

CHRISTIAN EDUCATOR

A MAGAZINE FOR HOME AND SCHOOL

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CHRISTIAN EDUCATOR

VOL. VIII

Washington, D. C., November, 1916

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The Call to Teach

Seasoned Views of This Calling to Reflect Upon

BY JAMES B. ANGELL *

BY I. H. EVANS

If a man is to succeed as a teacher, he must have first, in the very make of his mind and soul, the divine call to teach; and secondly, he should have a large general culture and a thorough training in his own department. Unless he has the first of these qualifications, no degree of excellence in the second will crown him with success.

He may be as learned as Scaliger or Erasmus, but if he has not in him the power of kindling another mind with the fire which burns in his own, if he cannot bring his soul into such close and loving contact with that of a receptive pupil that the latter shall be stirred by his impulses and fired with his enthusiasms and imbued with his passionate love of the truth he teaches, he has not in the highest sense the teaching power.

He must also possess the ability and the desire to be ever learning. When a man stops acquiring knowledge, it is time for him to stop teaching. He cannot produce attractive and nutritious food for his pupils by incessantly threshing in the same monotonous way the very same straw which he has been turning over and pounding with his pedagogic flail for an indefinite period.

With this rare combination of talent, scholarship, and temperament he must also unite a pure and manly character, and a certain heroic disregard of the high pecuniary remuneration which other callings in life offer to men like him.

* Extract, with slight verbal changes, from his inaugural as president of the University of Michigan, 1870 (slightly abridged from "Educational Foundations").

How may I have the assurance that I am called of God to teach?

1. A man ought to have a conviction in his soul about what God wants him to do. I should not dare trust that conviction alone, but I think it ought to be one determining element.

2. A man ought to be certain to some degree that God has given him ability to teach.

3. In order to be teachers, men ought to be lovers of young people,—not a sentimental love, nor a foolish love, nor a love that does not endure; but what I mean is, that a person ought to like to be with them, to love their association, and to love to see them growing and their lives being molded and shaped.

4. A man ought to examine himself, and see how much selfishness there is in his desires. A good many times we have a burden to do something in which we think there is some honor, or some glory, or some profit, but Christ does not lead us along selfish lines.

5. A man should watch carefully for providential leadings; for God does surely lead the man whom he calls.

6. Then a man should be guided a good deal by the judgment of his brethren. If a church that knows the man, and if the conference and the brethren that know the man, all agree that that man is qualified to do that work, then it seems to me that with all these and all the foregoing evidences a man might safely enter upon the vocation of teaching, and believe that he is called of God to do that kind of work.

Is Christian Education Up to Date?

What the Curriculum Should Omit

BY THEOPHILUS

THE modern school as outlined by Dr. Abram Flexner in his brochure under that title, contains nothing essentially new to the Christian educator who is thoroughly awake to the meaning of his own platform. This writer has presented some things in a new and refreshing light. In doing so, he has clung close to his "guiding thesis," which he states in the following twofold form:—

1. "Modern education will include nothing simply because tradition recommends it or because its inutility has not been conclusively established.

2. "It proceeds in precisely the opposite way: *it includes nothing for which an affirmative case cannot be made out*" (Italics his).

The Christian educator can go the entire length of this thesis. In its interpretation, however, his goal requires him to make a radical difference in the curriculum by which he works. His "guiding thesis" is more fundamental, and is also twofold. It has been stated thus:—

1. "True success in education, as in everything else, is found in *keeping the future life in view.*"

2. "While religious principle is held paramount, every advance step taken in the acquirement of knowledge or in the culture of the intellect, is a step toward the assimilation of the human with the divine, the finite with the infinite."

With this thesis as a working basis, that set forth by Dr. Flexner appeals to one's good sense, and marks out the way with a definiteness that it will do the Christian educator good to consider. The secular aim in education has been repeatedly put in simple form: To make good citizens. The Christian aim includes the good elements of the secular aim, but continually recognizes that this life is essentially a preparation for the life to come. Nothing will work so effectually as this view to make a success of the present life. It

is the best basis for a school curriculum that can be found.

If the secular educator finds his curriculum overloaded with the impractical and the out-of-date, how much more probable it is that the Christian educator has allowed himself to be too much encumbered with the traditional and the non-essential, considering the viewpoint of his aim! Let us look more in particular at what it is proposed to omit in the secular curriculum, as set forth in the monograph before us in the light of the guiding thesis above. We tell it briefly, as a digest.

What the Secular Curriculum Omits

1. Reduce the time allowed to mathematics. Teach only so much of arithmetic as people actually have occasion to use. The teachers of science, industry, and domestic economy will do much of it incidentally. Deal with algebra and geometry the same way.

2. Apply the same reasoning to English. Teach formal grammar later in the course, and only in such amounts and at such periods as the need of it clearly requires.

3. In literature, have the courage not to read obsolete and uncongenial classics simply because tradition has made it good form.

4. In history, do not go through the form of teaching useless facts just because previous generations have learned and forgotten them.

5. Neither Latin nor Greek would be contained in the curriculum, not because their literatures are less wonderful than they are reputed to be, but because their present place rests upon tradition and assumption. The literary argument fails because no present-day teaching results in practical mastery. The disciplinary argument fails because mental discipline is not a real purpose. The argument that they help in the use of the mother tongue has never been substantiated.

The Christian Curriculum

Is the Christian educator willing to go as far as the secular in renovating and rebuilding his curriculum? Should he have the courage to go farther in some respects, considering the much greater wealth of material of the vital sort he has for substitution? The whole field of Revelation (outlined in the preceding article) is to the secular educator an extra-curricular study. He feels no pressure from this quarter to find more room in his curriculum. But the Christian educator makes the Bible and interpretative writings the *foundation* and *dominant feature* of his curriculum. Can he therefore not afford to spare *more* of the out-of-date and the unrealistic than the secular can? Can he realize his fundamental aim of keeping the future life in full view *without* ridding himself of a larger amount of encumbering material in his course?

His platform has called for such an advance, lo, these many years. And he has made progress in the right direction. But is he about to be overtaken or outstripped by the secular van? It is not pleasant to take the dust of another when the pure air of the mountain top is ours for the taking.

Suppose we review the items of the proposed reducing of subjects in the secular curriculum, and restate them a bit from the Christian educator's viewpoint:—

1. Reduce mathematics. Leave the applications of arithmetic largely for the specialist. Let stocks and bonds, foreign exchange, mensuration, and square root give place to more plant culture and home economics. The one is as good discipline as the other, and vastly more worth while. Leave algebra and geometry entirely to the specialist. The scientist can include enough of these for his need with vastly greater economy than to put every boy and girl through one or two years' formal course in each. More knowledge of plant life and of better housekeeping will make better Christians, and better citizens too.

2. Reduce formal grammar. If you want the boys and girls to talk and write properly, leave the technique of grammar largely for the grown-up, and put the youth on the language itself. Teach them to *think* and *talk* and *read* and *write* about things of daily experience, and guide them in the use of language in a natural way. Half or two thirds of the time spent in wrestling with technical phraseology approached wrong end foremost, with breaking up sentences into senseless diagrams, and in learning monotonous rules, could be saved to spend in telling and retelling, orally and in writing, the substance of other studies, stories related to it, pupils' own experiences and observations. There would be time left for drill on common errors of speech, for purifying the daily conversation, for considering and memorizing gems of thought, for making friends instead of enemies with our mother tongue. If any time is still left, devote it to a practical study of physiology and hygiene, for lack of a usable knowledge of which we all live shorter and less forceful lives than we ought. Such work in language and hygiene would make better Christians, and incidentally better citizens, too.

3. In literature, select readings on their own merit, regardless of precedent. Leave to specialists the study of minor and mediocre authors, usually pursued merely to bring out characteristics of a period or types of literature. Minimize historical facts and sequential development as such, using them chiefly to give a setting to what is read on its merits. Maximize Biblical writings and such other literature as is spiritually uplifting and truly cultural in its effects. Establish a connection with current literature for its content and inspirational value. Such a grade of work will make better Christians, and more substantial citizens too.

4. In history, go straight to the things that bear directly on the present and the future. The history of the past is crammed with things that most of us do not want or need to know. Cull from

them only such facts and information as have lessons of value in them for present use. Minimize events and dynasties that merely weave the thread of sequence and add to knowledge without value. Maximize outstanding movements in the controversy between good and evil, movements that culminate in something of prophetic import or in some impending outcome in our own day. Really to see the hand of God, or it may be of his great archenemy, in the enactment of the world's supreme dramas, will make better Christians and better citizens.

5. We have eliminated, except for the specialist, the reading of pagan literature in Greek, and devote ourselves with profit to the study of the New Testament, Septuagint, patristic, and modern Greek. With strange inconsistency we continue to read nothing but pagan literature in Latin, consuming one

year on enough of the elements to enable us to gain a smattering knowledge of Roman war stories during the second year. We ignore the greatest world classic found in Latin, the Vulgate — not classic, to be sure, when measured by the arbitrary, stilted standards of pagan times, but as truly a language when it was written as was the New Testament Greek, and as capable of giving us a reading knowledge of patristic Latin and its modern survival in ecclesiastical and encyclical Latin among the most numerous sect of present-day Christians. If Greek and Latin are worth studying at all, why not Christianize and civilize them both?

Are We Up to Date?

In some respects we are. The wonderful effect of giving the Bible and heart culture the prime place in our work of education, is to win thousands of children and youth to the idea that this life

is only a preparatory course for admission into the higher school above and beyond. It is turning a multitude of stalwart young men and women into valiant workers for Christ in the evangelizing of the world.

In some other respects we are not up to the date of twenty or thirty years ago. Besides failing to extricate ourselves fully from the influences of hidebound school traditions, we are far behind in placing physical culture, agriculture, and the trades on the highly efficient basis they deserve. Nor are we up to date in

constructive work for home and social betterment, nor in turning out bulletins and monographs from our science, history, Bible, and English departments, filled with matter immediately available to home and field workers.

It may be felt by some that we appear to be following the

world to quite an extent in aggressive ideas in our educational talk and work. Without denying this categorically, it may not be out of place to say that it appears to us that the world is coming our way in some important respects, if we can interpret correctly instruction made available to us years ago. This is why we said at the beginning of this article that in the modern school proposed by Dr. Flexner there is nothing essentially new to the wide-awake Christian educator. If secular educators are passing by us in some directions in which we are traveling, it is somewhat difficult not to follow if we keep moving. The Lord designed that we should be the head, but it is better to be the tail than not to be any part of the going concern.

The best way not to follow is to keep in the lead. The best way not to be out of date, is to catch up with the times. The car of God is moving forward. Shall we make haste to keep abreast of it?

Meditations

MEADE MACGUIRE

JESUS wants *you* more
than what you can *do*.

Would you rather
work than pray?

Jesus would rather have you
sit and listen than work.

No one can know himself till
he sees himself in the
presence of Jesus.

VITALIZING SCHOOL SUBJECTS

Teach the Vital Things

BY O. J. GRAF

I CONSIDER the idea of using the *Digest* and *Watchman* in class work a splendid one. I used the *Digest* in connection with my modern history class last year, with excellent results.

It certainly is a most inconsistent thing to spend so much time teaching students concerning things that happened hundreds and thousands of years ago, and at the same time permit them to be ignorant of vital things that are happening all about them. I find that the average high school student knows more about Greek history than he does about the most vital history that is being made all about him. This ought not so to be.

The Importance of Studying Current Events

BY J. W. FIELD

"THE chief interest in history," says Ashley, "lies in the fact that it is not yet finished." We study the past in order that we may be able to comprehend the present and forecast the future; and yet how few who have devoted years to the study of the past take the time for study of events which are daily taking place.

About a year ago, Bowdoin, Williams, New York University, and other colleges and universities gave their students tests in current events. The questions asked at Bowdoin College and New York University included the following:—

"Where is Gallipoli?"

"What is the capital of Bulgaria?"

"What countries bound Serbia?"

"In what country is Saloniki? (In spite of the fact that this city has been frequently mentioned in the daily papers during the past year, forty-two out of fifty-three students at Bowdoin failed to give the correct answer, and results were similar at New York University. It was frequently located in Poland.)

"On what sea is Montenegro? (About half of the students taking the test answered this correctly; others gave nearly every sea in Europe and Eastern Asia.)

"Who is in command of the French army?"

"Who is the prime minister of England? (Winston Churchill was a popular choice.)

"Who is Bethmann Hollweg?"

"Who is Poincaré? (One student answered that he was a French artist.)

"Who is Venizelos? (This was the question that perplexed more students, both at New York University and at Bowdoin, than any other; some said that he was a French general; others that he was a Mexican rebel.)

"Who is Viviani? (This question also baffled students, and at Bowdoin there were only four correct answers, although many designated him as an 'Italian'.)

"Name, with the proper title, the ruler of Germany.

"Name the ruler of Greece. (Only twenty-three out of a class of fifty-three Bowdoin students could name this important ruler, and results were about the same at New York University.)

"The Williams result, not included in the above, is rather better. At least twenty out of twenty-three knew who commands the French armies. Bowdoin and New York struggled with him as 'Joffree,' 'Joffery,' 'Geoffrey,' and 'Jeofrey.' The general result at New York is this:—

"None answered all of the inquiries correctly, while only three obtained a grade above 90 per cent. Of a class of twenty-three freshmen nine failed, while the average rank was 63 per cent. Another class of the same number of freshmen averaged only 52 per cent, and thirteen failed to pass, while a class made up of upper-class men did as poorly and averaged a grade of only 61 per cent."

Such results as those above have led educational institutions everywhere to give strong courses in contemporary history. This movement has even entered the high school, and in recent months and years educational and historical magazines have devoted a great deal of space in their columns to show the importance of this subject. The *History Teacher's Magazine* has been very helpful in its suggestions and plans. Every history teacher ought to read it.

I am of the firm conviction that every history department in our schools ought to plan to give good solid work in current topics somewhere in the courses which they offer. In courses of this kind, I have used such weekly periodicals as the *Literary Digest*, the *Independent*, and *Current Opinion*, and have also assigned certain students to report on topics of special interest from standard monthly magazines, like the *World's Work*, *Review of Reviews*, *Current History*, and the *American Historical Review*. One day a week in a modern history class can be devoted to this kind of study with the greatest profit. I have followed this plan, and have found that it gives life and interest to the whole year's work.

Another plan which could be followed would be to organize all the students of the history department into a historical seminar, meeting once a week, and perhaps outside of school hours. This is often done in advanced educational institutions, and I see no reason why it could not be followed in our colleges.

If the schools of the world find it of imperative interest and importance to study present-day events, how doubly and trebly pressing is the sacred obligation which rests upon every watchman on the walls of Zion to be able to answer intelligently the question, which in these times the world is continually asking, "What of the night?" Surely the children of light should know of the coming of the morning, and be able to answer every one who inquires *in terms of the dramatic, living, throbbing present*.

School Outline for the November "Watchman"

U. S. History and Government

1. WHAT effect may the resignation of Justice Hughes have upon the future integrity and efficiency of the Supreme Court? (Pages 4, 5)
2. How much are we spending for preparedness? (5)
3. What are some of the dangers which may result from the labor legislation which was recently forced through Congress by the "brotherhoods"? (6, 7)
4. What are some interesting features of the new Philippine government law? (5)

5. State what is said concerning child labor in the United States. (28)

6. What emphasis does the Catholic Church place upon education as a factor in church progress? (30)

7. What is the great aspiration of the Roman Catholic hierarchy? (33)

8. What is the present strength of the Catholic Church in America? (33, 34)

9. Tell something of the growing greatness of New York City.

Fulfillment of Prophecy

1. What recent bitter statement of one of the Allies clearly indicates that "the nations were angry"? (3)

2. What do the growing difficulties between capital and labor portend? (7)

3. What relation has the great preparedness movement in the United States to prophetic utterance? (9-13)

4. What does the circling of the nations about Constantinople indicate? (14, 18, 20)

5. How is war being sanctified today in the world by word and deed? (21-26)

Science

1. What was Ptolemy's idea of the universe? (41)

2. What are some of the more modern theories respecting the relation of the heavenly bodies? (41)

3. Mention some of the grandeurs of the starry universe as we understand it today. (42)

4. How is blue glass utilized in protecting Milan against Zeppelin attacks? (27)

Church History

1. What did Julian "the Apostate" attempt to do? (36, 37)

2. What was the attitude of the following Christian emperors? (37)

3. How did the church go back on the principle of "separation of church and state"? (38)

4. What can you say of Pope Gregory the Great? (39)

5. What steps led to the apostasy of the church? (43-45)

General History

1. What is the cause of Japan's attitude toward China? (3)

2. Give some reasons for Spain's neutrality. (3, 4)

3. Why does Greece avoid breaking her neutrality? (27)

Health

1. What effect does smoking have on women, as reported by Dr. Osler? (28)

2. To what extent is horse flesh used in France? (28)

The Idea Taking Root

THE idea of vitalizing school work by the study of significant things that are taking place in the world about us, is taking root in our schools. By the middle of October orders for the *Watchman* for school use had been placed as follows, each for eight months:—

Beechwood Academy20 copies
Danish-Norwegian Seminary..15 copies
Walla Walla College12 copies
Cedar Lake Academy10 copies

The *Watchman* costs only 4 cents a month for school use; the *Digest* only 5 cents a week. We have received no report on *Digest* orders, but the idea is taking well.

Physical Culture Drills

JEAN B. HENRY

WHEN facing the class, the teacher will need to use the opposite direction from that of the class in order to be in unison with them; that is, if the class are raising their right hands, he must use his left one; if they are stepping with the left foot, he must step with the right one; or if the class is bending to the left, the teacher will bend to the right.

Standing Exercises

1. *Arm and Chest Exercise*.—Raise the arms sideward and clap the hands overhead on count 1; lower them sideward on count 2, for 8 counts.

After two or three lessons vary with:—

a. Raise the arms sideward and clap the hands overhead on count 1.

Lower sideward and clap down behind on count 2.

Continue for 8 counts.

b. Clap in front (shoulder high) and down behind alternately for 8 counts.

2. *Breathing Exercise*.—Breathe deeply. Exhale. Take another deep breath, hold it.

Raise the closed fists to a position in front of the chest and rotate them rapidly around each other while counting 8. Exhale.

Repeat several times, each time endeavoring to rotate the fists more rapidly. Sometimes rotate them backward.

3. *Trunk Exercise*.—With arms extended sideward, at shoulder level, twist the body (at both waist and ankles) to the right as far as possible on count 1.

Turn to the front on count 2. Repeat for 8 counts.

Turn to the left and front alternately for 8 counts.

Then for 8 counts swing from right to left, and left to right without stopping at the front position.

4. *Leg Exercise*.—With the hands on the desks on either side, for support, bend the knees until almost sitting upon the heels on counts 1 and 2.

Rise to position on counts 3 and 4.

Repeat for 16 counts.

VARIATION: With the left hand on the hip, stoop and touch the floor with the fingers of the right hand on count 1.

Rise to position, with hands on the hips, on count 2.

Repeat on counts 3 and 4.

At the next 4 counts, stoop, touching the fingers of the left hand to the floor, and rise alternately.

For 4 counts alternate the hands which touch the floor.

The last 4 counts touch the fingers of both hands to the floor.

This exercise diminishes the blood pressure in the body above the waist, relieving the brain after hard study.

Marching Exercises

When the column is marching by twos down the center of the room or lawn, the command is given: Single lines sideward—Stand!

The first two stop, and each takes a short step outward; that is, the leader on the right takes a short step sideward to the right, and the leader on the left, a short step sideward to the left. This makes space for the following lines to pass between them.

The second two then march between the leaders, side by side, the one on the right hand passing in front of his leader and taking his place at the right of the leader, while the one on the left hand passes in front of, and takes his place at the left of, his leader. The third two follow and take their places on the right and left respectively of the number twos, and so on until all are in a single line.

When the last two have taken their places, the command is immediately given: Forward—March!

Both lines then turn so that the two leaders are facing each other, the leaders step close together, turn and march forward by twos, the others then all marching to the place where the leaders were, turn and march forward by twos.

NOTE.—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 and those on the left with the left shoulder forward. All should mark time when not advancing.

EDITORIALS

Good Ideas Afloat

Good ideas are afloat everywhere. It is often necessary to catch them on the wing. The editor's chief difficulty is that he occupies so small a place in the firmament about us that only comparatively few of the many good ideas wing themselves his way, at least near enough for him to bag them, as the truant does the butterfly. We have said it before, but it is worth repeating, that many a good thought dies at its birth because it is not passed on to those who would be glad to embody it. We apprehend that if all the good ideas that are circulating within easy range of our teachers and officers could be relayed to the CHRISTIAN EDUCATOR, it would be an easy task to treble its value to our readers. This we most earnestly desire to do. Will every one who reads this pass on to the editor the best idea he has bagged recently?

New Idea for a Goal

GOAL is not an unfamiliar sound nowadays. It is worth while, too, that every man have at least one. The setting of a goal requires definite thinking and a decision—both indispensable to the fruitful life, but no more valuable than the effort put forth to make the goal.

The best idea for a student's goal that has come our way lately, is one carried out the past year by the boys of our Fuchau school, in Fukien Province, China. This school had an enrolment last year of one hundred and sixty boys, ranging in age from eight to twenty years. Twenty-eight of these boys were church members. They formed themselves into a prayer band, and set the following goal:—

ONE NEW MEMBER EACH FOR THE
CHURCH THIS YEAR

The outcome of this effort is told by the principal, Floyd E. Bates, in these words: "The result of this purely student work was seen at the recent meeting

when fifty-four of the remaining students were baptized. Had there been two more boys baptized, the little band would have just *doubled its goal*." Most of the goals set in our schools for various purposes have been met, and frequently passed by a large margin. The goal of the Fuchau boys was unusual in two respects: the nature of the goal and the remarkable success in attaining it. It is worthy of adoption by other students.

A Practical Idea

THE board of education in the city of Washington is encouraging the pupils in its schools to take an active part in collecting waste or unused paper of all kinds, and selling it to persons appointed to receive it. The incentive held out is the earning of money for the improvement of playgrounds and for social purposes. The country is passing through a paper crisis. Our own publishers have been forced to raise prices on their books and periodicals. There is no commodity more vital to the success of our missionary work than paper for printing purposes. Why should our own pupils not be encouraged to collect paper, (1) to aid in keeping up the supply of paper to print our missionary literature, and (2) to earn some money for missionary and library purposes?

Another Good Idea

ONE of the teachers in South Lancaster Academy spent the past summer in the field in the interests of the school and of the people. This is the way, in our view, that most of our teachers should occupy the long vacation. From this same school there went out a score or two of young people to sell gospel literature and earn their scholarships—an excellent way for young men and women to spend their summers. The specially good idea we want to mention in connection with these New England activities, is that the teacher, who was in the

field at the same time as the students, made it a point to visit each one of them to give any assistance and encouragement he could. As a result, it is reported that several students made their scholarships who otherwise would probably have failed. This idea of teachers' going into

the field with their students is deserving of emphasis, not only during the summer vacation, but also during the school year—into the garden and orchard and woods, into the workshop, into welfare work among our own people, into missionary activities in the community.

Why Complete a College Course?

NOT long ago a Christian college graduate was heard to say, while en route to the mission field, that he regretted leaving home before he had taken his "master's."

More recently a veteran member of the Mission Board expressed in our presence the wish that our colleges might close the school year with a consecration service instead of the customary graduation ceremonies with all their frills and furbelows.

These two incidents seem to indicate that we have not fully reached the right ideal in the conduct of a college course. We prefer to interpret the young man's expression of regret as based on a laudable ambition for a better education before he set out to win heathen souls for the kingdom. But in its expression the remark suggests the question, Why complete a college course in a Christian school? This question easily separates into three others:—

1. Is it to obtain a bachelor's degree?
2. Is it to pave the way for a master's degree or a doctorate?
3. Is it to develop natural ability, build character, and become infected with the spirit of service?

All three, you say; they are not incompatible with one another. Perhaps not, provided the right one is *dominant*. The Mission Board member feels the danger of a wrong spirit's gaining ascendancy in the climax of college life. He feels that last impressions count for much, that there is a tendency for the spirit of earnestness usually characteristic of the last consecration service to lose itself in the lighter vein of too much ceremony and display.

There would not be so much ground

for this fear if we had only the exercises of the last two or three days to reckon with. But in fact the influence of class and commencement days is felt long before they come. Even while we write, with the first month of the new school year not yet completed, students are being "checked up" in reference to graduation—a necessary process if they are to be graduated, yet attended with the risk of beginning to compare themselves among themselves and letting class lines begin to appear. Later in the year come class organization, class colors, class motto, class pictures, class program, culminating in "class day" or days, with their class history and class prophecy, if not a class banquet, and yielding a strong class spirit on commencement day itself.

The Mission Board member's regret is that this spirit tends to dominate the closing activities of college life to the extent of chilling the spiritual afterglow of the last Sabbath's experience, to get between the day of consecration and the day of service. Whether or not there is ground for his regret may be judged from what students talk about most during the last days of school, from the dominant note of their good-bys, and from the tone of the first letters they exchange.

But why complete a college course? To get a degree? Better go without a degree than to have its importance as such assume undue proportions, or to have its meaning misapprehended. What is a degree?—Merely a convenient way of indicating that the bearer has obtained a moderate degree of education, and has acquired (presumably) an advanced degree of common sense and modesty. The man who rightly estimates its value is

ready to write it A. B. C. instead of A. B.

But what about a "master's"? — a note heard much in our college halls nowadays. If my completing a bachelor's course makes me feel that I have acquired only the A. B. C. of education, should I not aspire to a master's before I venture afield? Our view of the matter is that it would be far better to translate the A. B. into Bachelor of Action afield, before venturing upon a "master's" in academic theory. Such a course avoids running the risk of being metamorphosed into a bookworm before attaining the stature of manhood in action. Alexander found it unsatisfactory to become a master too early in life. He wanted to go on conquering. After all, he missed the object most worthy of his steel — self-mastery. No man can obtain real mastery of his own powers by lingering too long and too continuously about the artificial thing we call a school. If he wants his "master's" to spell Master in Action, he cannot be too particular about doing the preliminary bachelor work in the same line.

QUERY.— Is it not possible so to conduct the current year's college work as to secure the following results? —

1. A minimizing of the class spirit.
2. A right apprehension of the meaning of a degree.
3. Making sure of the main issue, to consolidate character and become infected with the spirit of service.

It is said that men in training for the war in Europe become so eager to get into action that their officers can scarcely restrain them in their first rush. May we not hope that our college graduates this year will pass their final days with the impulse of a like spirit urging them into the field?

A Request

GOOD use can be made of two or three copies of our old "Church School Manual," printed by the Pacific Press in 1906. Will any who have a copy to spare kindly notify the managing editor of this magazine, stating price desired?

Field Day in Our Schools

THE value of the field day for the students in our schools cannot be estimated. It brings with it a breath of inspiration that is very refreshing after the days and weeks of taxing student life. The most popular of all these experiences is the Harvest Ingathering, and it may be made a day of much spiritual as well as financial profit to both teachers and students. In order that it may be a success in every way, each member of the school must take an active interest in the work.

With the field day, as with every other project, success is dependent upon leadership, and the principal and teachers must take a leading part in the work. The leaders chosen for the different bands must have their plans well in hand, and each must have mapped out his territory, so that he knows where each member of his band is to work.

The writer remembers the experience of one school that had never succeeded in gathering as much as two hundred dollars in an Ingathering campaign. At the first faculty meeting of the year, a goal of five hundred dollars was set, and on the opening day of school that amount was enthusiastically accepted by the student body as the goal for the year. Individual goals were then set by all. When the time came for the work to be done, leaders were appointed, and each member of the faculty undertook a share in the responsibility of reaching the goal. The first day's work resulted in more than three hundred dollars. At the chapel exercises the next morning the teachers and students related their experiences, and it was noted that the day's work had not only been profitable from the financial standpoint, but had resulted in a strong spiritual uplift to the school.

Later those who had not succeeded in reaching their personal goal were given another day to work, with the result that the campaign yielded a sum of more than seven hundred dollars, and best of all, a new lesson was learned in what can be done through thoroughly organized effort.

B. F. MACHLAN.

THE MINISTRY

Angels—Good and Evil

BY J. L. SHAW

A READING of the book "The Ministry of Angels" should lead to an increased measure of faith in God and the heavenly agencies working with us in the salvation of souls. In our narrow lives it is easy to get a very limited conception of God. We fail to see what has been done for us in the gift of Christ and in the innumerable company of angels ready to help us, looking upon us with continuous interest. Many passages are to be found in the Spirit of prophecy referring to the angels and their work in the plan of salvation. These may be studied by consulting the indexes.

In "The Desire of Ages" we read:—

"With almost impatient eagerness the angels wait for our coöperation; for man must be the channel to communicate with man. And when we give ourselves to Christ in whole-hearted devotion, angels rejoice that they may speak through our voices to reveal God's love."

Again, as an assurance:—

"Angels are ever-present where they are most needed, with those who have the hardest battle with self to fight, and whose surroundings are the most discouraging."

Assuring us that in helping the tried and tempted we may welcome angels, the author says further, on page 639:—

"The angels of heaven are sent forth to minister to those who shall be heirs of salvation. We know not now who they are; it is not yet made manifest who shall overcome, and share the inheritance of the saints in light; but angels of heaven are passing throughout the length and breadth of the earth, seeking to comfort the sorrowing, to protect the imperiled, to win the hearts of men to Christ. Not one is neglected or passed by. God is no respecter of persons, and he has an equal care for all the souls he has created.

"As you open your door to Christ's needy and suffering ones, you are welcoming unseen angels. You invite the companionship of heavenly beings. They bring a sacred atmosphere of joy and peace. They come with praises upon their lips, and an answering strain is heard in heaven."

Heaven is no place of inactivity. God in his holy dwelling place is surrounded with ten thousand times ten thousand and thousands of thousands of holy intelligences waiting to do his will, ready for his call, and swift to carry out his command. Read on pages 142 and 143:—

"The angels of God are ascending, bearing the prayers of the needy and distressed to the Father above, and descending, bringing blessing and hope, courage, help, and life to the children of men.

"The angels of God are ever passing from earth to heaven, and from heaven to earth. The miracles of Christ for the afflicted and suffering were wrought by the power of God through the ministration of the angels. And it is through Christ, by the ministration of his heavenly messengers, that every blessing comes from God to us."

Evil Angels

We are living in a time when angels are regarded as spirits of the dead. A growing tendency to disbelieve the existence of evil spirits is prevalent. The Scriptures make very clear that there are good and evil angels, and give unquestionable proof that these are not the disembodied spirits of dead men. Chapter 31 of "The Great Controversy," headed the "Agency of Evil Spirits," speaks of both the ministry of heavenly angels and the work of evil spirits. Of Satan's plan regarding himself and fallen angels and his reasons for spreading everywhere a belief that he does not exist, we read:—

"None are in greater danger from the influence of evil spirits than are those who, notwithstanding the direct and ample testimony of the Scriptures, deny the existence and agency of the devil and his angels. So long as we are ignorant of their wiles, they have almost inconceivable advantage; many give heed to their suggestions while they suppose themselves to be following the dictates of their own wisdom. This is why, as we approach the close of time, when Satan is to work with greatest power to deceive and destroy, he spreads everywhere the belief that

he does not exist. It is his policy to conceal himself and his manner of working.

"There is nothing that the great deceiver fears so much as that we shall become acquainted with his devices. The better to disguise his real character and purposes, he has caused himself to be so represented as to excite no stronger emotion than ridicule or contempt. He is well pleased to be painted as a ludicrous or loathsome object, misshapen, half animal and half human. He is pleased to hear his name used in sport and mockery by those who think themselves intelligent and well-informed.

"It is because he has masked himself with consummate skill that the question is so widely asked, 'Does such a being really exist?' It is an evidence of his success that theories giving the lie to the plainest testimony of the Scriptures are so generally received in the religious world. And it is because Satan can most readily control the minds of those who are unconscious of his influence that the Word of God gives us so many examples of his malignant work, unveiling before us his secret forces, and thus placing us on our guard against his assaults.

"The power and malice of Satan and his host might justly alarm us, were it not that we may find shelter and deliverance in the superior power of our Redeemer. We carefully secure our houses with bolts and locks to protect our property and our lives from evil men; but we seldom think of the evil angels who are constantly seeking access to us, and against whose attacks we have, in our own strength, no method of defense. If permitted, they can distract our minds, disorder and torment our bodies, destroy our possessions and our lives. Their only delight is in misery and destruction. Fearful is the condition of those who resist the divine claims, and yield to Satan's temptations, until God gives them up to the control of evil spirits. But those who follow Christ are ever safe under his watchcare. Angels that excel in strength are sent from heaven to protect them. The wicked one cannot break through the guard which God has stationed about his people."—*Pages 516, 517.*

The Fall of Heavenly Angels

A very illuminating statement on the fall of Satan and his angels is made in the introductory chapter of "Patriarchs and Prophets," pages 34-43. Steps leading up to the greatest war of the universe are here indicated. On Lucifer's side are given the motives and methods which governed him in seeking for supremacy. We add a brief summary of these:—

Self-exaltation.

Disputed the supremacy of the Son of God, and thus impeached the wisdom and love of the Creator.

Envy and jealousy possessed him.

Insinuated doubts about God's law.

Claimed that heavenly beings need no such restraint.

He posed before the angels as a liberator to give them freedom from Christ, the absolute ruler appointed over them.

He pretended loyalty to God the Father.

Pointed to the long-suffering of God as an evidence of his own superiority.

Urged angels to stand with him, and assured them they would get their desire.

He denounced loyal angels as deluded slaves.

Refused to acknowledge the supremacy of Christ and claimed the honor given to him.

He told revolting angels they had gone too far; they would be stripped of their honor and degraded from their position.

Called on them to assert their liberty.

Those whom he could not bring to his side, he accused of indifference to the interest of heavenly things.

His acts were clothed with mystery, and even loyal angels could not fully discern his character.

The very work of deception which he was carrying on, he laid upon the loyal angels; and the discord of heaven he even charged upon the government of God.

He claimed that his object was to improve on the statutes of Jehovah.

In striking contrast we see the methods used by God:—

Angels pleaded with Satan.

Christ presented before him the greatness, goodness, and justice of the Creator.

God the Father summoned the heavenly hosts before him and set forth the true position of his Son.

Loyal angels acknowledged his supremacy.

Truth, justice, and loyalty struggled against envy and jealousy.

God bore long with Lucifer, and made him see that his disaffection was without cause.

Lucifer nearly reached the decision to return, but finally drew back.

Angels warned to close their ears against him.

Loyal angels urged him to confess his sins.

God permitted Satan to carry on his work until it ripened into active revolt.

God could not use Satan's methods.

God could use only such means as were consistent with truth and righteousness.

Even when Satan was cast out of heaven, Infinite Wisdom did not destroy him.

The whole universe must see the deceiver unmasked.

THE NORMAL

On Thanksgiving Day

And what do you say is the very best way
To show we are grateful on Thanksgiving Day?
The best thing that hearts that are thankful can do
Is this: to make thankful other hearts too;
For lives that are sunny and grateful and glad,
To carry their sunshine to hearts that are sad;
For children who have all they want and to spare,
Their good things with poor little children to share;
For this will bring blessings, and this is the way
To show you are thankful on Thanksgiving Day.

—Selected.

TEACHING NOTES—GRADE BY GRADE

FIRST GRADE—Anna A. Pierce

Reading and Language

first

Place several columns of review words on the board. Head each column with the new word, "first." Have several lines of pupils marching. Let the leaders carry cards upon which is written the word "first."

was

Select two blackboards. Let one represent *today*, the other, *yesterday*. Let the class face the board representing today, with backs to the other board. Write upon the board *today* many short sentences containing the word "is." Change these sentences so as to refer to yesterday, each time writing "was" on the *yesterday* board. Let the children copy *today* sentences, and change them to *yesterday* sentences.

over

Tack a card containing the word "over" on a stick. Let each child jump over. Let the class say "over." Write upon board each time.

let

Use action device. Let the pencil drop, let the ball fly, let the top spin, etc. When the word "let" is spoken, the action is performed, and the word written upon the board.

well

Well! well! well! when surprised. Let children act surprised.

Have each child draw a well. Write "well" under the drawing. Write questions, as "Will, are you well?" Will answers, "I am well."

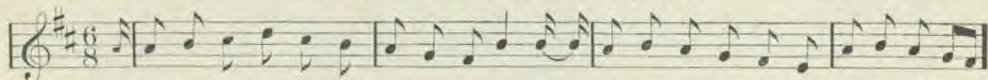
here there

A game using two chalk rings made upon the floor containing the words "here" and "there."

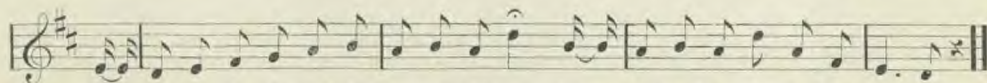
A. A. P.

A SONG FOR THANKSGIVING

ANNA A. PIERCE.



1. All things are full of Thanks-giv-ing to-day, The wind sings Thanksgiving, the brooks join the lay,
2. The trees seem to bow in Thanks-giv-ing to-day, And the rich, yel-low corn fields are seem-ing to say,
3. The sun seems to shine in Thanks-giv-ing to-day, All na-ture is smil-ing as hap-py and gay,



The har-vest is gath-ered, the mow's full of hay, Let us all join the song of Thanks-giv-ing.
With the ripe ro-sy ap-ples and pumpkins so gay, "O this is a day of Thanks-giv-ing,"
And all lit-tle chil-dren in thank-ful-ness say: "Ev-ery day is a day of Thanks-giv-ing."

In choosing sides for any game, one group stands *here*, the other *there*. Each child repeats his word as he steps to his circle.

boy girl

A list of the girls' names under the word "girl," of the boys' names under the word "boy."

Many sentences, as:—

Will is a —.

Nell is a —.

May is a —.

Joe is a —.

Let the children supply the words.

grow green grass

Review "green." Tell how the three are associated in nature. They begin with the same letters. Play a guessing game, having the children guess which is to be written; as,—

gr—

gr—

gr—

food

Draw and color a page of things good for food. Upon each word write "food."

SECOND GRADE—Edith A. Cummings Spelling

The chrysanthemum is the November flower, so let us have a chrysanthemum booklet for our spelling lessons this month.

Hectograph the flower on a brown cover paper $3\frac{1}{2}$ by $7\frac{1}{2}$ inches. Tie with a yellow cord or ribbon after filling with blank paper on which to write the words.

During the drawing period, the children may color the leaves, stem, and center of the flower; but the 18 petals, one for each day, will be colored by the teacher if the children have a perfect spelling lesson.

The spelling and language lessons may sometimes be combined. Suppose the following words are placed on the board and studied as a spelling lesson: "leaves," "over," "play," "dresses," "gone," "grow." Also place this verse on the board, asking the children to fill in the blanks with the proper word from the spelling lesson:—

"Come, little —," said the wind one day,

"Come — the meadow with me and —.

"Put on your — of red and gold;
"Summer is —, and the days — cold."

Any verse that is thus used should be one the children are familiar with.

After the story of the Pilgrims has been told to the children, a brief story may be written on the board, omitting some of the simpler words, thus making it a test in spelling; as,—

The Pilgrims lived — ago in England. The king was — very kind to them. They



went to Holland, — they lived for many years. The Pilgrims sailed away on a — called the —flower. When they landed in the — country, it — winter and — cold.

This story may be written in a little booklet, with paper cuttings of the "Mayflower" on the cover. Color the water with crayola.

Children enjoy guessing games. Some day say: "I am thinking of something that *is not* (not 'ain't') a boy or a girl. It is not alive. It isn't on the floor; it isn't on the ceiling; it isn't on the windows or doors. It isn't good to eat or to smell. It isn't very large or very small; and it isn't old. Who can guess what it *is*?" Answer: A picture. Then another time let some one tell what it "*has*" (not "has got"), or tell what "*I saw*" (not 'seen') *it do*;" etc.

Manumetal Training

As we study about the Pilgrims, it is interesting to note the kind of furniture they used in those days. An old-fashioned clock is a good sample model to make.

Material.—One 8-inch square of dark-brown cover paper; one 2-inch square of white paper; pattern of



circle $1\frac{3}{4}$ inches in diameter; scissors; pencil; and paste.

Construction.—Fold 8-inch square into 4 equal oblongs; fold each of the two outer edges over to the first crease on the opposite side, thus bisecting the two middle oblongs; paste the two outside oblongs one over the other.

Use the circle pattern in making a clock face from the 2-inch square of white paper, writing the numbers 1 to 12 in their proper places, and drawing the hour and minute hands. Paste face near top on the side where the paper is double.

Numbers

Let the children count the number of hours in the different parts of the day, forenoon and afternoon; the number of hours in school each day and each half day. Count by 5's to 60. Learn: Sixty seconds make a minute; sixty minutes make an hour; twenty-four hours make a day.

The fireplace is another good model; an excellent pattern is found on page 113 of the book "Correlated Hand Work" (Book 1, by Tryborn & Heller).

If you are looking for a simple little Thanksgiving song, use these words, which may be sung to the tune, "'Tis Love that Makes Us Happy," omitting the chorus.

"We thank our heavenly Father
For sunshine and for rain,
For birds and flowers of summer time,
For autumn's golden grain.

"For nuts and rosy apples,
For all things that we need;
For father and for mother dear,
We give him thanks indeed.

"For many daily blessings,
For a Saviour's loving care,
For hope of an eternal life,
We grateful tribute bear."

THIRD GRADE — Irene C. Ayars

Bible Nature

Part of nearly every recitation period should be spent in review. For this purpose a simple and enjoyable game may be employed. One child is given the privilege of describing an animal studied in class, but does not give the name. The one guessing the right name has the next turn.

During this month, while studying water, air, and land animals, have the children make free-hand cuttings of different animals,—starfish, bird, cow, horse, cat, etc. Clay modeling would come in well with these lessons.

Occasionally have the children write stories, in which they imagine themselves different animals.

This is a good time to arouse in the children a love for animals. If they do not belong to a bird society, have them join now, and during this winter spend some time studying birds. In the spring the children will enjoy a bird calendar.

Reading and Language

Take the work outlined in the Reader. For extra language work, read to the class the story of the first Thanksgiving, then let each child write the story in his own words. This would be more interesting if you would give each child an appropriate picture—the "Mayflower," Pilgrims, etc.—to paste above his story.

While studying the six continents, use a globe to show their relative position. Have the class trace maps of each on drawing paper, and cut them out. These can be pasted in the notebook used for writing stories. Under each map have a story written about the continent; as, An imaginary trip to that country, or a description of the people.

Have a school library, and in that library have books simple enough for a third-grade child. This will be of great help in their reading work.

Spelling

This month have booklets made for spelling. Let the cover design be appropriate for the month of November. The cover might be cut in the shape of a pumpkin, a turkey, or a Pilgrim. Encourage the children to work hard to keep from making mistakes. For the benefit of some pupils the honor roll is helpful. Instead of having each child's name on the board, have the name of the class. A perfect lesson for the class means a star for that day. Some children will work harder rather than receive reproof from the rest of the class.

Arithmetic

Insist upon neatness. If the children are using ruled paper, insist that the figures be written on the lines, and not between them. Do not give up drill on the tables until each child can give them in the required length of time.

Explaining subtraction is more difficult than explaining addition. There are two methods, the borrowing plan and the Austrian. The first is perhaps the easier to explain, but the Austrian plan is the one used more in the business world. If the Austrian plan is used, start with simple examples; as, $\frac{4}{8}$. It will not be hard for the children to understand that 5 units and 4 units = 9 units, and 2 tens and 2 tens = 4 tens. Follow these with examples; as, $\frac{13}{17}$. This is a step harder, and will soon be understood. The next step should bring in such examples as $\frac{65}{85}$. This is explained in the Arithmetic.

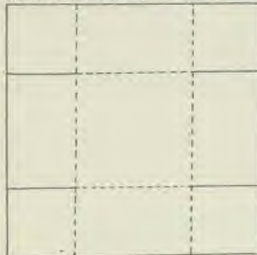
Whichever method is used, do not let the children write down on the paper numbers "borrowed" or "carried over."

FOURTH GRADE—Dorothy E. White Bible

The aim this month is to help the children get a clear idea of the tabernacle and its furniture. The patterns are all drawn to scale, and may be made by the children, either from dictation or by copying from drawings on the board or on paper. I prefer the former, as it develops the powers of attention and concentration.

These articles are made of deep yellow Bristol board, in imitation of the golden furni-

Altar of Burnt Offering
Ex 27:1-9 Scale $\frac{1}{4}$ " = 1 cubit



Score all lines. Cut plain lines. Fold dotted lines.

ture, except the altar of burnt offering, which is of a different yellow, to represent brass.

The building was 10 cubits by 30 cubits. As our scale is 1 inch for a cubit, 10-inch Bristol board scored at the corners, to make a tabernacle 10 by 30 inches, is used.

To score, lay your ruler as if to draw a line; use one point of scissors instead of a pencil,

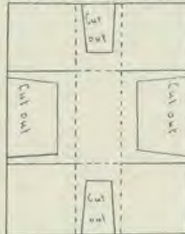
Ark. Ex 25:10-23
Scale $\frac{1}{4}$ in. = 1 cubit



employing enough pressure to cut about one third through the Bristol board. This makes a very neat fold if you keep the scored side outside.

The curtains may be made of soft lawn, stenciling the angels' figures with crayola in the required colors. The small angel used in the Memory Verse Cards makes a good outline. You will need to exercise your ingenuity to get something to represent the coverings of goats' hair, rams' skins dyed red, and badgers' skins.

Table. Ex 25:23-30
Scale $\frac{1}{4}$ " = 1 cubit



The cherubim for the ark, whose figures should extend beyond the edge of the ark, may be traced from page 192, of Book 1. Make them double; paste halfway down, and insert a small piece of Bristol board between the pieces near the base.

The candlesticks may be traced from page 194, and be made to stand in the same manner as the cherubim.

The staves to carry the ark, the table, etc., may be appropriated from the beginners' stick box. The rings may be made from heavy Manila paper, and fastened through slits in the sides of the articles.

When the table is made according to the pattern given, after the pasting is done, the legs may be cut out without measuring, using the eye only.

The teacher should have made these things before giving them to the children to make.

The dictation for the construction of the ark could be something like this (give each an oblong $4\frac{1}{2}$ inches by $5\frac{1}{2}$ inches if you use the scale of 1 inch to 1 cubit):—

1. Score a line $1\frac{1}{2}$ inches from upper edge, $1\frac{1}{2}$ inches from lower edge, $1\frac{1}{2}$ inches from right edge, $1\frac{1}{2}$ inches from left edge.

2. Touch upper right-hand square, cut its left edge.

3. Touch lower right-hand square, cut its left edge.

4. Touch upper left-hand square, cut its right edge.

5. Touch lower left-hand square, cut its right edge.

6. Fold on all scored lines, having scored side outside. Paste.

The laver may be fashioned of clay.

FIFTH GRADE—Grace R. Rine

Spelling

The Daily Spelling Lesson.—Another helpful device for strengthening the memory is this: When time for recitation comes, request one or two pupils to pass to the board and write several original sentences, each one containing a word found in the spelling lesson. As soon as they have finished, the children remaining in their seats should be prepared to read the sentences, recognize the words, and tell whether they are spelled correctly; then they in turn may pass to the board and write the remaining words in the lesson in sentences. This should be a quick drill preparatory to writing in their booklets.

Spelling Booklet.—It would seem appropriate to have something suggestive of Thanksgiving. With this in view, the booklet this month may assume the shape of one of the early Puritans. The boys may have a man carrying a gun and wearing a broad hat, and the girls may have the Puritan woman.

Bible Nature (to the end of the first period)

1. Children should be able at the end of the first period to draw a simple outline map of any continent from memory. In locating mountains and rivers, do not allow children to make crosses and curved lines to represent these things. Show them how to make mountains stand out in bold relief as on a physical map, and how to shade the river so it will be widest and heaviest at the mouth and dimmer at the source.

2. As the physical features of each continent are studied, it will be helpful to do map model-



ing in clay, *papier mâché*, or salt and flour. When dry, mark the rivers and lakes in colored crayon.

3. Tell at least one missionary story in connection with each continent. It may be a biography or something regarding the beginning of our work.

4. Have class make a geographical scrapbook, consisting of pictures descriptive of lands and people studied, also pictures of missionaries, and interesting bits of news concerning them.

Language

1. Vary the work in the Reader by giving frequent drills in composition. This need not be in language class necessarily, but in any recitation. When there are a few minutes remaining, the teacher may say, "Take your pencils and write what you learned yesterday about punctuation," or about the rivers of Asia, or some similar topic. This will afford the teacher an opportunity to see the grasp that individual pupils have of each subject, as well as his defects of language.

2. When teaching letter writing, do not write

to some fictitious person or place. Have children write something that touches their own experience, as an invitation to their parents to spend Parents' Day at school, an invitation to some one to speak to them at their missionary meeting at school, or an order for their school garden. This makes letter writing more vitally real.

Arithmetic

Some children have the habit of writing figures on the board, and then immediately erasing them. Much time is wasted in this way, and the child forms the habit of inaccurate thinking. To break a child of this habit, it may be necessary to deprive him of the privilege of working a particular problem with the class until he is prepared to think before he works.

Bible

THIRD PERIOD

Lesson 46. Paper cutting of two golden calves.

Lesson 48. High hills showing images.

Lesson 51. Picture of a grove with altars under the trees.

Lesson 52. Birds flying with manna in their mouths.

Lesson 54. Two altars and several barrels of water.

Lesson 55. Picture falling rain.

Lesson 58. Paper cutting of sheep.

Lesson 60. Harps and other musical instruments.

Lesson 62. A chariot and whirlwind pictured. (These in Chapter 9 may be drawings and paper cuttings combined.)

SIXTH GRADE — Lillie M. Holaday**Bible**

The lessons of this month are divided into three parts, and should be studied as such: "Beginning of Jesus' Public Life," Lessons 36-40; "Ministry in Judea," Lessons 41-47; "Jesus' First Work in Galilee," Lessons 48-51. A class map should be used to make clear the work of each part by locating the places, tracing in a continuous line.

Call attention to the fact that Jesus is fulfilling the prophecy that part of his work was to heal. Note the variety of diseases and the gradual increase of his power, which finally overcame death.

The story method suggested in the beginning should take another form. Have the children reproduce quickly on Friday the stories learned during the week. These should be given in the Junior Society meeting.

Vary your assignments. Have the answer to the questions written, all of them at times, and then certain ones, to emphasize a particular point. Reproduce the lesson in a written story.

Language

When the children have studied carefully the sentences and written them correctly, have them make a similar set of their own.

Keep up faithfully the word analysis. Use the following form each time:—

The word "brotherhood" consists of the stem *brother* and the suffix *hood*. This suffix means *state of being*, therefore the word means *state of being a brother*. By using a set form, the children simplify this work. They often lose time and use no system when allowed to express themselves as they choose.

The lesson on John Williams forms the basis of some excellent story work, both written and oral.

See that the children make a practical use of the proper pronoun forms by applying their knowledge in their daily conversation. It is not necessary for them to understand the reason underlying these forms. The correct use is the essential thing.

Following up the suggestion offered concerning a picture study each month, you will find valuable help in the leaflets put out by C. M. Parker Publishing Company, Taylorville, Ill.

Nature

You will find that a simple outline of the chapters on the continents will aid both teacher and pupil. The following partial paragraph outline on Asia will illustrate:—

1. Surface.
2. Population and climate.
3. Races.
4. Movement of races.
5. Ownership (kings of the East).
6. Government and its effects.
7. Transportation.
8. Religion.
9. The heathen waking up.

Gather post cards and pictures, and make class posters of each continent. A very serviceable product map may be made by pasting thin muslin cloth on the cardboard. First have the children trace a continent on cloth, using the large 14 by 24 stencil maps obtained from Latta's Supply House, Cedar Falls, Iowa. The products will also stay on the map better, and bottles of grains will tie on easily.

Reading

The interesting lesson upon the life of John Williams contains an unusual number of long and unfamiliar words. Have a list of these words on the board ready to be used in your assignment of the lesson. Correlate geography. Tell of our own denominational experiences in working for some of these islanders later.

Compare the height of their idols with your door, your schoolroom, etc. Help the chil-

dren to see how much the heathen appreciate Jesus. Make the application.

Use the poem "November" as your poem for the month, because it is cheerful and suggests the Harvest Ingathering.

Use the dialogue method in the lessons "Systematic Giving" and "Two Robbers." The latter may be memorized by two boys and given as a recitation on Parents' Day.

Be sure the children get the thought. Ask a great many simple questions. Reading is thought getting and thought giving.

The great aim of reading is character building, therefore constantly draw out the practical lessons.

Arithmetic

The reduction of a fraction to a decimal, as given on page 182, may further be explained by the following illustration:—

The fraction $\frac{3}{4}$, written in hundreds, would be $\frac{300}{400}$. Reducing this to 100ths, we have $\frac{75}{100}$; expressed decimally, .75. Drill at your first presentation of this topic until you are sure the children can use the correct process.

In the introduction of ratio, refer to page 155 for an explanation of the term "ratio." Show that the work on page 183 is the same as on 182. The first number being the numerator and the second the denominator, 36 to $15 = \frac{36}{15} = 15 \frac{36.0}{15}$

^{2.4}

The ratio of the diameter of a circle to the circumference may be demonstrated by the use of a tapeline. Let a child measure the circumference of some cylindrical object before the class, and then the diameter; immediately all will see the relation of practically 1 to 3.

SEVENTH GRADE—Harriet Maxson

Physiology

Circulation.—This chapter is best studied in connection with an examination of a heart. This may be kept for several class recitations in a four-per-cent solution of formaldehyde.

The following outline is an example of what the teacher should have definitely in mind before she goes before the class:—

1. Size.
 - a. Relative size of heart to animal.
 - b. Compare with relative size of man and his heart.
2. Shape.
3. Position.
4. Chambers.
 - a. Size and position of each.
 - b. Teach names.
 - c. Discuss appearance of walls and the reason for same.
 - d. Compare thickness of walls, and review conditions which increase the size of a muscle.

5. Valves.
 - a. Examine shape and manner of working by filling cavities with water.
6. Structure of arteries and veins compared.
 - a. Bring out the difference between the manner of the transmission of blood through them.
7. Circulation.
 - a. Trace a drop of blood through a complete circuit, placing each point on the board, to be copied by class.
 - b. Explain systemic and pulmonary circulation.

Notebook Work:—

1. A sketch of the heart, with names of parts.
2. The outline of the steps of circulation.
3. Suggested compositions:—
 - a. Changes in the blood in capillaries.
 - b. Composition of blood, telling the function of each part.
 - c. Evil effects of tobacco and alcohol upon the heart.

Respiration.—Emphasize the advantages of proper breathing. Show how the structure and position of the lungs make deep breathing most natural. Correlate these lessons with physical culture. Give breathing exercises, teaching the pupils to recognize the effect of proper breathing. Appoint a seventh-grade student to ventilate the room, having him explain the currents of air set in motion by his arrangement. Correlate with manual training by discussing the proper way to clean a room. Show how proper ventilation with deep breathing prevents colds.

Notebook Work: Composition, "Prevention of Colds."

Bacteria.—Make this more real by the study of the growth of mold, yeast, or some common form of bacteria.

Food and Digestion.—Emphasize those points which will make the pupils more capable of living healthy lives. Especially should the students in Seventh-day Adventist schools be taught the value of a balanced ration, and how much may be attained. After a careful study of the different foods and their sources, place on the board a list of all articles of food available to the locality at the time of studying the subject. Have the class make out a menu for a day from the list. Then have them make out the dinner menu for a week. Care should be taken that these are simple and varied. If the school affords cooking equipment, have the class plan a hot dish or two for lunch. The expense should be met by a small sum from all the children. A practical and interesting drill may be had in the study of "left overs" and their use.

In studying about the care of the teeth, the teacher will find it profitable to send to Col-

gate and Company for their charts and pamphlets. On request they will furnish the teacher with enough sample tubes of tooth paste for each child. Have the physiology class use a morning exercise period in reporting to the room the various phases of the subject, at the end of which the tooth paste may be distributed.

Notebook Work:—

1. Simple drawing of digestive organs.
2. List of digestive organs, with their attendant juices, and the work accomplished on the food by each.
3. The threefold function of the liver.
4. Drawing of a tooth.
5. The menus made out in class.
6. Suggested compositions:—
 - a. A Christian's God-given Diet.
 - b. Effects of Condiments, Tobacco, and Alcohol upon the Stomach.

Bible

Beginning with the study of Paul's missionary travels, it becomes more natural to outline the work by journeys than by separate chapters. After the study of each journey, a map with Paul's route upon it should be placed in the notebook. On a blank page opposite each map should be a simple, clear outline of the journey, with the important events that occurred at each place. This may be copied from one of the teacher's notebooks, but it would be better if it were one made out by the class as they study. Make frequent use of blackboard outline maps, having the students trace journeys from memory and place upon the map correctly the important places. Again, the teacher may point to various locations and have the pupils name the place and tell what happened there. This should be used as a rapid drill, and will prove to be very interesting.

Correlate these lessons with composition. "The Life and Work of St. Paul," by Farrar, contains much information useful to the teacher in bringing the country with its great cities out of the mist of unreality into familiar scenes, and the people into a throbbing world touched with the weaknesses, ambitions, and follies of humanity today.

For example: Before beginning the mission of Paul, study about his boyhood home, its scenery, the prevailing moral conditions, and his home life in a Jewish family. Show how his early environment influenced his life. Make him a real boy.

Composition

In teaching composition, three points should be kept in mind:—

1. Be sure the class has plenty of material.
2. Teach the pupils to arrange it systematically.
3. Require oral expression before written.

After a thorough discussion of the material presented to the class by the teacher, an outline of the matter should be assigned. At first the teacher may have to prepare the outline, but gradually the class can be left to work it out. Have the class outlines placed on the board and compared with the one which the teacher writes. Encourage discussion and criticism, remembering that true criticism may be favorable as well as otherwise.

Have the class select the outline that seems best, telling why it is best. Then require oral composition from the outline. After such drill, a high standard should be maintained. Be sure the paragraphing is what the outline indicated. Mention any nice phraseology used, and encourage careful selection of words.

EIGHTH GRADE—W. C. John

Arithmetic: Square Root and Its Extraction.

Extracting the Square Root.—While the proper place for the serious study of roots and their extraction is in algebra, yet we may profitably teach the rule for extracting square root in this grade.

Leading authorities do not recommend explaining the theory, as it is usually too difficult for the pupils. Teach the rule, and have it carefully applied to the problems. Create interest by a practical problem in or about the school. See problem 29, page 459, of the textbook (complete edition); or find out previously for yourself the area of a city square or a garden or pasture near the school; ask the pupils if they can tell you the length of the block or find it without having to take the actual measurement. If the plot is sufficiently near, send out two pupils to measure it while the class is working out the problem. Who will obtain the solution first? Those inside or those outside?

If the class is to learn the rule, which is composed of seven or eight parts and quite tedious, the following method may hasten results:—

Tell the class that they are now going to run an obstacle race. Every student can win the race, but who will be the first? There are seven obstacles, as follows:—

1. The Ditch: "Beginning with units, point off the number into periods of two figures each, to find the number of figures in the root."

2. The Board Fence: "Find the greatest square in the left-hand period, and write its root for the first figure in the root."

3. Back Gate: "Subtract the square from the period, and to the remainder annex the next period for the dividend."

4. The Creek: "For a trial divisor, double the root found and annex one zero."

5. The Plowed Field: "Divide, and write the quotient for the trial figure in the root."

6. Barbed-wire Fence: "Add the trial figure

of the root to the trial divisor for a complete divisor."

7. Brambles: "Multiply the complete divisor by the trial term in the root, subtract the product from the dividend, and to the remainder annex the next period for a new dividend."

(Repeat from the fourth step till the problem is done.)

The teacher may suggest other suitable obstacles, if he sees fit, in place of those mentioned.

Civics

The boys and girls of this class are our patriotic young citizens. They are no longer children.

November is the great election month; therefore it is an appropriate time to teach some of the most interesting facts of civics.

Review briefly Chapters 9 and 10. Mention some of the voters of your district whom you know. Why are people so excited just before and on election day? Should Adventists vote? We should not enter politics, but we should be glad to vote against a wicked law, or in favor of a good measure. What evil laws have been enacted in the past and later voted down? How about the old Sunday laws? Are there any in your State?

What important bills have been passed in your State and in the nation that may interest your class? What do you think of the child labor law recently passed by Congress and signed by President Wilson?

Read the chapter on "The President; His Election." If convenient, take the class to the election booth, if it is situated in a respectable part of the town. Do not encourage partisanship, however. Let the boys and girls know that there are two sides to every question, and that good men sometimes differ in their opinions.

Make a list of the principal offices of the town or city, township, county, State, and nation. Develop these lists progressively during the six-week period, and obtain the names and pictures of as many as possible of those who fill these offices.

A small booklet may be made as follows:—

1. Outline map of your town or city.
2. Names of officers and their offices, accompanied by newspaper or magazine pictures of the officers and buildings when they can be obtained.
3. A brief explanation of the duties of these officers.

Make similar maps and outlines for city, township, county, State, and nation. Entitle the booklet, "How We are Governed," by (pupil's name). Let the cover be decorated with tasty patriotic emblems or symbols. See Webster's Unabridged or the Standard Dictionary.

A Superintendent's Letter

DEAR TEACHERS:—

November is here, and what special blessings will it bring our pupils? If we should examine our children as to the true meaning of Thanksgiving, should we get a sensible answer or a jumble of Pilgrims, Indians, and Dutch windmills? These subjects are well worth considering, but do not allow them to blot out the real meaning of Thanksgiving Day.

Early in the month have a special meeting with the children, when the needs of some poor family may be considered. Then plan a Thanksgiving "surprise box" for them. (If your town has no needy people, correspond with me, for I know of many.) Mr. B's family is chosen.

There is the dear old grandpa. How he would appreciate a pad of tissue paper, with a prettily painted cover, for wiping his spectacles. Frank offers to make this. A bundle of "good cheer" will make him smile, and so each pupil writes a cheering quotation or Bible verse. Each verse is folded separately, as the doctor folds his powders, and all are placed in a little box or envelope, which is marked on the outside, "Good Cheer Powders for Grandpa."

Grandma is very feeble, and must lie in bed much of the time. Rosie decides to make her a pretty white cap worked in rosebuds. Mary will make one with lavender trimmings. Each must be simple and washable. Eating from a tray gets so tiresome, and the food doesn't look very appetizing, so Mary and Harriet offer to hem some napkins, and work in grandma's initial.

Baby John is the next very important member of this family. How he loves pictures, but woe to the books his little fingers find! Of course he doesn't mean to be destructive, but the pages tear so easily. The first and second grades, under Mary's supervision (she is in the eighth grade), decide to make him a cloth scrapbook. Mary makes the book from a yard of blue denim. The little folks collect pictures which they cut out carefully and paste in neatly. Henry paints an appropriate picture for the cover. Baby John needs two warm jumper suits. The mothers of Lizzie and Mabel will help them make these.

The five other children in this family might be persuaded to attend Sabbath school if they had suitable clothes, but each child has only one suit, which he wears every day to school. These must be washed each Saturday so they will be ready for the next week of school. Now a committee is appointed for collecting good, clean garments. (Read J. Hudson Taylor's experience in emptying his wardrobe for others more needy.) Many of these garments

must be repaired, but the Dorcas Society of the church will gladly help in this. How happy Mamma B will be when she finds a neat little suit for each child, and of course the children will go to Sabbath school.

Mr. B rented a farm last spring, but the early rains were so heavy that the corn was late in coming up. In September a heavy frost came and killed almost everything. What bad luck?—Oh, no; it just gave the church people an opportunity to put the Thanksgiving spirit into practice by helping their neighbors.

"Not what we give, but what we share,
For the gift without the giver is bare."

The larger boys of the school collect food-stuff. Each pupil adds to this store, and by Wednesday before Thanksgiving there is almost a wagonload of useful things for the poor family.

During the month appropriate songs and quotations have been taught to the school. "The Angelus," by Millet, is hung upon the wall, and the beautiful lesson it teaches prepares the children to remember "Thank-you Day" all the month. The Pilgrim story is retold and reread. The pupils illustrate this historic event by pictures, cuttings, etc. The little folks work it out on the sand table. (Obtain pictures from the Perry Pictures Company, Malden, Mass. Price, 1/2 cent up.)

The teacher can draw many comparisons or ask questions which will be very practical. Example: Why did the Pilgrims leave England and then Holland? Why did our parents leave the popular churches? If it seemed necessary, should we be willing to leave our homes for the truth's sake? Who would? Each pupil may name a missionary, and locate him on the map. Note the friendship between the Pilgrims and Indians. Results? To whom should we extend hospitality? Results desired may be obtained through prayer and Christian fortitude?

Wednesday afternoon has arrived, and the chairman of the school board comes to the schoolhouse with a wagon. What fun it is to pack things away in the wagon box! As the wagon goes down the street, the children return to the schoolroom, where many prayers are offered for this dear family. Will these acts of kindness touch hearts and turn them to the blessed truth for which the church school stands? The plan has worked in some schools. You may not be able to work things out to the letter as herein suggested, but take this plan upon your heart, go to Jesus for wisdom, and he will teach you how to get the true Thanksgiving spirit into your schoolroom, and how to forge a link between the school and some one in need.

Yours for "Thank-you Day,"

EDITH SHEPARD.

The Three R's

B. B. DAVIS

We are giving special attention to the "three R's" this year, with most encouraging results. We have just given a test in penmanship in grades 3 to 8 inclusive, according to the Thorndyke standard of grading, and have created a great interest in that subject among the pupils. According to our preliminary test, grade six made the highest score. We were surprised to find that our third grade was a close second.

Next Tuesday the children will entertain their parents for a short time in the college chapel during a part of the after-



HONOLULU SCHOOL, UNDER BANANA AND MANGO TREES

noon. At that time the student-teachers will serve light refreshments, and we plan to organize our parents' meetings for the year.

Harvest Ingathering Plans

November 6

The teacher receives a device from the educational superintendent, showing Harvest Ingathering record of all schools in the conference. Pupils will study device with special interest.

1:30 P. M. Follow the same program as given for October 9.

November 7-29

Follow same program as given for October 11-31. Read "Lux Christi," by C. A. Mason, to the pupils.

November 30

Follow plan given under date of October 31.

OUR QUESTION BOX

ANSWER BY MYRTA M. KELLOGG

QUES. 36.—*Are any of our schools doing anything to stimulate the desire for a certificate for penmanship under the Palmer System?*

Yes; several are giving the work leading to the Palmer certificate. Mr. Palmer is very glad to give suggestions, and will help teachers to teach the subject successfully.

ANSWERS BY FLORENCE HOWELL

QUES. 37.—*Should the teacher use the textbook during the recitation period?*

The textbook should be only occasionally referred to, or if possible, entirely discarded during the recitation. The teacher who finds it necessary to keep his nose in the book throughout the class recitation does not know his subject, and had better go to school.

QUES. 38.—*Should children be kept in during recess on account of whispering?*

Children whisper more from nervousness, perhaps, and because they are tired of the unnatural routine of school work, than from any other cause. The object of the recess period is to relieve the tension; and if the children are kept in and not allowed this escape valve, the pressure is liable to cause more or less trouble. The teacher will find it difficult to get the children into a studious mood.

QUES. 39.—*What is Christian education?*

Christian education means the harmonious development of the spiritual, mental, and physical powers. It depends upon the pupil which of these should receive the most attention in order that he may be harmoniously developed.

QUES. 40.—*What is the standard as to time for eighth-grade grammar and arithmetic? Can the time be shortened without injury to the pupil?*

The standard as to time for the subjects of eighth-grade grammar and eighth-grade arithmetic is nine months of thirty-minute recitations daily. This cannot be shortened for the normal child without proving detrimental.

ANSWER BY CAROLYN RASMUSSEN

QUES. 41.—*How early in the grades can children do good work in raffia?*

Raffia work can be introduced, in a simple way, such as wrapping napkin rings, photograph holders, etc., in the first year.

HOME EDUCATION

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

The Lazy Sheep

"Lazy sheep, pray tell me why
In the pleasant fields you lie,
Nipping grass and daisies white
From the morning till the night.
Everything can something do,
But tell me of what use are you?"

"Nay, my little master, nay,
Do not serve me so, I pray;
Don't you see the wool that grows
On my back to make your clothes?
Cold, oh, very cold you'd be,
If I did not give it thee."

Nature Month by Month

MADGE E. MOORE

Drawings by Mrs. C. Archer Shull

NOVEMBER is the month of —

"Wailing winds and naked woods
And meadows brown and sere."

Let us help the children to look for beauty even in this month cited by the poet Bryant as "the melancholy days," so that they may learn true thankfulness of heart.

First Week

"The rain is falling where they lie —
But the cold November rain
Calls not from out the gloomy earth
The lovely ones again."

A DEVICE FOR RAINY DAYS

Take two equal-sized pieces of cardboard, and on one paste a picture of a smiling child. On a background of red, at the top of the picture, paste the word "Fair," cut from white paper. Upon the other card paste a picture of a frowning child, mounted upon dark-blue paper with the word "cloudy" at the top. Use these cards to show the weather inside. (From "Helps in Teaching.") Teach the children unselfishness when it rains, by helping them not to think of their thwarted plans, but rather of the many wonderful uses of rain.

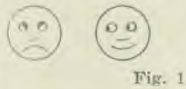
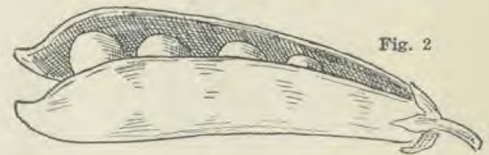


Fig. 1



Fig. 2

Rain soaks the seeds, keeping them softened so that they sprout and grow. Roots of trees, grass, and herbs need water to make them grow. Rain fills up the little streams which feed the rivers. The children, of course, know that we could not get along without rivers.



Rain water fills cisterns and wells. It keeps dust from flying in the air, and cools the summer air. Showers freshen all nature, and remind us of God's promises by helping to cause the rainbow. The story of a drop of water on its way from a spring, pond, brook, or larger body of water, to the clouds, falling as rain, and its trip back to the ocean, would be interesting to the tiny tot.

BUSY WORK

For their weather record this month, let them notice the weather inside and out, using an umbrella (Fig. 1) for cloudy days, and a bright yellow circle for sunny time. Later let them see how many times they have reversed the weather. Of course, the large card hanging in the room will aid them with their report.

With a box of moistened sand the children could make cities, mountains, rivers, lakes, etc. (Fig. 2.) Pea pods make fine boats.

The children could draw or sew a rainbow, and learn the names of the colors.

Some rainy day give the child a Sears & Roebuck catalogue and a pair of scissors. Let him be storekeeper and cut out all the articles he wishes to sell. Vary this work by letting him be a furniture dealer one day, a dry goods merchant another, etc. Then be sure that later some one plans to buy from him. The cutting out of pictures is an excellent training for the hand and eye.

Give him scissors and a narrow strip of colored paper, and ask him to cut a fringe with which he may trim his hat, coat, etc. If he can cut a fringe nicely, let him make little paper lanterns, by folding a piece of paper lengthwise, cutting as indicated (Fig. 1), and pasting (a) over (b) after opening. Use one strip for handle. Decorate the lantern with colors.

Second Week

In our walks through the woods in early November, we see a mixture of summer and winter. The beautiful gold, red, green, and yellow tints of October are being replaced by a color scheme of brown and purple, brightened here and there with bright golden spots—the late autumn flowers. The goldenrod, sunflower, and aster are among the last to leave us. We will notice two of them briefly.

Goldenrod (Fig. 4.) grows in every State of the Union, from Maine to California. It is therefore called the national flower. How graceful it is, with its slender stalk waving its spike of bright yellow blossoms in the breeze! Notice how the little flowers are arranged on the stem. We may find them nodding a friendly welcome to us from the dusty roadside, the wide pasture, the shady woods, and along fences. The plant sometimes grows to the height of three feet.

The common sunflower grows very tall, from three to eight feet high. Each stalk has one blossom at its top. The leaf is large and rough. The brown cen-

ter of the blossom resembles a large pin-cushion with the bright yellow petals around it. Birds and chickens like to eat the seed of this flower. The sunflower always makes me think of this admonition: "Keep thy face toward the sunshine, and the shadows will fall behind you;" for it turns its face toward the east in the morning, and follows the sun all day. Thus it gets its name—sunflower. May the children learn the lesson of cheerfulness taught by this flower.

Fig. 4



Third Week

The song goes on—

"But on the hill the goldenrod,
And the aster in the wood,
And the yellow sunflower by the
brook
In autumn beauty stood,
Till fell the frost."

"But what is frost?" Children have all seen dewdrops in early morning. Frost is frozen dew, and forms into beautiful crystals. Notice that frost is formed only on clear nights; for when it is cloudy, the clouds settle down and



Fig. 5

keep the warm air near the land from rising, so no frost can form.

"Why do the leaves fall?" In summer the leaves are fastened on tightly, so storms do not tear them off; but in autumn they die, and so become loose and fall off. They lie at our feet, and rustle as we shuffle through them in late autumn. We pick them up, pinch them,

and they fall, a bit of brown powder between our fingers. The leaf has no life in it. It is decayed.

When a leaf falls, it has lived its allotted time, for a new leaf bud is forming and is pushing its way underneath the point of attachment of the old leaf. Each successive leaf is placed precisely as was its predecessor, by God's order of arrangement. There is therefore annually a new set of leaves to take the place of the dead ones. This falling of the leaves should be a cause of rejoicing, for it proclaims the vibrant life within the tree. The leaf that falls protects the seeds and roots under the ground from the cold. It also helps to make the soil richer. The "fall" time is really the beginning, then, of the new life, for spring returns to find the new plant well started, carefully protected, and waiting to burst into bloom at its approach. If the leaves should remain on the trees, they would catch the snow, and its weight would break the branches.

Fourth Week

Help the children all through this month to look for something for which to be thankful, in the sunshiny days of Indian summer or in the cold, rainy days.



Fig. 7

Plan ahead for Thanksgiving Day, so they will look forward to it. Show them that a thankful heart is one that shows

its gratitude by making others happy. Tell simply the story of the first Thanksgiving Day, dwelling on the reason for the celebration. Let them see God's hand



Fig. 8

in guiding the Pilgrims here. Comparing the original and the modern Thanksgiving Day, as generally spent, will make an impression upon them.

"He who thanks but with the lips
Thanks but in part;
The full, true thanksgiving
Comes from the heart."

—J. A. Shedd.

BUSY WORK

Using a pumpkin for a pattern, make a little booklet, and in it paste cuttings to help

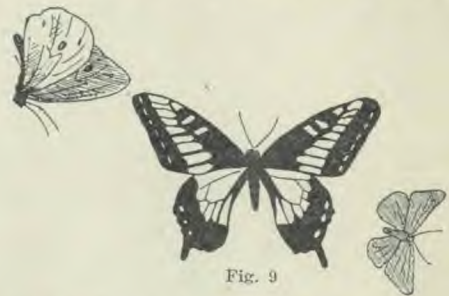


Fig. 9

the child remember Thanksgiving,—cuttings of Pilgrim characters, pumpkins, apples, Indians, etc. (Fig. 5.)

Let the child sew fruit and vegetables.



Fig. 10

Cut out little Indian suits, cutting fringe for decorations. (Figs. 6 and 7.)

For the last page of the booklet, using a lined piece of paper, let him cut strips to represent the feast.

The birds are still coming and going, mostly going, and by the end of the month the majority of the songsters are gone. The beautiful notes of the song sparrow may be heard almost all winter,

but the meadow lark, red-winged black-birds, phoebes, and kingfishers have migrated by the last week of November. Don't forget to be kind to the birds during this month, especially if winter is early.

Crickets are numerous. (Fig. 8.) Tell the children about the little rasps of the male crickets that they use in producing their cheering song. (Fig. 9.) Butterflies and moths have died. We can find their cocoons and eggs. (Fig. 10.) Squirrels and chipmunks are still storing up food for winter. The deer are choosing mates after fighting over them and getting horns interlocked.

Using the pattern of a bird (see October EDUCATOR), make a bird book of a few pages. In it the children may print or write their names, print a few numbers, or write their A, B, C's, or paste cut-out pictures.

If they realize that while we are enjoying an autumn evening sky, the children in the South are seeing some of the constellations that we later see, they might look forward to seeing Orion and Scorpio and others in their seasons. The stars journey from east to west. Ursa Major travels around the polestar once in twenty-four hours. We always see it, for it does not set below the horizon. When constellations disappear below the horizon, some of them are visible in the Southern Hemisphere. The stars are easier to distinguish and study as



Fig. 12

they rise in the east than when they are high in the heavens. They are more separate from others.

There are twenty stars that are brighter than others. Help the children to know the difference between the wandering planets that shine with a steady light, and the twinkling stars that move in an orderly manner from east to west. Of the seven planets, pale yellow Venus, red Mars, yellow Saturn, and white Jupiter are the ones that can be seen with the naked eye. Mercury is rarely seen, because of its nearness to the sun. The other two may be seen through the telescope.

This month let us become acquainted with two of the brightest stars, Capella and Vega. (Fig. 11.) Capella is in the constellation Auriga, and is the brightest star in the Northern Hemisphere. It can be seen sometime during the night every month. It rises this month in the north-



Fig. 11

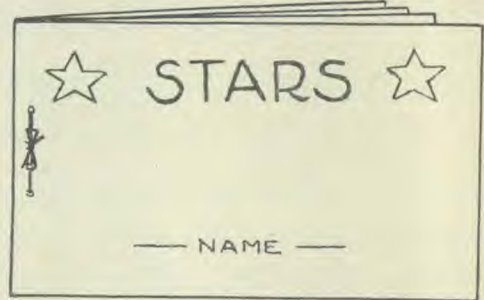


Fig. 13

east a little before sunrise, and shines with a yellow light. It gives one hundred and twenty times more light than does our sun, and is much larger. When Capella is in the northeast (Fig. 12), Vega may be seen down a little on the opposite side of the polestar, and is in the constellation Lyra. It shines with a bluish white light, and is a great twinkler. It, too, gives much more light than our sun. This study of the stars ought to convey to the child the magnitude of God's universe and his wonderful power in keeping the entire heavens in constant, perfect, systematic motion. This world is very insignificant because of its small size and because of sin, yet God sent Jesus here to die, so that we need not. And to think that God is to honor this world by bringing the New Jerusalem here, and his own throne is to be here!

BUSY WORK

A star booklet (Fig. 13) having on each page a picture of the constellation studied, using a larger cross for the brighter stars learned, can be made. Use peas and tooth-picks to construct stars. Using a star for a pattern, let the children outline on a long piece of paper a border of stars, and then color them. Sew a star.

Lunches for School Children

WHAT shall school children be given to eat at noon, in the lunch basket, at the home lunch table, or in the lunchroom operated by the school authorities?

To help answer this question, which almost every mother and many of the educational authorities are asking constantly, the U. S. Department of Agriculture, through the Office of Home Economics, has issued Farmers' Bulletin No. 712, "School Lunches." The bulletin, after discussing the general principles of feeding school children to provide for activity and develop them into sturdy manhood and womanhood, gives a number of simple and appetizing menus for the school lunch basket, and bills of fare and recipes for preparing inexpensive and nourishing noonday meals or hot dishes for children, either at home, on a school stove, or in the domestic science kitchen.

Relation of Lunch to Other Meals

In feeding a child, or any one else, the authors of the bulletin point out, it is not wise to think of any one meal apart from the other two. It is seldom convenient to provide at one meal all the materials needed by a growing body, and those which are omitted from one meal should be supplied by one of the other meals. The noon meal for children, however, where food must be prepared at home in the morning to be eaten elsewhere at noon, or where the children must hurry home, eat quickly, and then rush back to school, offers special difficulties and deserves the careful attention of parents.

Dietary Essentials for the Growing Child

Before it is possible to plan a rational basket or other lunch for children, it is

necessary for the mother to understand the general essentials of diet for young people. These essentials are an abundance of simple foods, carefully prepared, and of sufficient variety to provide energy, repair waste, provide elements for building bone and tissue, and stimulate growth. To do this most effectively the three meals each day must supply the child with sufficient food from each of the following classes:—

1. *Cereal or Starchy Foods.*—Cereals, eaten principally as bread, supply nearly half of the protein (commonly thought of as tissue-building material) and nearly two thirds of the fuel or energy in the American diet. The quality of the bread, therefore, is extremely important. Its crust should be crisp and deep (indicating thorough baking), but not hard or burned. The bread should be light and free from any suggestion of sourness or rancidity. The crumb should be elastic, and yet capable of being easily broken up in the mouth without forming a sticky mass or being too dry to taste good. These qualities can be secured in rolls and biscuit as well as in ordinary bread, provided they are thoroughly baked. The objection to hot bread is due to the fact that underbaking may leave it soggy on the inside, rather than because such breads are eaten hot. The child's appetite for bread may be stimulated by using different kinds of bread, zwieback, and crackers, by the addition of raisins, currants, or nut meats to the bread dough, and sometimes by cutting the slices into fancy shapes.

Cereal mushes and ready-to-eat breakfast foods supply nearly the same nutrients as bread, a half cupful of cooked cereal being about equivalent to a good-sized slice of bread. A tablespoonful of cream is about equivalent in fat to a liberal spreading of butter.

2. *Protein-rich Foods.*—While bread and cereals come near to fulfilling one of the important requirements of diet,—a correct proportion of nutrients providing fuel only and those useful for body building,—other foods which provide protein

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FREDERICK GRIGGS - - - - Editor
W. E. HOWELL - - - - Managing Editor

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in larger proportion as compared with fuel should not be neglected. These foods include milk, eggs, cheese, dried beans, cowpeas, peas, peanuts, almonds, walnuts, and other nuts. Nuts, of course, also contain considerable fat. Milk is an absolute essential, not only because it contains a large number of nourishing substances in a form easily assimilated, but also because, in some way not now fully understood, milk seems to promote growth and help the body of the child to make good use of other foods. Milk is rich in most kinds of mineral matter, particularly in lime, which is useful in the development of bone and tissue.

Milk should never be omitted wholly from the diet of a child. If not used at lunch, it should appear at other meals. For lunch, however, it has been found that such dishes as milk toast, milk soups made with vegetables, vegetable chowders, and cocoa are valuable foods, easily prepared at home or in the school, because they require no oven and call for only simple utensils.

White sauces made of vegetable juices, milk, or broth, differ from milk soup largely in that they contain more flour.

(To be concluded.)

REMEMBER THE EDUCATOR

Books and Magazines

"EDUCATIONAL WOODWORKING FOR SCHOOL AND HOME," by Park. The Macmillan Company. 310 pages. Price, \$1.

The first part of the book gives an unusually full description of the tools used in wood-working, more perhaps than is ordinarily needed in the grammar grades. More space in proportion on how to use the tools and how to lay out the work, would improve the book. The latter part deals with the classification of trees and woods, with fastening devices used in wood construction, and with wood finishing. Exercises in knife and bench work follow, with the last chapter on wood turning, and appendices containing a key to the more important woods, geometric problems, helps, and useful tables. An excellent book for the school library or for the teacher's personal use.
E. C. Wood.

"ESSENTIALS OF WOODWORKING," by Griffith. Manual Arts Press, Peoria, Ill. 190 pages. Price, \$1.

This is a model book for use in the grades, or to precede the first year in carpentry. The title is a true key to the handling of the contents of the book. The use of each tool is taught, together with its name and description. All the processes of laying out work are clearly and accurately presented. It would be very hard to find its equal so far as the treatment of the essentials of woodworking in moderate compass is concerned.
E. C. Wood.

"LESSONS ON TOMATOES, FOR RURAL SCHOOLS," by E. A. Miller, specialist in agricultural education. 18 pages. Five illustrations. Price, 5 cents.

Contribution from the States Relations Service. U. S. Department Bulletin 392. Especially for the use of teachers in Southern rural schools.

"WHAT TO DO AT RECESS," by George Ellsworth Johnson, superintendent of the Pittsburgh Playground Association, author of "Education by Plays and Games." 33 pages. Ginn & Co.

Teachers will find this little book a mine of practical information on the conducting of recess. A large number of well-selected games and diversions are listed, and useful directions for playing are included. Excellent illustrations clearly demonstrate the most important plays described. The author thoroughly understands the direction of the spirit of play both in childhood and in youth.

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