experiments, and for the study of commercial practices. Through such experiences the boy and girl obtain not only a clearer understanding of the social and industrial foundations of life, but also opportunities for expression and achievement in terms *natural to adolescence*."

Esthetics

The third main field under consideration is Esthetics. The discussion of it is intensely interesting and suggestive. It will probably shock some of our readers as much as what was said about algebra and Latin. Let us have it as it is:—

"Under the word 'esthetics'—an inappropriate term, I admit—I include literature, language, art, and music,—subjects in which the schools are mainly interested on the appreciative side. Perhaps in no other realm would a *realistic point of view* play greater havoc with established routine. The literature that most schools now teach is partly obsolete, partly ill-timed, rarely effective or appealing. Now nothing is more wasteful of time or in the long run more damaging to good taste, than unwilling and spasmodic attention to what history and tradition stamp as meritorious or respectable in literature; nothing more futile than the make-believe by which children are forced to worship as 'classics' or 'standards' what in their hearts they revolt from because it is ill-chosen or ill-adjusted. The historic importance or inherent greatness of a literary document furnishes the best reasons why a mature critical student of literature or literary history should attend to it; but neither consideration is of the slightest educational *cogency* in respect to a child at school. A realistic treatment of literature would take hold of the child's normal and actual interests in romance, adventure, fact, or what not, and endeavor to develop them into as effective habits of reading as may be. Translations, adaptations, and originals in the vernacular, old and new, are all equally available. They ought to be used *unconventionally and resourcefully*,—

"Not in order that the child may get — what he will not get anyway — a conspectus of literary development;

"Not in order that he may some day be certificated as having analyzed a few outstanding literary classics;

"But solely in order that his real interest in books may be carried as far and as high as is for him possible.

"In this effort, the methods pursued should be calculated to *develop his interest and his taste*, not to 'train his mind' or to make of him a make-believe literary scholar. There would be less pretentiousness in the realistic than there is in the orthodox teaching of literature; but perhaps in the end the child would really know and care about some of the living masterpieces, and in any event there might exist some connection between the school's teaching and the child's spontaneous out-of-school reading."

Of art and music Dr. Flexner says he is not qualified to speak, but ventures the opinion that they do not differ in principle from literature.

"The modern school would endeavor to develop a spontaneous, discriminating, and genuine artistic interest and appreciation, rather than to fashion makers of music and art. It would take hold of the child where he is, and endeavor to develop and to refine his taste; it would not begin with 'classics,' nor would it necessarily end with them."

Modern foreign languages are also included in the third main field of esthetics. Somewhat like Latin, they too often are not mastered; hence they are as often valueless.

"Languages have no value in themselves; they exist solely for the purpose of communicating ideas and abbreviating our thought and action processes. If studied, they are valuable only in so far as they are practically mastered, not otherwise. It happens, however, that practical mastery of foreign languages can be attained early in life with comparative ease. A school trying to produce a resourceful modern type of educated man and woman, would therefore provide practical training in one or more modern languages."

Civics

The fourth main division to be represented in the modern curriculum is Civics. This term is used to include history, institutions, and current happenings. Professor Robinson, of Columbia University, is quoted as making the remarkable yet appealing assertion:—

"Should a student of the past be asked what he regarded as the most original and far-reaching discovery of modern times, he might reply with some assurance that it is our growing realization of the fundamental importance and absorbing interest of *common men and common things*."

Yet the conventional treatment of history has been chiefly political. On this point, however, Professor Robinson goes on to say:—

"It is clear that our interests are changing, and consequently the kind of questions that we ask the past to answer. Our most recent manuals venture to leave out some of the traditional facts least appropriate for an elementary review of the past, and endeavor to bring their narrative into relation, here and there, with modern needs and demands. But I think that this process of *eliminating* the old and substituting the new might be carried *much farther*; that our best manuals are still crowded with facts that are not worth while bringing to the attention of our boys and girls, and that they still omit in large measure those things that are best worth telling."

With this presentation before us from the viewpoint of the secular school, we may now raise the interesting and pertinent question,—

What Shall be Included in the Curriculum of the Christian School?

We can best discuss this question, perhaps, by following somewhat closely the four main divisions of school activity outlined above and treated on a "realistic" basis. It is obvious that in the Christian school a fifth field of activity must be included. It is a basic one for all the rest, and we shall therefore deal with this extra one first — Revelation.

In Revelation it is proper to include the Bible and the Spirit of prophecy. On these two we depend to throw light on all the other activities of the school. In truth, without the Spirit of prophecy we should not know as well as we do the place of the Bible in education; for it sheds light upon Bible teachings, and enlightens us on how to apply them to the things of daily experience, including school activities.

Bible

In the secular curriculum it is said that Science would be the "central and dominating feature," and for good reasons. But in the Christian curriculum, Science must yield first place to Revelation; for without Revelation to illuminate it, Science leads men astray. The chief book of Revelation is the Bible. Its chief interpreter is the Spirit which moved holy men of old to write it, and the Spirit of prophecy as the voice of the same Spirit, through a mouthpiece of our own day, especially chosen for the purpose.

Now the Bible says of itself, "Thy word is a lamp unto my feet, and a light unto my path," in education as elsewhere. The mouthpiece of the Spirit says of the Bible, "The Bible must be made the foundation for all study." This counsel is made clearer by an additional statement, "God's Word must be made the groundwork and the subject matter of education." The Christian curriculum must include the Bible taught as such, its own textbook—"the subject matter of education." It must also be the test and basis of truth in all other subjects, and the guide in all conduct—"the groundwork" of education. The Bible must be the one or the other of these two things, or both, in every year of the course, in order to serve as the "*foundation* for all study," and not be merely sandwiched in between other studies.

The Bible is therefore to be the "central and dominating feature" of the Christian school.

Science

The first work in the secular school—Science—becomes second in the Christian school. "While the Bible should hold the first place in the education of children and youth, the book of nature is next in importance." With this understanding, Dr. Flexner's "realistic treatment" of Science teaching should be applied vigorously in the Christian school. When so applied, it will heighten the effect of Science teaching expressed in these words: "As the works of God are studied, the Holy Spirit flashes conviction into the mind. . . . The sublime spiritual truths of the written Word are impressed on the heart." This is why "the most effective way to teach the heathen who know not God, is through his works."

Industry

When Dr. Flexner says that "of coördinate importance with the world of science is the world of industry," he has expressed the true view of the Christian educator.

"If the youth can have but a one-sided education, which is of the greater consequence, a knowledge of the sciences, with all the disadvantages to health and life, or a knowledge of labor for practical life? We unhesitatingly answer, The latter. If one must be neglected, let it be the study of books."

Esthetics

The "realistic" point of view on literature, language, art, and music is a most wholesome one, and most welcome to the Christian educator with the true vision. The indictment of traditional methods in these subjects is timely, though much belated to the Christian educator who has studied them fearlessly in the light of instruction given long ago in the Spirit of prophecy. One would think that Dr. Flexner had been reading some of this very instruction. How does his courage in attacking wrong methods and material compare with ours—in practice?

Civics

The "realistic" views of Professor Robinson on the teaching of history, and Dr. Flexner's with him, sound like familiar reading to us, with the one exception that back of "the things that are best worth telling," "through all the play and counterplay of human interests and power and passions," they do not reveal "the agencies of the all-merciful One, silently, patiently working out the counsels of his own will."

Conclusion

So far, then, as what is to be included in the curriculum of the modern school is concerned, we conclude that there is

remarkable harmony between the secular school conceived of by Dr. Flexner and the Christian school that has been outlined for us, as far as the secular curriculum goes. There is a vast difference in their scope and basis. To the Christian educator conversant with his own instruction, there is little new in Dr. Flexner's presentation, in theory; but — we write it with regret — much, very much, that is new in practice. Christian education is not up to date in a considerable number of its prerogatives and practices. This we promise to illustrate in another study, while looking forward with eagerness to our next topic: "What the Curriculum Should Omit."

VITALIZING SCHOOL SUBJECTS

A Field of Opportunity

THERE has not been time, at this writing, for us to hear from any of our teachers regarding the plans for vitalizing the class work in our schools by the use of the *Watchman* and the *Literary Digest*, as outlined in the September EDUCATOR. But last year Prof. J. W. Field, of South Lancaster Academy, made use of the *Digest* and other magazines in connection with his history teaching. In response to an inquiry from us, he writes as follows:—

"Your idea concerning the study of current events is a good one. Last year I gained some experience along this line, and I think that current events day was very much enjoyed by all the class. It seems to me that there is a *great field of opportunity* in this study. If the world finds present-day world events interesting and essential for classroom work, Seventh-day Adventists should find them trebly so."

For our own special work we are using the *Watchman*, published by the Southern Publishing Association. The importance of keeping abreast of the times in our

class work is worthy of being given some systematic attention by our teachers. The *Watchman* gives monthly an excellent digest of events that bear especially upon our denominational teachings. The *Digest* gives an excellent weekly review of the world's doings and of press comment on the same. These two magazines make a substantial and balanced groundwork for the correlation of current issues with class instruction. The experience of a teacher in using the *Digest* is given below. Used in a similar way, the *Watchman* can be made equally effective.

Using the Digest

A high-school teacher of history tells how he has been using the *Digest* in his teaching, as follows:—

"Once a week we forget that we are studying, throw aside some of the formality of the classroom, and organize ourselves into a discussion club. The *Literary Digest* presents us with our topics.

"Each pupil is invited to purchase a copy, and asked to read it, and bring his copy to the recitation on a given day.

"We find it an attractive and effective method of reviewing American history topics,

and of giving our pupils a vital interest in the affairs of the day.

"We have used the *Digest* in our American history and modern history classes for nearly three years, with increasing interest. Indeed, we are trying it now in some of the lower classes, and are both surprised and pleased at their powers of appreciation and the interest they show.

"A teacher of history said to me only yesterday, 'Well, that class is finally awake.' 'Give me the recipe,' I demanded. 'It was the *Literary Digest*,' she replied; 'I have used it only twice, and it has made a different class.'"

The Plan

"The plan varies from time to time, but it is very essential that the plan shall be as definite as if it were a regular recitation. The teacher is the chairman, and he must be wise in the choice of topics, in the limits he places on discussion, and in the lessons he drives home occasionally, which, as teacher, only he can do. We aim to correlate the lessons of the term with the topics of the day, to recall and fix facts students have once learned (much more interesting than the old-time review), and to amplify the text and the pupil's experience by new topics which bear some relation to what he knows.

"Our *Digests* come on Wednesday, and the last fifteen minutes of the recitation period on Thursday we give up to the delightful and wholesome task of reading the cartoons, the student telling what they say and what event they represent. The teacher saves five minutes to make a running comment on the articles he has found most interesting, and then to assign them—some to the whole class and some to individuals.

"Of the next recitation, thirty minutes are given to reports on the topics assigned; sometimes it takes the form of a debate, and the whole period is used.

"A Sample Lesson

"I have before me the plan of the lesson for a recent number of the *Digest*.

"There are three articles here,' the teacher said, 'which I want you all to read. I hope you'll want to read more. Read the first article, "Mr. Bryce's Report," and see if you do not hate war. Be ready to tell me who Mr. Bryce is, and why we think so well of him.

"Next, "Cheap Food or Clean Food."

"Turn now to page 1298. I think I enjoyed most this article on "The Bad Boy Becomes a Farmer." You remember our report on "Humanizing Sing Sing." This will make you think of it.

"In a similar way, reports are assigned to individuals—'Italy's Reasons for Entering the War,' 'German-American Loyalty,' 'England's

Poet-Soldier,' 'England's Wavering with Drink.' One girl was asked to report on the best poem.

"Today the reports were given, and were full of interest.

"Best of all was Dr. Davis's account of the bad boy and the farm. If the whole hour had been given to this lesson,—on 'faith and humanity,'—it would have been well spent. The discussion over 'England's Wavering with Drink' led to the subject of the growth of prohibition here."

Ordering the Magazines

All our tract societies are supplied with order blanks giving the terms and directions necessary for sending in orders direct to the publishing houses. The outlines for school use, based on the magazines themselves, accompany the copies used in the schools. The *Watchman* costs four cents a month, the *Digest* five cents a week, postpaid, when ordered for school use only.

School Outline for the October "Watchman"

U. S. History and Government

1. Upon what relation of church and state was the U. S. government founded?
2. By what Constitutional measure does the National Reform Association seek to bring about a change in this relation? (Page 7)
3. Upon what fallacy is their effort based? (7)
4. Show what wrong view the president of the National Reform Association takes of a Supreme Court decision containing the statement, "This is a Christian nation." (8, 9)
5. Mention three distinct menaces to the principle of separation of church and state in this country. (9, 10)
6. What strong Catholic body now holds annual sessions in this country?—*The Federation of Catholic Societies*.
7. What demand in their recent session in New York City brought the delegates to their feet? (18)
8. In what respect did Cardinal O'Connell say Catholics do not enjoy liberty? (18, 19)
9. What kind of power do Catholics seek to exercise? (19)

Fulfilment of Prophecy

1. What present-day conditions fulfil the words of Christ, "The nations were angry"? (20)
2. What menace from the heathen is fast taking shape? (20, 22)

3. What part will God take in the strife of nations? (22)
4. What is to be the part and destiny of the Turk? (22, 23)
5. Trace the developments in the European war that tend to bring the Turk nearer his end. (11-17)
6. What contest between capital and labor constitutes a sign of the times? (6) What plague? (26)

Science

1. What glories does Isaiah bid us behold? (28)
2. Compare the Creator with the most glorious things of creation. (29)
3. How has the power of the natural eye been greatly multiplied? (29)
4. How do heavenly beings express wonder at the things they behold? (30)
5. What two diseases have become prominent about the same time? (39)
6. Explain the relation of diet to pellagra. (39-42)
7. Point out the relation of the original diet of man to these diseases. (42, 43)

Church History

1. How has the freedom of man's will been safeguarded? (31)
2. Trace the effects of coercion in religion while paganism was dominant. (31, 32)
3. What course did Constantine pursue by coercive legislation? (32, 33) Constantine's sons? (34)
4. Point out the results of these coercive measures. (34, 35)

General History

1. Sketch the situation in "turbulent Mexico" as described by an observer. (37, 38)
2. Name two essentials to stable government. (38)
3. What conditions does the lack of these essentials in Mexico create? (38)

Agriculture

1. What misapprehension on the amount of land necessary to support a family, has prevailed? (43)
2. What lessons may we learn from "the most successful farmer in the United States"? (43, 44)

Physical Culture Drills

JEAN B. HENRY

IN our school homes, open Saturday nights may be spent pleasantly in marching and physical culture drills. The following are a few initial marches and exercises which may be used in the gymnasium, dining-hall, or chapel:—

After passing around the gymnasium once or twice, such commands as these may be executed while marching:—

On toes—March!

On heels—March!

On right toe and left heel—March!

On left toe and right heel—March!

Down! (Resume ordinary march step.)

Knees upward lift—Begin! (The knee is raised each step.)

Down!

Feet backward lift—Begin! (The foot is lifted backward each step.)

Hands on hips—Place!

Skip—Begin! (This is simply the old-fashioned "hippity-hop." Be sure to keep time with the music, and allow the hips to swing freely.)

March! (Resume original march with hands down at sides.)

Sideward skip—Begin! (With hands on hips or clapping hands sideward.) In marching to the left around the gymnasium, turn the right side forward, the right foot is then

extended and the left foot closed up to the right one with each skip.

The following arm movements may be interspersed with the preceding exercises:—

Arms forward (sideward or overhead)—Raise!

Hands at sides—Place!

Arms overhead and clap overhead—Begin! (The clapping may be done on every step or on every other step.)

Hands at sides—Place!

Hands behind head—Place! (Keep the head erect and elbows well back.)

Hands at sides—Place!

When marching by twos down the center of the gymnasium, the order is given:—

Double line forward—March! At this command the two leaders stop, turn so that they are facing each other, and each takes one step backward to make space for the following line to pass between them. The next two then march forward between the two leaders and take

(Concluded on page 62)

EDITORIALS

The Harvest Ingathering

HARVEST time for missions has come once more. The students and teachers in our schools have proved themselves good harvesters. Experience has been a good teacher, and they will do still better this season. Our students are preparing themselves to be missionaries, at home or abroad, as the Lord may call. Our teachers are giving them the equipment and training. How fitting, then, that both should unite actively in garnering funds for the support and multiplication of our missions!

In sending out fifty or more recruits to our mission fields recently, the General Conference has assumed a large additional risk financially. But our leaders have equally large confidence in the faithfulness of our people to keep the treasury supplied. It is a legitimate thing for us to give our neighbors an opportunity to contribute toward the spreading of the gospel. Christians are declared to be the salt of the earth. Why should not those who have the benefit of this preservative give toward its maintenance and increase?

Present-day events in the world are stirring men's hearts as never before. Minds are more open now to hear the gospel than at any time in the past. The heathen are pressing into the kingdom. There never was so fitting a time for gathering in the Lord's own for the speeding of the message. Plan, pray, and press into the ripening field.

Five Reasons for Conducting Manumental Courses

1. MANUMENTAL courses are necessary to maintain the proper balance in education.

The true definition of education is "the harmonious development of the physical, the mental, and the spiritual powers." Learning to do practical things well with the hands, is the most valuable part of physical culture.

2. Manumental courses afford one of the surest and most useful ways of keeping up the health of our youth.

The pallid faces of many students who have neglected daily, systematic physical labor during their school life, are the best testimony to this truth.

3. Manumental courses are the best means of keeping sports and pastimes within proper limits.

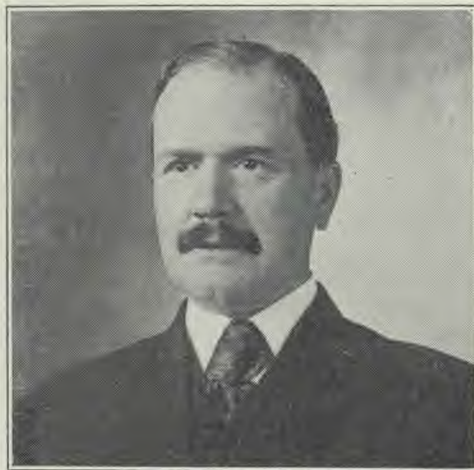
Too continuous application to mental pursuits produces one or both of two most undesirable results,—physical laziness and restlessness. The one calls for the stimulant, and the other for the vent, that excessive sports and pastimes afford.

4. Manumental courses are indispensable to turning out the most useful workers.

They play a large part in cultivating the ability to turn theory into practice, of blending school life into everyday life.

5. Manumental courses are essential to the highest spiritual development.

Religion that will not stand the test of sustained effort in the shop and the field, on occasion, tends to be superficial and sentimental.



THE EDITOR

Now on an educational tour to Australia, India, and the Orient.

Are Our Normal Departments Functioning as They Ought?

THIS question is raised, not to lay criticism or praise at the door of the departments themselves, but for the purpose of examining somewhat the conditions under which they are at present operating. Our only aim in making the inquiry is to ascertain, if possible, by what means they may be made more productive.

Are They Functioning?

To answer this question we must first ask, Why were they created?—Obviously to supply trained teachers to man our elementary schools. Are they doing this? A few facts will help answer this question. Only round numbers are used, and for the North American Division only:—

Number elementary schools	600
Number elementary teachers	700
Number teachers to be recruited annually, not less than	150
Number normal graduates last year	36

If by "trained teachers" we mean those meeting the standard of our Normal Course—two years of professional training based upon twelve grades of general education—our Normal Departments are annually falling more than a hundred teachers short of functioning as they ought. Our estimate of 150 teachers to be recruited every year is a conservative one. The Lake Union Conference, with 136 elementary schools and 150 teachers, finds it necessary for various reasons to recruit one third of its teaching force annually. We have reduced this proportion to less than one fourth to make sure of not overdrawing the situation.

Let us suppose, now, that the Lake Union depends upon the supply of standard-trained teachers to recruit its shortage of fifty. Its Normal Department turned out six graduates last June. Is that department functioning? We do not have the figures from our other unions, except that none of them had more than

eight graduates the past year, but we assume that the ratio is not far from the same. These figures are severe. Forty or more positions in one union must be filled with partly trained or wholly untrained teachers. Even so, three different unions found themselves short in prospect this summer from five to fifteen each for the coming year. Considering the risk involved, is it wise to take so great a gamble on successful results? We do not feel critical, but distressed. Can we not find a remedy? The situation can only be explained in one of three ways:—

1. Our standard for the trained teacher is too high.
2. Our ideal of having a trained teacher for every school is extreme.
3. Our Normal Departments are not functioning.

We can hardly admit the first reason after seven years or more of experience in training and testing teachers, and after putting our best wisdom together in counsel four years ago, and again last June in the most representative council we have ever held. The best State Normals have advanced their ideal course to four years, with high school prerequisite. Dr. John R. Kirk, president of one of them, said recently:—

"The short-course Normal school, prematurely cut off at the end of the second year above high school, cannot be regarded a permanency. Its inadequacy too often has to be explained by those who love it best. In many States it has been, and in some States it is now, reasonably serviceable. It is representative of a transition stage. It will be outgrown because good teachers cannot be made out of typical high school graduates in two years' time."

According to this authority, typical of numerous others, our standard normal curriculum would be classified as a "short course."

The second reason given above does not satisfy us, for if *any* school deserves

a standard-trained teacher, *all* our schools do. Who will pick out the one that does and the one that does not? Was it not the very purpose of establishing our Normal Departments to produce enough standard teachers to supply all our schools? No matter how far short of this aim we have fallen, nor how long it may take to realize it, we can admit no lower *aim*.

We are shut up, then, to a consideration of the third reason for our severe figures — our Normal Departments are not functioning. This does not necessarily mean that they are not doing good enough work, but it does mean that they are not doing enough of it. Why? Perhaps we do not have a sufficient number of these departments. But they are all attached to colleges or fourteen-grade schools, and it is not long since a considerable number of our leaders thought we had *too many* colleges.

Why, then, do their Normal Departments not function as they ought? Let us suggest a few reasons:—

1. They are only *departments*. The tendency is for the interests of higher education to encroach upon normal interests. In the friendly rivalry of the colleges and the rising standard for academy teachers and laborers in the ministry, promising young men and women are encouraged to complete the college course. The Normal Department suffers for recruits. We have not yet had the courage to think of separate normal schools, in which the dominant note would be the call of the child now echoing from 10,000 voices already in the elementary schools of the North American Division alone, and from 10,000 more that do not yet have the privileges of a Christian school.

2. They are too meagerly equipped. The science laboratories must have their apparatus up to the minimum standard of \$3,000, with \$5,000 as the goal, without proportionate regard for whether or not the Normal Department has much more than what the director and his associates can *make* or procure *gratis*. The general library must be built up to 5,000

volumes, whether or not the normal gets its apportionment of 500 for its own special use. If the teaching force is to be squeezed down anywhere, it is thought the normal can "get along" with only so many. The model pupils are small, and can be bunched together a little more; and the director is capable of teaching an academic subject or two to help out, though it may reduce somewhat his time to observe the practice teaching of the candidates for the profession. We are talking about *tendencies* now, about the *temptations* of our worthy faculties in schools where the Normal is only a department and represents one of the shorter courses.

3. We do not agitate enough; that is, we do not study seriously enough and disinterestedly enough the status of our Normal Departments, and what is demanded and rightfully expected of them if they really make good the purpose in their establishment. We do not talk enough, at conference and camp meeting and chapel and in personal counsel, of the *high calling* of teaching our promising boys and girls in the grades. By this lack of attention we allow the impression to prevail that the Normal is all right, but not worthy of our best steel. Our young men especially are suffered to think elementary teaching is a "girl's job." Practically it has become so, yet no teaching among us is more worthy of a young man's steel.

What Shall We Do?

In a word, Do better — far better than we are doing. It is not impossible, not at all. We have begun to do better by strengthening our summer schools. More watchfulness is required to see that normal interests are not overshadowed during the winter session. The problem of making this department function as it ought is a great one. Above all things, we need to apply ourselves more vigorously, more consciously, more studiously, more prayerfully to the task.

The voices of 20,000 children continually ring in our ears. Can we refuse to heed them?

THE MINISTRY

The Need of an Educated Ministry

BY A. G. DANIELLS

No calling to which men devote their lives requires for its successful accomplishment a truer, broader, more practical education than that of the gospel ministry.

The gospel minister is a man with a message. His message is for all time and to all men. It relates not only to this life, but to the life which is to come. It is for the whole man — soul, mind, and body. The proclamation of such a message calls for men of large vision.

The sole authority of the minister's message is the Bible. This book is of divine origin, and is the only true revelation of the gospel. It is a book of history, prophecy, law, morality, and righteousness. The gospel minister is called to preach this word to men. To do this intelligently and convincingly, he must understand the book. He must acquaint himself with the countries, places, and times with which it deals. He must understand its prophecies, and the events of history that fulfil them. God's justice as set forth in the law, his mercy as revealed in the atonement, and the ground and character of faith through which the sinner is justified, are subjects so vast as to tax the powers of the best-informed and the most highly cultivated minds.

But it is not only the great message to be delivered that calls for an educated ministry. Education, culture, and intellectual power are required in dealing with men and women of varied stations and attainments. Many are entrenched in subtle, fascinating errors. The minister is to dislodge these, and plant the truth of the gospel in their place. This will require great wisdom in all places, and special gifts and attainments in some places. Like the apostle Paul, who encountered "certain philosophers of the Epicureans, and of the Stoics," the minister must meet his opposers "on their own ground, matching logic with logic,

philosophy with philosophy, eloquence with eloquence," thus demonstrating the superiority of gospel truth.

Thorough Preparation Needed

The education needed by the minister to make him strong and efficient in his calling, must be secured by the most careful, thorough preparation. As far as possible, this preparation should be made before one enters upon his regular labor. The mind should be trained and disciplined for intelligent, accurate work. It should be put in possession of certain useful and necessary information that will be required for frequent, if not constant use. The study habit should be formed for the broadening of the education after entering the ministry.

In no other calling are one's deficiencies so fully exposed to public gaze as in that of the ministry. From the day that one enters upon this work until the close of his career, he is before the public. Lack of information regarding his subject, a limited and defective vocabulary for expressing what he knows, and a rude, uncultivated manner of delivery will be detected at once, and will, of course, cause serious criticism and hamper him in his work. If, perchance, these defects may be overlooked in the young beginner, because the hearers hope for something better later, the young minister will do well to recognize this considerate attitude of his congregation, and do his best to make decided improvement.

Without Excuse

With all the excellent opportunities we now have for securing a good, practical, all-round education, there can be little defense for lack in this direction. Any one who has the genius for the hard work required to make a success in the ministry, will find a way to obtain the education required.

THE NORMAL

Normal Winning Out

Until some twenty-odd years ago college and university men, as a rule, regarded the professional preparation of teachers unnecessary. Hence they naturally enough opposed the Normal Schools. But they now seem to believe in the preparation of teachers. In any event, about eighty per cent of all the colleges are obliged to have departments of education in order to avoid bankruptcy, while the best student-getting agency of the University is its School of Education.—Pres. John R. Kirk, Kirksville (Mo.) Normal.

TEACHING NOTES—GRADE BY GRADE

FIRST GRADE—Anna A. Pierce

Seat Work

EVERY teacher should have in mind a definite aim when assigning seat work. Occupation work must do more than simply *occupy*.

While the child is working, he should at the same time be learning.

Seat work following the line of the lesson previously given is most helpful to small children. For example, after learning a new sight word, the seat work should more fully impress this word upon the mind of the child. Take the words "over" and "under," which are usually taught in one lesson. These words can be arranged in many ways, their position impressing the words.

Paste slips prepared by the teacher as follows:—

over	over	over
<hr/>		
under		under

If some device for seat work is planned for every new sight word and phonogram, the teacher will have enough to keep the little ones busy.

The occupation work must vary, as children tire quickly of a sameness of work.

Readers One and Two are full of pictures which are easily traced.

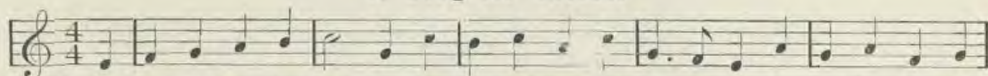
Secure carbon and tracing paper. Cut in convenient-sized squares, and have a box of each on hand ready for use.

Children take pride in keeping notebooks. The notebooks may be made beautiful by tracing these pictures from the Readers and transferring with the carbon paper to notebooks, and coloring with crayola.

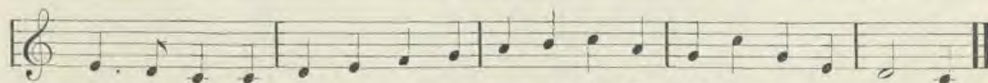
Under these pictures, seat work in language, reading, numbers, etc., is placed. Each picture should be suggestive of the work to follow.

The children should follow a certain form in every notebook lesson, as to margin, heading, date, and name.

A Song for October



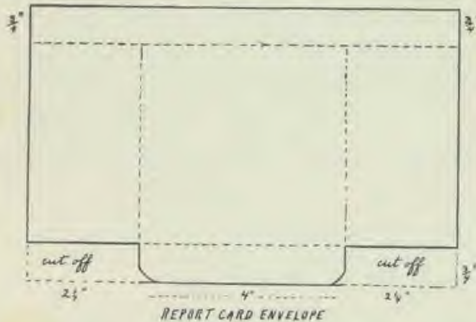
1. Oc - to - ber's here, dear chil - dren, Her orchards hung with ri - pest fruits, Her trees dressed in their
2. Oc - to - ber's here, dear chil - dren, Her vineyards are in purple dressed, And here and there an
3. Oc - to - ber's here, dear chil - dren, The sheep are gath - ered in the fold And ev - 'ry field has



pret - tiest suits, Her or - na - ments are trees and fruits, We chil - dren love Oc - to - ber.
emp - ty nest, And squir - rels gath - er nuts their best, This bus - y month Oc - to - ber.
turned to gold, All beau - ties that this world can hold, Are brought us with Oc - to - ber.

SECOND GRADE — Edith A. Cummings

It is time for report cards. How shall we keep them clean? We have no money to buy envelopes, so let us make some. A strong Manila paper is best, but if that is not available, ask the merchant for a yard or two of his best and heaviest wrapping paper. Cut into pieces $6\frac{1}{4} \times 6\frac{1}{2}$ inches. Measure down $\frac{3}{4}$ inch from the top (paper lying lengthwise on desk). Fold and paste down. Cut from the lower corners a piece $2\frac{1}{4} \times \frac{3}{4}$ inches. Round the



two lower corners as shown in diagram. Measure $2\frac{1}{4}$ inches from right and left edges, fold and paste down the center of envelope. Paste up the lower lap. The envelope is now finished.

Children prize and care for the things of their own making.

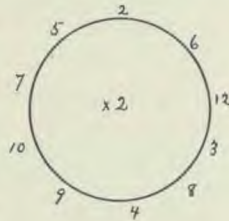
Number Device

Secure a calendar containing large figures, let the children cut out these figures, and mount on cards 5×8 inches, in the following combinations: —

2 3 4 5 6 7 8 9
2 2 2 2 2 2 2 2

and also use "3" with each of the numbers. Frequent drills from these cards will make them familiar with the combinations. As soon as they have mastered the sums, give them drills in finding the difference.

When learning the table of twos, see who can go round the circle in one minute, or in so many seconds. It is a simple matter to



teach children to count by twos if the star is used. In the drill, the first time around, read the numbers as they are, the second time, imagine a one before them, the third time, a two, etc. The odd numbers may be taught in the same way, placing them in the angles of the star.

Encourage rapid counting.

Spelling

After the poem on page 55 of the Reader has been read, give the first four lines as a spelling lesson. Write on the board, omitting the words "corn," "little," "come," "green," and "shoots," these having been assigned as a spelling lesson.

Sometimes let the children use their spelling lessons in writing a story or in separate sentences, thus making a practical and immediate use of the words learned. These lessons are of more real value to the child than the writing of one word under the other, as we usually do.

Reading

Suppose we omit pages 40-45 until the snow comes, then make them real winter lessons. We will talk about them later, and make igloos and bears, etc., in connection with the Eskimo lesson.

The temperance story on pages 56 and 57 is an excellent lesson to read for expression. We may also let the smallest girl and the largest boy in the class give it as a dialogue, either before the class or on missionary day as part of the program.

By omitting the last line of each verse of the lesson on page 54, it may be sung to the tune of "Tis Shining Still," No. 242 of "Christ in Song." Thus you will have one song for your Harvest Ingathering program.

Before singing, let the children say in concert, "Father in heaven, we thank thee."

THIRD GRADE — Irene C. Ayars**Arithmetic**

Problems given to third-grade children should never contain more than two steps, and should deal with objects with which they are well acquainted.

As far as possible, use concrete objects in teaching arithmetic. When teaching measurements, bring the measures to class, and let each child use them until he is well acquainted with each. With the liquid and dry measures, sand can be used in the class. The children will soon learn the relative value of each.

Games to be used as drills: —

Ring Toss.—This game is to be played on the floor. A stake and a ring are necessary. With chalk draw twelve squares, and in these squares place any multiplication table. One

child at a time tosses the ring, trying to get it over the stake, which is placed on the highest number. If he succeeds, he places 36 on the black-board to his account. If his ring does not reach the stake, he receives the number of the square on which the ring fell. Each child keeps his own record on the board, and the one having the largest amount at the close of the game, wins.

6x3	4x3	9x3
5x3	8x3	3x3
7x3	2x3	11x3
2x3	10x3	1x3

Fishing.—On slips of paper place problems or examples to be worked mentally; put these slips in a basket, face downward. Each child has a turn catching fish, by taking a slip from the basket. If he can give the correct answer, the fish is his; if not, the slip is given to the one who can give the answer.

Drill.—Give orally a number such as 15. Children give answer, 5×3 . This may also be done by having the answer written on paper. After the drill is over, the children exchange papers and correct.

Buzz.—The teacher may play this with pupils. Select any number; then, beginning at one end of the class, the first child says "One," the second "Two," the third "Three," and so on until the number selected is reached. Instead of giving this number, the child says "Buzz." Buzz is also given for all the multiples of this number. If a child forgets to say buzz at the right time, he is out of the game. The last one to drop out wins. This is a good game for rainy days, letting all the school join.

Reading

Before taking up the reading lesson, see that pupils understand the new words and are able to pronounce them. If there are very many new words, make a drill out of them, and spend a few minutes before attempting the reading lesson.

Often children do not read naturally. This may frequently be remedied by having the child tell the story instead of reading it from the book. He is then more apt to read it naturally. Criticisms from the rest of the class may also help.

Many children point to words while reading, and as a result the reading is jerky. The teacher might try reading this way before the child, to show him how it sounds.

Make the lesson as interesting as possible by means of pictures, or any objects that may make the story more vivid in the child's mind.

Spelling

A simple game that children enjoy is to let one child think of a word in the day's lesson,

and let the others guess the right word. The one giving the right word, spells the word, and has the next turn.

FOURTH GRADE—Dorothy E. White

Nature

This period is devoted to geography. A large number of facts must be learned. Decide to be thorough. Secure a county map from the bank, the editor of the county paper, or the school commissioner; one for the State and country, from the railroads or the superintendent of public instruction at your State capital. These are often free. A sectional map of the United States may be made by pasting paper on thin wood and cutting with a scroll saw along State lines. Secure five one-dollar subscriptions for the *EDUCATOR* and get a globe. Encourage map drawing and rapid map drills. Prepare lists, and have children tell what and where each name on list is. Encourage the study of geographical names during stormy recess periods, before school, and at odd times, in a corner of the school-room, if you have a vacant corner.

SAND TABLE

A sand table is easily made,—four slats nailed together to form an oblong frame, three slats across the bottom for support, some oil-cloth tacked on the inside of the frame, some sand. You now have a place to make mountains, plateaus, water sheds, etc. Here you can form your continents, and show not only the coast line, but the surface.

Equal parts of coarse salt and flour, moistened enough to make a heavy paste, make a good mixture for maps in relief. Mount on blue paper, painting in the rivers and lakes with bluing, ink, or water colors. This makes a pretty map.

Have you a history of the State and county? These may usually be secured through the history department of the State university or the educational superintendent. Many stories gleaned from such books make the study of geography and history interesting, because it seems real and not bookish.

Bible

The lives of Abraham, Isaac, Jacob, and Job. Biographical study is always of benefit because hero worship is a strong element in human nature. We must appreciate its value more. If the study of these lives has done for you what it should, the children will receive lessons of patience, humility, perseverance, forgiveness, unselfishness, and implicit trust in God. Study these lessons to see *how* these things may be impressed on the children.

A child in the fourth grade of one of our schools had to recite before a large audience. She became nervous and forgot every word,

When her name was called, she went to the platform with bent head. Afterward, "I forgot it," she said, "but I asked God to help me." She recited it beautifully without a break. That is the kind of faith these lessons will give the children, the kind of faith that coming events will demand. It is the kind that will move mountains—simple, childlike, and absolute. Let us pray that we may not fail in accomplishing the *purpose* of these lessons.

Use maps and encourage map drawing. From David C. Cook Publishing Company, Elgin, Ill., a splendid map of Bible lands may be purchased for ten cents. The Rand McNally Bible Atlas is of great value for all Bible classes. Its price \$1.75. It gives maps, diagrams, historical information, and Bible reference for every statement.

Continue the work in stories as suggested last period.

Arithmetic

Continue drills for speed and accuracy. This period introduces liquid measure. In this and all similar work use concrete illustrations. Secure measures, if only for a time. Let the children handle them sufficiently to become familiar with them. Let them estimate the quantity a vessel will hold. Give many mental problems.

United States money is to be used this period. Continue practicing with the store, toy money, and mental drill. Teach them how to place their problems neatly on paper.

Reading

A large number of teachers of this grade find the work difficult because the children cannot read. Because he cannot read, he fails in Nature, Bible, arithmetic, etc. To read, one must get the thought; to recite, he must give it. The failure is in the first. Children *say over* their lessons instead of *reading* them. They do not *get the thought*, either because they do not understand the words, or because they do not *pay attention* as they read. The first difficulty is easily remedied. How can we overcome the second? (1) Have the children read silently, and then tell the substance of what they have read; (2) stories may be given to different children before reading class, and the period taken for the telling of the story; (3) during the reading period have all close their books and let the reader state the points in his paragraph. If he fails, call on others. If the children learn to expect this, they will concentrate their minds on *the thought*.

Language

One feature of the language work this period is the writing of a story from a picture.

Maybe this picture doesn't appeal to the pupils. Why not have several of different variety, and let them choose the one concerning which they wish to write, since the aim is to train their observation and develop their imagination along this direction, rather than to have a story about this particular picture? In time they will be able to write about that picture and many others, for their lives have been broadened through the medium of their interests.

The same principles may be followed in letter writing. Teach them the proper form, but let them write on subjects in which they are interested. Review occasionally from the board the proper way to address an envelope, to head a letter, or close it.

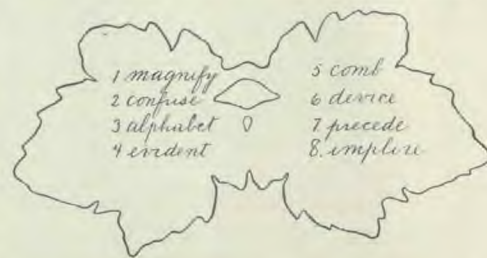
Spelling

Do you have trouble? Try this: (1) Be sure every child can *properly pronounce every word*; (2) train him to think the spelling in syllables; (3) if he does not know the phonic sounds, it will not take long for him to acquire them; (4) train him to observe *every word*. If these four things are done, he will be able to spell almost unconsciously, if he is an average child. Sometimes I place a new word on the board, divided into syllables. We pronounce it slowly and distinctly, then we take a good look at it, turn our heads away and spell it. When we have done this with several words, we erase and spell orally. After a few such exercises, the child sees *how to study* his spelling by himself, and you can discontinue your work except with a "catchy" or difficult word. Do not have the children copy their words over and over. It is useless and harmful. It stunts their mental growth, and trains to habits of inattention.

FIFTH GRADE—Grace R. Rine

Spelling

Device for Daily Spelling.—Teacher writes on the board, one at a time, the words in the



spelling lesson for that day, asking for each word to be spelled as she writes. The words are then erased, and the children get ready to write. Teacher says, "John may give a sentence containing one of the words written on

the board." He does so, and the rest of the class give the word that was on the board. The class then write the word in their spelling booklet. The child who recognized the word, then gives a sentence containing another word in the lesson, and this is recognized and spelled by the class. This exercise involves memory drill, thought giving, and spelling of the word.

Design for Spelling Booklet.—It will be appropriate to have an autumn leaf for the October spelling booklet. It may be quite gaily colored on the outside, and when open, will look like the accompanying picture.

Bible Nature

1. In reviewing the continents this month, use the following device for teaching position. Children pass to the board, and teacher says, "You may try to picture to yourself how all the continents look on a map of the world. Now you may place a cross on the board where North America would be if you were drawing it. Place a cross to show where each of the other continents would be." Then pull down a map of the world, and let the children compare their work with this map and make any corrections needed. This is a splendid drill in visualization.

2. Continue work in free-hand map drawing at the board. As the children locate places and things, let them use the free-hand maps they have drawn. Do not let them become accustomed to using maps with names. As mistakes are made on their own free-hand maps, refer to and compare with a map containing names.

3. Give daily spelling drills in connection with the geography work, and always require names to be spelled correctly when placed on maps.

Language

Once a week, or as often as needed for review purposes, as well as to save time in writing, the teacher may use the following plan: Have typewritten sheets made the size of children's language notebooks, these sheets to contain the drill exercises to be filled in by the children. To illustrate: In connection with Lesson 10, on page 43, the following incomplete rules may be typewritten:—

1. The word "Bible" and all words standing for Bible begin with a _____.

2. Every sentence should begin with a _____.

3. Every sentence should close with a _____, a _____, or an _____.

4. Every sentence of command should close with a _____ or an _____.

5. Every exclamatory sentence should close with an _____.

Then follows a list of sentences to be punctuated according to these rules.

Punctuation should never be learned by the study of set rules; but after the rules have been developed by the pupil himself, then the review drill mentioned may be given.

Bible

Lesson 24. Paper cutting of a sword, spear, and shield.

Lesson 27. Paper cutting of a bow and arrow.

Lesson 29. Paper cutting of a cave.

Lesson 31. Paper cutting of an old woman in a robe to represent a witch.

The following in Chapter 5 may be done in crayola:—

Lesson 33. Picture of a scepter, a horn of oil, and a crown.

Lesson 35. Picture of materials David prepared to build the temple,—nails, cedar trees, etc.

Lesson 36. Picture of a table.

Lesson 37. Picture of Mt. Olivet, and paper cutting of a man ascending in sorrowful attitude.

Lesson 38. Picture of a gate.

Lesson 40. Picture of a trumpet and crown.

Lesson 42. Simple drawing of the temple.

Lesson 44. Drawing of a throne.

Arithmetic

Arithmetic affords opportunity for the formation of correct habits. The following bad habit should be corrected: Some children, while adding and multiplying, write the number to be carried, above or at the right of the figures being computed. This only adds to the possibility of the child's making more errors. He should learn to carry the number in his mind.

SIXTH GRADE — Lillie M. Holaday

Bible

The lessons for this month consist of two kinds. The first eleven are on the prophecies found in the Old Testament concerning the life and work of Christ. Impress upon the pupils' minds that every part of his life was foretold. It will be found that the events which occurred during the New Testament times, came according to prophecy, or in order that prophecy might be fulfilled. Apply this lesson to our days. "Surely the Lord God will do nothing, but he revealeth his secret unto his servants the prophets." Amos 3:7. Get the children to draw the lesson that God's prophecies will surely come to pass. Show how the Lord has blessed us by giving us the Spirit of prophecy.

Lesson 17 will need a great deal of careful explanation. Make the outline on the board in the recitation.

The last part of the lesson begins the real work of the year. Make the beginning as pleasant and lifelike as possible. Lead the

pupils to enter into the life of Jesus and live it over with him. Encourage them to give all the details of his early life, in story form and in their order. He once was a child such as they are. Sing with them the beautiful songs concerning his early life. Let each write the story and make a little booklet of it. They can find pictures to illustrate this story. God's providential care is the great lesson. He cares for us as he did for Jesus.

Make a class map, locating the places learned in each lesson, reviewing occasionally from the first.

Perhaps the Sabbath school has a picture roll used with last year's Sabbath school lessons. This will aid in illustrating vividly these lessons. Last year's *Sabbath School Worker* also has valuable helps.

The memory verse work begins. Use drills and interesting devices to enable them to fix these verses.

Reading

"Books are keys to wisdom's treasure;
Books are gates to lands of pleasure;
Books are paths that upward lead;
Books are friends; come, let us read!"

The reading for this month affords the same variety as last. For the poem, "The King's Picture," tell the story in your own words, explaining the parts that the children will not understand. Then they will enjoy this poem.

The "Measuring Rod" and "The Invention of Printing" are best read in dialogue. By encouraging this form of reading, the children overcome timidity, and learn to enjoy their reading class. In the lesson about printing bring out the fact that this was a fulfillment of prophecy, that in the latter day, when knowledge should be increased, God's messages could be scattered to the world "as the leaves of autumn." One child may bring in a description of a large printing plant that he has seen; another may tell of our printing houses and the vast amount of work God is allowing us to do.

Memorize the beautiful poem "The Camel." Read it first in class, then have the pupils express the thought of the poem in their own words. Read again stanza by stanza. Then begin the memorizing together of the first two lines, and then the entire stanza, connecting the memorizing with the thought. Encourage the child that finds memory work hard. He may be doing exceptionally well if he memorizes but two stanzas. Take away by all possible means the bugbear of memory work. Review the memory poem of last month. You now have two links of your year's memory chain.

This month remember the day celebrating the landing of Columbus. You can have the

children read the lessons "On and On" and "Columbus and Queen Isabella." In language class use this subject for composition work. Have them illustrate a booklet.

Arithmetic

The introduction of decimals is the important subject for this month. Use the principle of proceeding from the known to the unknown, and introduce the subject by the use of the pupils' knowledge of money, and how they write money. This is another way of writing fractions. Drill carefully in the reading of decimals. Carry on a few board drills to fix this. It is not necessary to teach more than four places at this time. Use the decimal point as the dividing part, corresponding to the line separating the numerator and denominator of the common fraction. To the left of the units we find tens, to the right of the units the tenths, and so on.

Give careful attention to multiplication, and especially to division. The method used in the text is the best way to do this. Use the developmental lesson at the time of the recitation, and just before the assignment have the children work a few of the examples; thus you will see how well the children understand the new subject.

Drill

Each lesson should be preceded by about a four-minute quick, snappy drill on the fundamental processes, and simple work, similar to the work of the lesson, which will give the pupil habits of speed and accuracy.

Problems

Most of the trouble children have with problems is due to the fact that they do not read them carefully and thoughtfully. Help the children to develop the habit of reading for thought, by analyzing a few problems with them orally in class. Three questions make a terse, simple analysis for problems:—

1. What is given?
2. What is to be found?
3. What is the process?

Also help them to notice the number of steps contained in the problem.

SEVENTH GRADE — Harriet Maxson

Physiology

The Muscles.—Have a section of muscle closely examined by the class with the aid of magnifying glasses. A microscopic examination adds to the interest.

In examining the heart, notice that it is a hollow muscle. (However, this examination may be postponed until the heart is studied in connection with the circulation, when it can be examined for both function and struc-

ture.) Point out to the class that the walls of the left side are much thicker than those of the right. Have them find the reason for this. With this fact as a basis, again review the manner of growth of a muscle, and the means by which growth may be encouraged.

Discuss the muscles which hold the body in proper position. The observation and study of a few simple gymnastic exercises, having the class describe and point out the muscles benefited, have been found to be profitable.

Have some one in the class report on "The Advantages of Strong Muscles;" another on "The Necessity of a Correct Position at All Times." Have correct positions thoroughly discussed, and then ask the class to keep a record for a week. Each student places a small piece of paper at the upper right-hand corner of his desk. On this he writes the names of those in the class who are found in incorrect position, together with the time when seen and the thing the pupil is doing while in incorrect position. It is much more interesting when time can be devoted to the study of the subject at a worship period. The physiology class may keep the record for the room, and at the end of the week their reports may be read and discussed.

Bible

The first twelve chapters of Acts should be outlined by chapters. Two or three headings for each should be in the Bible section of the notebook. Have requirements few, but have them known.

Device for Drill.—The teacher mentions an event and calls on a pupil to tell where it is found; or the teacher mentions a chapter, and the student tells the events.

A connected story of any journey should be at the pupil's command. One map is sufficient for these chapters. The map in most Bibles, under the heading of "The Dominions of David and Solomon," contains the proper area. Different colored crayons, should be used for the different journeys. The key to the map should be placed in one corner. On the back of the map should be placed an outline of the events of the journey.

Some classes have been found to be incapable of learning thoroughly a memory verse each day. For such, select those verses which will be of greatest use in their Christian experience, and have them placed in the notebook, a section of which should be kept for that purpose. Some children in this grade have found help in printing the verse on unlined paper, and then making a simple design around it, or drawing a significant sketch at one side. This may be done during a drawing or penmanship period.

Geography

A suggestive outline of a map study on the mountains of a continent. The study should be given by a student who has previously placed a fairly accurate free-hand map on the board from memory.

1. Primary and secondary systems.
2. Ranges (important ones) that make up the system. Give location, direction, and extent.
3. Highest and most important peaks and volcanoes, speaking of interesting facts concerning them.
4. Plateaus located and named.
5. Have a picture of some important or picturesque mountain shown in detail, as a type of many others.

a. This may be done in a composition class. Material for such a study should be gathered from other sources than the textbook. Require carefulness of expression as well as accuracy of fact.

NOTEBOOK: After the important physical features of the world have been studied, place them neatly on an outline map of the world, having the names of the principal systems, ranges, and peaks printed in ink. These maps should be slightly colored. One map should be sufficient for all land forms, islands, peninsulas, capes, mountains, etc.

Composition

Considerable energy may be expended in encouraging independent and complete thought. A decided increase in ability to use the mother tongue easily and correctly should be gained. Frequent reporting on a given subject is useful. Reports should not be required, however, until the teacher has given an example of one.

To introduce this method of expression, the teacher should place a simple outline on the board of some sermon or talk the class has heard, and from it review the speech. She may then require such work from the class. It adds to the interest if one child is appointed to report on a lecture or sermon that all do not have the opportunity of hearing. At first the class may use outlines of the subject they are to review; but with practice, the main features should be kept in mind without the aid of the pencil.

From oral reports it is but a step to the written. Especial care should be taken that the paragraphing corresponds with the outline.

EIGHTH GRADE—W. C. John

Bible

Let the foundation of this course be a careful geographical study of the different world empires and the personal character of the leaders. Show how the relation of these nations

to God affected their destiny. Emphasize the difference between leadership under God and leadership under man.

Use the bulletin as a suggestive guide, avoiding too much detail and abstruse doctrinal discussion. Let the simple facts and truths stand out clearly as a foundation for the future study of history.

A well-prepared notebook will be helpful in holding the interest. A simple narrative or outline of the story may be written under appropriate chapter headings, accompanied by colored maps, diagrams, and drawings. An illustrated epitome of world history and prophecy will be the result at the end of the year. Encourage artistic designs, accurate maps, and carefulness in making the books.

Grammar

The carefully prepared studies and questions in the textbook make further notes almost unnecessary. The teacher should assure himself that the student is not merely memorizing definitions and illustrations. For example, the meaning of the word "clause" should be made very clear by means of various illustrative sentences on the blackboard. Students may then write original clauses at their seats or at the board, and prove that they have a clear concept of the term.

In reviewing clauses, write out on sheets of paper a hundred sentences containing different kinds of clauses. Include many examples of each kind. Cut the sheets into strips, each strip containing a sentence. Put them in a box, mix all the different clauses as far as possible, and pass them to the students, who will choose at random four or five, or as many as will make an equal number for each member of the class.

Let pupils pass to the board and write their clauses, indicating the kind of clause in each sentence.

Insist on neat board work.

Arithmetic

During the first two months, added interest in the regular topics may be created by having the class form a simple corporation with the purpose of buying land, and building a new school or residence. Let the problem be one of possible local interest. Buy the land, divide it into lots, resell it at an advanced price, and with the gain build the building.

Include the following questions and corresponding problems:—

The area of the original tract.

Its cost to the class on the basis of the area.

The areas and values of the lots sold on the basis of square feet.

The cost of the cellar, foundation, sand, brick, and lumber.

The price for plastering, papering, and painting.

The capacity of the hot-water tank, the coal bins, the well, and other possible constructions.

Computations based upon problems developed from the study and measurements of local buildings and properties may supplement the regular text, if more material is needed.

History

History, like many other subjects, has its particular language even in its elementary form. It is important that students get a precise concept of the meaning of such terms as state, colony, party, sovereign, council, assem-

CHART OF AMERICAN HISTORY

DATE	MILITARY EVENTS	POLITICAL EVENTS	INDUSTRIAL EVENTS	COMMERCIAL EVENTS	EDUCATIONAL EVENTS	SCIENTIFIC EVENTS	LITERARY EVENTS	RELIGIOUS EVENTS
1500								
1550								
1600								
1650								
1700								
1750								
1800								
1850								
1900								
1950								

bly, decree, convention, treaty, constitution, privilege, etc. If such expressions are not clear in the pupil's mind, the study will become difficult and disagreeable.

As a means of fixing important facts of history, have the students make a chart to be hung on the wall, and to be filled out during the year as shown below. If deemed advisable, have each student make a copy of the chart in his notebook. Let all the work be done by the pupils under the teacher's direction. The dates are indicated only by decades in the illustration. Make the chart large enough to fill in the dates by years if necessary.

"THE best way to get vividness in history study is by means of detailed stories and anecdotes which make the situation concrete. Maps, pictures, and other forms of representation assist. The aim is to get the boy to see that history is merely his-story—a story into which he can throw himself with dramatic intensity, living over again the scenes as they were once lived by people of the past."—*Charters*.

Harvest Ingathering Plans for October

EDITH SHEPARD

THE Indiana Juniors had been asked to raise funds for India during 1916; hence, these plans use India as a basis. Any country may be substituted. The pupils should assist with the programs. The school membership is placed at twenty to show how to compute rates. Each pupil is asked to raise a dollar for Harvest Ingathering during these months. The quota for this school would be \$20.

SUGGESTIVE PROGRAMS FOR OPENING EXERCISES

October 2

1. Notes on India and her people. (Use map or globe.)
2. Ask pupils to bring pictures of India.
3. Reading, "Girl's Thrilling Experience," Harvest Ingathering Signs, page 6.

October 3

1. Pictures are pasted on a large mat day by day as they are brought in. Hang mat on wall.
2. Reading, "Waiting for the King," Harvest Ingathering Signs, page 6.
3. Reading, "Shall I Put Confidence in Such Gods?" Harvest Ingathering Signs, page 7.

October 4

1. Regular Junior meeting.
2. Reading, "Appreciates Her Rescue," Harvest Ingathering Signs, page 7.
3. Reading, "Robbie," Harvest Ingathering Signs, page 16.

October 5

1. Reading, "A Mohammedan's Treasure," Harvest Ingathering Signs, page 16.

2. Reading, "Indian Girl Saved," Harvest Ingathering Signs, page 19.

3. Ask pupils to bring clippings from workers in India. These can be found in our papers.

October 6

The teacher will show a large map of India cut from black or dark-gray mounting board. Let pupils paste on it stars which are numbered, to show location

of our mission stations. (See Year Book.) A chart giving names of stations and missionaries according to number may be hung upon the wall. Much of India is still in darkness. How can we answer her many calls for the gospel?—By using the Harvest Ingathering Signs.

Then the little Harvest Ingathering Johnny with his bag of papers is shown. He is attached to a stout cord or wire fifty feet from the map. He will represent the school in their Harvest Ingathering campaign.

Every time ten cents is given toward the fund, Johnny is moved three inches nearer the map. The quota is \$20. Will he reach India before December 31?—Yes, if every boy and girl in the school will do their part. If some are too young to raise a dollar, then the older ones should assist them. Let all work together enthusiastically for India. With dark India, and Johnny ready to



run before them, the pupils begin their Friday's lessons. Yes, and you may now and then see some eyes wander from their book to the wall pictures, but do not scold, for this child is studying how to make Johnny run faster.

October 7

The teacher or the chairman of the school board explains to the church how the children are planning to work in the Harvest Ingathering campaign. Definite territory is assigned the school, then each pupil is given his own street to work. Three church members are asked to assist.

October 9

At 1:30 P. M. the pupils meet for special prayer. The school is then divided into four groups, and the children are taught a short canvass. The teacher and three church members are the captains. All march to the territory assigned, when the work of distributing the *Signs* and collecting offerings is started in a definite and orderly manner. Pupils should go home at a proper time.

October 10

Pupils relate encouraging experiences. Collect offerings; watch Johnny run toward India. Every ten cents moves him three inches.

October 11-31

Each pupil works his own street under the parents' supervision. Reports are made each morning, and offerings collected. Johnny has made a third of the distance now.

During this time the teacher reads to the pupils "Mary Reed, the Missionary to the Lepers of India," by John Jackson.

October 31

Teacher reports record to the educational superintendent upon blanks furnished. The superintendent can make good use of these reports, by sorting out facts and material to pass on to all the schools, and encouraging them to get still better results the next month.

OUR QUESTION BOX

ANSWERS BY MYRTA M. KELLOGG

QUESTION 32.—*Would you teach young children to believe in Santa Claus?*

No. I think the following clipping gives a good reason:—

"Retribution.—The teacher was telling her class a long, highly embellished story of Santa Claus, and the mirth of Willie Jones eventually got beyond his control.

"'Willie,' said the teacher sternly, 'what did I whip you for yesterday?'

"'Fer lyin',' promptly answered Willie; 'an' I was just wonderin' who was goin' to whip you.'"—*Ladies' Home Journal*.

QUES. 33.—*What would you do with a child who is a confirmed doubter, to whom everything must be proved? Even the pronunciation of the teacher is not accepted without consulting the dictionary.*

The teacher should be very careful to be accurate in her statements, and lead the child to have confidence in her truthfulness. Let him look in the dictionary to confirm her pronunciation, which must be correct! If she does make a mistake, she should acknowledge it, thus giving him confidence in her honesty.

QUES. 34.—*What method of procedure would you suggest in dealing with a stubborn, conceited will?*

The child may simply have a strong will which needs training to act *right* so he may become a strong-principled man. As he finds that the opinions of others have weight, and that his ideas are not always right, he will have more regard for others. The teacher should sometimes give him ideas which are beyond his own horizon.

QUES. 35.—*What is the rule for the punctuation of something which is quoted from a third source? from a fourth source?*

The rule is given as follows in the "Handbook of Style" of the Riverside Press: "Double quotation marks are used for primary quotation; for a quotation within a quotation, single; going back to double for the third, to single for the fourth, etc."

This example will illustrate the rule: 1 "Elisha the prophet called one of the children of the prophets, and said unto him, 2 'Gird up thy loins, and take this box of oil in thine hand, and go to Ramoth-gilead; and when thou comest thither, look out there Jehu. . . . Then take the box of oil, and pour it on his head, and say, 3 "Thus saith the Lord, 4 'I have anointed thee king over Israel.' 4 " 3 Then open the door, and flee, and tarry not.' 2 " 1

HOME EDUCATION

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

The Oldest School

The oldest university was not on India's strand,
Nor in the valley of the Nile, nor on Arabia's sand;
From time's beginning it has taught and still it teaches free
Its learning mild to every child—the school of Mother's Knee.

The oldest school to teach the law, and teach it deeply, too,
Dividing what should not be done from what each one should do,
Was not in Rome nor Ispahan nor by the Euxine Sea;
But held its sway ere history's day—the school of Mother's Knee.

The oldest seminary, where theology was taught,
Where love to God, and reverent prayer, and the Eternal Ought
Were deep impressed on youthful hearts in pure sincerity,
Came to the earth with Abel's birth—the school of Mother's Knee.

The oldest, and the newest, too, it still maintains its place,
And from its classes, ever full, it graduates the race.
Without its teaching, where would all the best of living be?
'Twas planned by heaven this earth to leaven—the school of
Mother's Knee. — *Selected.*

Nature Month by Month

MADGE MOORE

Drawings by Mrs. C. Archer Shull

October

"The sweet, calm sunshine of October now
warms the low spot; upon its grassy mold
The purple oak leaf falls; the birchen bough
drops its bright spoil like arrowheads of
gold."

— *Bryant.*

OCTOBER is, perhaps, as many agree,
the finest month of the year. Pleasant
days follow in quick succession, warmed
only by the slanting rays of the sun, and
close with very pleasant cool nights, cool
enough to drive
away the insect pests
of summer and early
fall. The fall rains
are not yet needed,
but frequent wind-

storms help scatter seeds, clear away the
rubbish of dying foliage, and also carry
birds on their way to a warmer clime.

First Week

The fruits of the year are still being
gathered. Last month we collected and
compared the seeds of fruits, grains,
weeds, nuts, etc. Can we get from the
children or give to them the now com-
plete life history of the common things
about them, choosing perhaps from this
suggestive list: hick-



orynuts, butternuts,
walnuts, chestnuts,
hazelnuts, peanuts,
grapes, apples, pears,
peaches, melons,

pumpkins; corn, wheat, clover; morning-glories, goldenrod, asters, sunflowers, ferns, mosses?

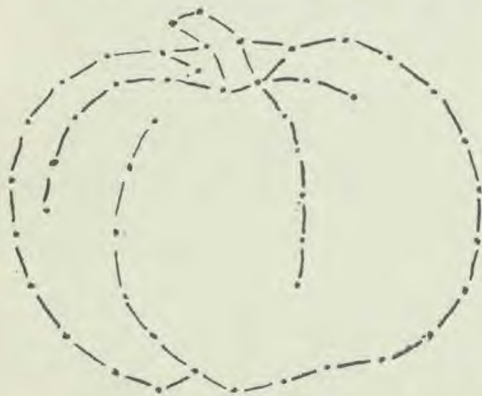
SUGGESTIVE LIFE HISTORY

Illustrations: Seed, leaf, and apple.

Would you like to hear my story? [Hold up apple.] If you wanted to grow an apple like this, what would you do? The young apple trees that we see growing by the road do not bear apples like those in our orchard. Your father knows this, so when he wishes to grow apple trees, he visits a nursery where tiny trees are kept for sale. Your father tells the man the kind he wants, and these the man sends out to your father, and perhaps helps him to set them out in the orchard.



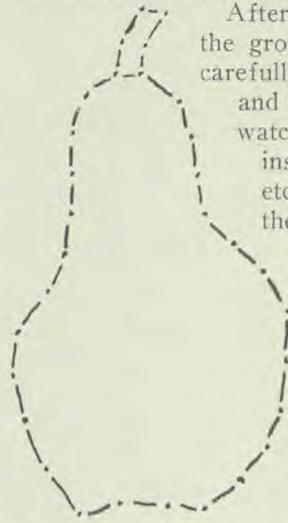
Where did the nurseryman get his young trees?—He grew them from seed, taking care to select the largest and most perfect seeds of the best apples. Before the seeds become dry, he puts them in a box containing a little moist sand. Then they are put in a cool place in the cellar till cold weather comes, when they are taken out, and the box is put into the ground so as to freeze the



seeds, although the seeds do not have to be frozen before growing.

In the springtime the plants are placed in rich soil, and the ground is kept loosened and free from weeds. The nursery-

man does many things to care for these tender little trees so they will bear the very best fruit. He sells them when they are one or two years old.



After they are set out, the ground needs to be carefully taken care of, and the young trees watched to see that insects, storms, etc., do not harm them. It will be a number of years before the trees are ready to bear fruit—from five to eight years, perhaps. They are like children; for before they can

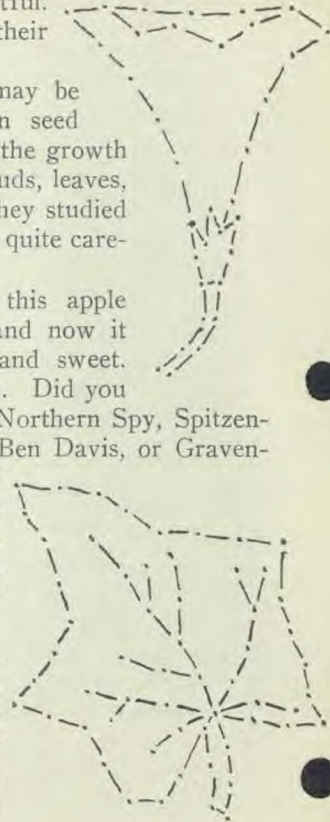
do hard work, they first need to grow strong, straight, and tall. God told the trees to be fruitful. This, then, is their work.

The children may be reviewed here on seed germination, and the growth of roots, stems, buds, leaves, and blossoms. They studied the apple blossom quite carefully last year.

In September this apple began to ripen, and now it is fully ripened and sweet. This is a Baldwin. Did you ever hear of the Northern Spy, Spitzenburgh, Winesap, Ben Davis, or Gravenstein apples?

[Let the children be on the lookout for new kinds and the uses of each kind.]

The apples in Eden were perfect, but this one is not. Why not? See this worm hole. This little



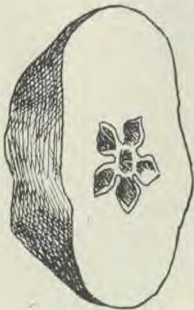
worm is the farmer's greatest fruit enemy. [Explain enemy.] I will cut the apple in halves through the wide part. Ah, here the worm is! His mother, a gray moth with brown markings on her wings, laid her eggs in the calyx [review this term] end of the apple. In about a week this little worm was hatched, and has eaten his way to the core of the apple. How will he get out? He will crawl out through the sides of the apple. Late in the fall the mother spins the cocoon under the bark of an apple tree, and stays there till spring, unless a bird [the farmer's insect destroyer] comes pecking and hammering. What is this bird?

The worm's mother is the codling moth, and belongs to the same family as do the butterflies. Watch for them in spring.

While the apple is thus halved, review seed chambers and seed scattering.

BUSY WORK

On a large sheet of paper mount apples cut out of fruit catalogues, and learn name of each kind.



Tell of an apple, then take scissors and cut one out; later color it.

Sew an apple, using cardboard and silkateen or yarn.

Draw apples, and color.

Have a blue print of the leaves of each fruit that you study.

String seeds of fruit and flowers.

Trace around the butterfly, and cut.

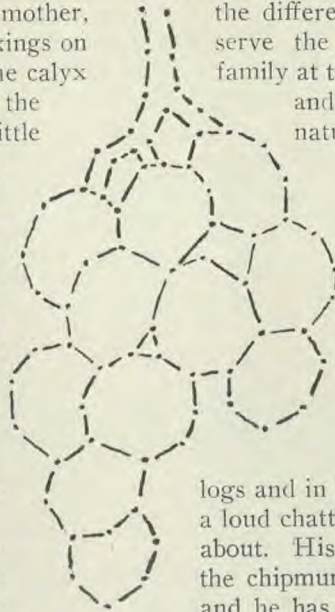
Color wings gray with brown marks.

Sew an object for each color of the rainbow — red, apple; orange, pumpkin; yellow, pear; green, apple leaf; blue, morning-glory; purple, grape.

Second Week

“Come, little leaves,” said the wind one day,
 ‘Come o’er the meadows with me and play.
 Put on your dresses of red and gold;
 Summer is gone, and the days grow cold.”

Take the children on a nutting picnic some bright, sunny day in October, purposely to notice the beautiful colors of the different kinds of leaves, to observe the members of the rodent family at their work of preparedness, and to learn the names and natures of the different nuts.



With the first sharp frosts the chestnut burs open, and down come the nuts. But some one is usually there before the boys and girls. The red squirrel builds a nest in a tree,—sometimes in an empty woodpecker's hole,—and he collects nuts, hiding them under

logs and in hollow stumps. He makes a loud chattering noise as he scampers about. His nose is not so pointed as the chipmunk's. His ears are round, and he has long, thin black whiskers. The upper part of his body and tail are a deep reddish brown. The throat and underside of his body are white. He carries the nuts between his front teeth, for he has no pouch. He likes seeds, and bark also.

The chipmunk, a half brother to the red squirrel, makes his home in the ground, and on the first



bright spring day you will see him scampering about. He has large bright eyes, small erect ears, and a pointed nose. His coat is rust color, with black and yellow stripes. During the fall he busily carries nuts in the pouches just inside his cheeks and also between his teeth. Sometimes he carries four nuts at a time. He stores up enough to last until spring, then the whole family disappear into their home below.

The gray squirrel, whose bushy tail we so much admire, is another member of this gnawing family. Others are the muskrat, rabbit mouse, and beaver. They

each have four strong teeth that never wear out (for they keep growing from the roots), and become sharper the more they are used.

The gray squirrel's whiskers are very long. He has patches of brown on his cheeks, nose, and ears, a strip along his side and one on his back. His tail and the rest of his body are gray. His winter nest is in the hollow of some tree. If put into a cage, he would still store up part of his food. This is a good lesson for boys and girls, old and young, to learn. Watch him and see how he gets the kernel out of the shell.



The frost also has an active part to play in the beautiful, gorgeous death of the leaves. What a glorious way to die! This, too, breathes to us a lesson or suggestion.

In early spring, when all plants and trees are putting forth new leaves, we say, "How beautiful! What a perfect green!" The coloring matter (nature's paint) in the leaves is used constantly while new leaves are being produced. In the fall, after the work of the plant is done, we can notice a more dull shading, because this paint has finished its work and is being used in some other way by the plant. Another kind of coloring matter is now provided, which gives the yellow, purple, red, and brown tints. But let us remember that not all trees are colored alike. It depends upon the amount and mixture of the coloring matter in the plant, also upon the sunlight, air, rain, and frost.

We know that the sunlight is made up of the seven colors of the rainbow, which the raindrops show us when the sun shines through them. Leaves in spring show us but one of the colors in the sunlight, while in the autumn they sometimes show red, green, and yellow tints all at one time. You see that leaves and flowers are different in their make-up and in what they show; so is all nature.

Use a prism and talk of spring colors to illustrate, if you wish.

BUSY WORK

Cut out a border of squirrels for your room or for little sister's room.

Make a nut chart, cutting out and pasting. Also learn names.

Collect burs and make little boxes and baskets.

Make a chart of cut-outs of the rodent family.

Model different kinds of nuts out of clay or plasticine.

Make a blue print of leaves of different nut and other trees.

Sew a squirrel, or bunny, and mount a calendar pad on the card.

Cut out thirty-one autumn leaves to be fastened together at stem on last day of month. On each leaf keep a weather record, using a yellow circle for sunny day, an umbrella for windy day, and arrow (pointing to letter to indicate direction of wind). Also, on it put a picture of anything special you have studied or noticed.

Sew an autumn leaf in color.

Draw leaves, and color.

Draw or outline circles, color the seven colors, and draw strings to use as balloons.

Draw pages of objects to illustrate each of the seven colors.

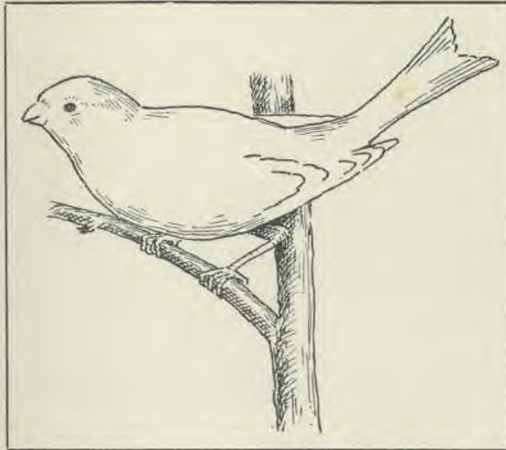
Third Week

As we walk through lanes and in the woods, our way is slightly barred by beautiful shimmering threads—the gossamer of spiders. What is it?

Many small spiders are out trying to fly. They spin out a thread, which is caught by the passing breeze, and on it the spiders float; for we know that it lengthens and lengthens, catching on limbs, fences, bushes, persons—just anywhere.

Bees are busy storing up honey for the winter and gathering their last from the morning-glories and other late flowers. Flies and mosquitoes are not so numerous as during the past few months. All insect life lessens toward the close of the month. The ponds and lakes are full of half-grown creatures of all kinds. Butterflies seem more dull in hue.

The time for the flight of the birds is at its height now, some arriving from the north, and others leaving for the warmer south regions. Look for juncos, black-birds, and snowbirds. The sparrows, at least some, remain all the year. The bobolink departs about the first; the cowbird, tanager, catbird, wren, and whip-poorwill go during the second week; and the humming bird and robin leave the last of the month. The woodpeckers, crows, sparrows, and partridges are here, so they can be watched. These birds subsist mostly upon seeds and fruit. Circling about are hawks and buzzards, and owls hoot at night.



The happy note in the birds' spring song is in direct contrast to the bickering, teasing disturbances raised during autumn days. They seem to delight in chasing one another, and giving exhibitions of temper. Watch them!

Children seem to love the robin and bluebird, probably because they are the first to be seen in spring and almost the last ones to leave in autumn.

BUSY WORK

- Cut out, color, and mount a chart of birds.
- Sew a bird.
- Mount a chart of insects.

Fourth Week

How does the new clock work? Perhaps some of the children will first need to be taught to tell time from a real clock. They can learn what time is sunrise and sunset. When the sun is highest above us, it is twelve o'clock, and twelve hours later it is midnight. The Big and Little Dippers will be interesting each month on clear nights, for they can always be seen. Cassiopeia, too, is always seen, and

goes around the polestar; it is near the Little Dipper. Let the children search for the Scorpion. When will they see it again?

The Milky Way is fascinating. Why is it milky?—Because of the millions and millions of stars more than in any other part of the heavens. Many we cannot see. The bright stars seem to us

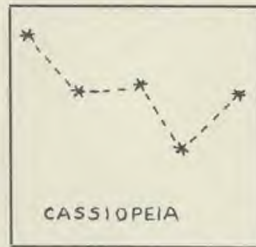
to be so close that they make a bright path. Notice its change of direction.

Let the children cut out stars, and of them make borders and designs; let them learn the numbers one to five.

Give them a large sheet of paper. Let them rule it both ways, forming large

squares. In each, outline a star, and color a solid color, making the whole look like oilcloth.

Fold a sheet of ruled white paper in half. Draw a small oblong in one corner. Color between alternate lines, beginning with red. Color the oblong blue, and in it paste tiny white stars.



Let each child cut out and paste a star on his weather chart for each day that he has been a real sunbeam or bright star in his home.

Let the children cut out a large circle of cardboard. Draw the figures of the clock's face. Cut out two hands. Insert a pin through them, fastening them to the clock face. Run this pin through a cork, to hold the hands firmly so they may be moved.



CHRISTIAN EDUCATOR

FREDERICK GRIGGS - - - - Editor
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SPECIAL CONTRIBUTORS: J. L. Shaw, O. J. Graf, C. W. Irwin, H. A. Morrison, E. C. Kellogg, B. F. Machlan.

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

Subscription price - - - - \$1.00
Single copy - - - - .10
Five subscriptions, one order, one address, - 3.00
No subscription accepted for less than a half-year.

Published monthly by the

REVIEW AND HERALD PUBLISHING 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.

Just Off the Press

Bulletin No. 18

THE Department of Education takes pleasure in announcing the new bulletin, No. 18, "Outlines in Geography for the Seventh Grade," by Grace Robison Rine, assistant director of the Normal Department of Pacific Union College.

This bulletin is a practical handbook to be used in connection with Morton's Advanced Geography, and is developed on the world plan.

One hundred and sixty lessons, giving the daily assignments and reviews for eight months, are carefully outlined by weeks and months. The lesson is treated as follows:—

1. Assignment in the Textbook.
2. Teaching Suggestions.
3. Leading Features.
4. Topics and References.

Part I of the Outline covers the usual subject matter in geography. Part II takes up a study of the world from a denominational and missionary standpoint, based on the General Conference organization of the territory of the world into Division, Union, and Local Conferences and Mission Fields, together with the principal institutions and their location.

Geography is a live subject with us as a missionary people. We have a world-wide message to give. Our organization covers the world. We send our missionaries "into all the world." We speak and write and think in world terms. How fitting that we should study geography on the world plan! It is both pedagogical and well adapted to our denominational work.

Bulletin No. 17

Bulletin No. 17, "Nature Month by Month, No. 1," by Mrs. C. C. Lewis, has just been reprinted in order to supply the growing demand for additional material in Nature Study adapted to the lower grades, and to the use of parents in home schools. The content of this bulletin has been greatly appreciated by parents and teachers as it appeared in the EDUCATOR, and has now been issued in the much more convenient form of a bulletin, which sells for only five cents a copy.

Bulletin No. 20

The work so well begun by Mrs. Lewis in Bulletin No. 17, has been ably continued in Bulletin No. 20, "Nature Month by Month, No. 2," by Miss Madge Moore, critic teacher of the Normal Department of South Lancaster Academy. The suggestions and outlines are simple, concrete, and very attractive, and will hold the interest of the children in the wonderful world about them.

Teachers' Reading Course

THE Teachers' Reading Course begins October 1, and continues through seven months. The course includes the following:—

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The outline is now ready. By ordering all at one time, from the Review and Herald, a special club rate of \$3 is made.

Physical Culture Drills

(Concluded from page 42)

places beside their respective leaders. The next two follow in the same manner, and so on until the entire company have completed the exercise and are standing in two lines. The command,—

Forward—March! is then given, when the two original leaders step together, turn and march forward abreast between the two lines. The others follow in turn, marching by twos.

When stepping into place in the line, the body should not be turned completely around, but those on the right should slip into place with the right shoulder forward, and those on the left with the left shoulder forward. All should mark time when not advancing.

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