

CHRISTIAN EDUCATOR

A MAGAZINE FOR HOME AND SCHOOL

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CONTENTS

Gymnasium Out of Doors	Frontispiece
Foreign Languages in Our Colleges	131
The Study of Literature	132
The Practical Value of Educational Tests and Measurements	133
In the Lunge of God (Poem)	135
Physical Culture Drills	139
EDITORIALS	
The Outdoor Gymnasium	137
Developing the Trades	137
Home Credits	138
Accrediting Our Schools	139
THE NORMAL	
Winter Sports (Poem)	140
Teaching Notes—Grade by Grade	140
Working Points	149
Our Question Box	150
HOME EDUCATION	
The New Year (Poem)	151
Nature Month by Month	151
Lunches for School Children	155
Making Housework Cheerful	150
BOOKS AND MAGAZINES	157

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THE COLLEGE SPIRIT

In many higher educational institutions, finds its outlet in yells, athletics, waving of pennants, and boisterous songs.

EMMANUEL MISSIONARY COLLEGE

Has better ways. Its school spirit is shown in student movements to liquidate debts, push temperance campaigns, solicit mission funds, and preach the Message. Every goal ever set has been passed. The school spirit makes the school.

Second semester begins January 7

Write O. J. Graf, *President*,
Berrien Springs, Mich.



NEW PUBLICATIONS

GENERAL SCIENCE

This new book by George McCready Price, is now in press, and will be ready for use in our academies and colleges the second semester. Advance proofs show excellent typography, pedagogical arrangement, and adaptability to everyday life. It is our first achievement in academic textbook making in science, and merits adoption by all our schools. Price, \$1.

ARITHMETIC MANUAL

This is the fourth in the series of manuals under development for use by elementary teachers. Mention of its author's name, Jessie Barber Osborne, is enough to commend it. Thoroughly systematic, clear, and scientific in presentation, this little book of nearly 100 pages will be heartily welcomed by every teacher of arithmetic or arithmetic methods. Price, (about) 35 cents.

TEACHERS' GUIDE IN GEOGRAPHY

Secular and Missionary

By Grace Robison Rine, based on Morton's Advanced Geography and the Seventh-day Adventist Year Book. This bulletin outlines the entire year's work in Seventh Grade Geography, by months, weeks, and lessons, treating each lesson under the topics: Assignment, Teaching Suggestions, Topics and References. The contents are brought thoroughly up to date by the latest information from our mission fields. The bulletin will fill a long-felt need. It contains 85 pages, and retails for 30 cents. (See also next notice.)

STUDENTS' ASSIGNMENT BOOK

To accompany the study of geography in the Seventh Grade, as developed in the Teachers' Guide described above, and by the same author. Every lesson for the year is assigned in the geography, with directions for review, supplementary study, and seat work, with considerable additional information, especially on our denominational missionary enterprises. Part II of this and the bulletin above constitute a real textbook in missionary geography. This one contains 28 pages, and retails for 15 cents.

ORDER THROUGH YOUR TRACT SOCIETY



GYMNASIUM OUT OF DOORS
Physical Culture on Emmanuel Missionary College Campus

CHRISTIAN EDUCATOR

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Foreign Languages in Our Colleges

BY L. L. CAVINESS

HAVING no figures of previous years with which to compare the accompanying table of the enrolment in language classes in our colleges, one cannot say whether or not the school year of 1915-16 marked any great increase in the number of students studying foreign languages in the academic and collegiate departments of our five denominational colleges. But the total enrolment in language classes in each school seemed to be a little less than half the total enrolment in the school. That means that almost half the students in these schools were studying some foreign language. This is as it should be in an educational system whose main purpose is to train young people to help in the carrying of a message which must reach "every nation, and kindred, and tongue, and people."

Let us analyze these figures a little. The languages offered, naturally divide into the two classes, the ancient and the modern. Of the ancient languages the Latin is taken in the academic grades as a basis for further language study. In the first-year Latin class we had a tie in enrolment between Union College and Walla Walla College, each having thirty students in the class. In the Latin classes as a whole, Union College led all the schools, with a total enrolment of sixty-two students.

The Hebrew and the Greek are studied in order to give the student a knowledge of the Bible in the original languages in which it was written. In Hebrew, Washington Missionary College led, with an enrolment of six. The same school also had the largest first-year

Greek class, but in total enrolment in Greek it was outdone by Pacific Union College. It is a matter of regret, however, that none of our colleges had any second-year Hebrew or third-year Greek class. We hope that this present year may see the organization of these classes.

Enrolment in Language Classes in 1915-16

Course	E.M.C.	P.U.C.	U.C.	W.M.C.	W.W.C.
Hebrew I	2	4	5	6	0
Hebrew II	0	0	0	0	0
Greek I	5	13	0	14	7
Greek II	10	14	11	9	6
Greek III	0	0	0	0	0
Latin I	9	19	30	17	30
Latin II	8	15	29	14	12
Latin III	4	0	3	0	7
German I	21	4	25	7	18
German II	17	8	17	12	15
German III	4*	9	5*	0	3
French I	3	5	19	8	6
French II	1	6	6	4	0
French III	0	0	6	7	0
Spanish I	13	10	6	9	0
Spanish II	8	16	0	5	0
Spanish III	4	1	0	0	0
Phonetics	0	0	0	10	0
Totals	109	124	162	122	104

Coming to the modern language classes, we find the largest enrolment in the German. Again Union College headed the list with a total of forty-seven students. Emmanuel Missionary College was a near second, with a total of forty-two. In French, Union College had thirty, though Washington Missionary College had the largest third-year class. Pacific Union College leads in the number taking Spanish, with a total of twenty-six. No third-year class in Spanish was offered by any of the schools.

*Listed as German IV.

Washington Missionary College is the only school offering work in phonetics. While work in this line is valuable to all language students, it is recognized by the various mission boards as essential in the preparation of the outgoing missionary. Ten persons took this class.

There are questions which these statistics suggest. One wonders why a second- or third-year class should be in some cases larger than the first-year class in the same school. In the case of the classes offered as German IV, the query arises whether the work done was really fourth-year college work; for that would imply that the student had taken either four years of German in grades 9-12

(equal to two years of collegiate work) and two years in the college grades, or two years in the academic grades (equal to one year of collegiate work) and three years in the college grades, or four years in the collegiate grades, that is, a German class each year. The many other queries which arise as to the facts which stand behind these figures, we cannot even take time and space to postulate.

All language teachers and all who are interested in the training of our young people in the mastery of foreign languages will join with me in hoping that this present year may see many more enrolled in the language classes in our schools.

The Study of Literature

BY W. A. GOSMER

PROPERLY considered, the study of literature embraces vastly more than analysis, elements of style, search for figures, or other rhetorical or technical requirements. The reading of literature itself should be a means of moral and intellectual culture; something which affects the mind and heart. There is something in the genius and spirit of good literature itself which appeals to the higher and finer sensibilities of man's nature. Aside from the foremost requisite, truth, there is a charm, a pathos, a sublimity, an indefinable something, which defies analysis and concrete forms, and yet it constitutes one of the most important elements in the study. A person's mind and soul, and his own style of writing or expression as well, are unconsciously affected by his reading, and this is of more importance to him than any analytical criticism could possibly be.

First of all to be arrived at in the study of any literature is the thought presented by the author. This is necessary to a correct understanding and appreciation of the subject. If this calls for analysis, grammatical or rhetorical, well and good. Then follows attention to the beauty, grace, strength, and ele-

gance of expression,—the style or manner in which the thought is expressed. This is essential, as it serves to an extent as a model to the student in expressing his own thoughts. Stress should be constantly laid upon developing a love for the beautiful, and an appreciation of that which is true, uplifting, and inspiring. Exercises in selecting the finest passages, not only with reference to their truthfulness, but also their form, spirit, and expression, are a valuable means to this end. Another contributory factor in learning to love the beautiful in literature is the memorizing and sympathetic repetition of passages which appeal especially to the mind. In fact, no instruction in literature could be considered complete without at least a modicum of such memory work. It is in this phase of the study that the spirit and the mood of the author can best be entered into by both the teacher and the student.

For such a sympathetic study of literature the Bible unquestionably affords the best and widest field. Its spirit may be entered into in the fullest extent. Its imagery, pathos, and sublimity cannot but make powerful appeals to every heart. Its most ancient of all history, its

impartial biography, its intense interest of plot and character, and withal, its strength of simplicity and directness, constitute it the very first cause of all literature, and therefore more than worthy to be placed by the side of the best literatures of all nations and of all ages.

The foregoing thoughts on the study of literature must not be construed to mean that any fault is found with a proper casual criticism or a technical study of any or every selection if time

will permit. The idea is to make prominent some very important features of the study which are sometimes entirely overlooked. The most helpful phase of the study should receive the greatest amount of attention. It is a matter of observation and experience that a strict analytical study lacks interest, though it is beneficial to a certain extent. But the writer is not alone in the opinion that too much stress has been placed upon this phase of the study, to the neglect of that which is more important.

The Practical Value of Educational Tests and Measurements

BY W. C. JOHN

THE rapidly growing use of approved standard tests and measurements leads the investigative teacher or superintendent to ask, What are the results of these tests? are they worth while? Will they improve the administration of schools, or help in strengthening the work of the classroom? Do they fulfil the pragmatic test? The perusal of a number of reports published by different agencies may help in answering these questions. The extracts or partial quotations from the reports of the surveys are largely taken from the summaries or the body of general recommendations.

Result of the Cleveland Tests

The following paragraphs are from the Report of the Cleveland Educational Survey, "Measuring the Work of the Public Schools," by Charles Hubbard Judd, director of the School of Education of the University of Chicago. This is a book of 290 pages, containing exhaustive reports and recommendations of great value to educators. Mr. Judd says:—

"These tests show the need in schools of more definite standards of work. Teachers are working in ignorance of what they ought to accomplish and what others are accomplishing. In every case there are wide variations between the

grades of different schools. Thus the fifth grade in one school spells a certain list of words with the high average of 88 per cent, while the fifth grades in three other schools spell the same list with the low average of 58 per cent.

"In measurements of handwriting it was found that one fifth grade writes more than twice as fast as another, and one shows twice the excellence in quality shown by another. In arithmetic and reading there are wide differences."

The following recommendation is made with regard to spelling:—

"Supervision should aim here, as in handwriting, to secure greater uniformity throughout the city. If schools continue under supervision to show wide differences, a study should be made of the methods employed in the more successful schools. Indeed, it is advantageous in general that teachers whose classes are behind the average visit classes where spelling is good."

The following extracts are from the summary of the Survey of the Public Schools of Springfield, Ill., a complete report of 152 pages, the survey having been made under the direction of Leonard P. Ayres, of the Russell Sage Foundation, New York:—

"The strongest feature of the work is

the free relationship between pupils and teachers. The weakest feature is that throughout the system there is too little real teaching and too much hearing of recitations. In too large a proportion of the classrooms the work suffers from the inadequate professional, educational, and cultural preparation of teachers. . . .

"Standard tests in arithmetic show that in Springfield, children do work in fundamentals more rapidly but less accurately than average children in other cities. In reasoning, their work is less rapid and less accurate than average work in other cities."

In "The Report of a Survey of the School System of Butte, Mont.," under the direction of Prof. George Drayton Strayer, professor of Educational Administration, Teachers' College, Columbia University, New York, we find these paragraphs:—

"Drill work in the schools is strong. Whether this drill work is done with the greatest economy of time and effort may be questioned a little in the light of the great variability which is present in the achievements of the members of the same class.

"Some excellent penmanship work is done in Butte. However, the system of penmanship now being employed requires keen insight into the fundamental principles of habit formation if teachers are to avoid some serious mistakes in its use.

"This insight is not universally shown by the teachers in the city. Excessive drill in the movement exercises, at the expense of daily practice in the writing of good papers, has led, in the case of many children, to failure of control over the muscles used in writing. The result is a general irregularity in letter formations and a domination of the forms used in drill exercises. Care upon this point will correct the work in many of the rooms which stand low.

"In composition, and again in reasoning, we see revealed the results of what is perhaps the most serious error in the teaching method now practiced at Butte.

"Filling children's memories with

textbook facts does not make independent thinkers. . . .

"Experience in doing and in independent thinking furnishes the only adequate basis for expression."

The following extract is from "The Fifteenth Year Book of the National Society for the Study of Education:—

"They show to a superintendent the extent to which his plans have been correctly interpreted and put into operation, and they furnish him with a sound basis for necessary changes, whether in the way of revision or of the introduction of new methods. . . .

"Percentage of promotion, 'mortality' both in the grades and in the high school, the number of pupils accelerated or retarded, and other data of this character furnish evidence for the diagnosis of the health of the school body.

"As a case in point may be cited the age-and-grade table of the Montclair, N. J., schools for September, 1912, which showed 23 per cent of retardation.

"Since this seemed too large for such a community, the superintendent and principals met for a discussion of plans looking toward the improvement of the situation. No radical steps were taken, but the schools were aroused to their responsibility for the excessive number of repeaters, with the result that the needs of the individual children were given more careful consideration, and a greater degree of flexibility was infused into school administration. In September of the following year figures were compiled on the same basis, and the totals, which show a decided improvement, formed the subject of another discussion.

"Four years of this policy have reduced the percentage of retardation almost 50 per cent."

Among other interesting studies the Fifteenth Year Book of the National Society for the Study of Education, contains the Salt Lake City report. The following conclusions and recommendations are taken from it:—

"Conclusions.—I. Salt Lake City ranks high among cities of her class in

each of the five studies in which tests were given.

"2. In spelling, so large a percentage of children made a perfect score that full interpretation of the results is difficult. The city's average standing was 16 per cent above the standard.

"3. In spelling, language, writing, and in the fundamentals of arithmetic, wide differences exist between the results shown for different schools.

"4. The differences between grades are, with few exceptions, approximately what they should be.

"5. The range of abilities in any given grade is entirely too great, as judged by all five of the tests.

"6. Similarly, the range of abilities within a given class, again in all subjects tested, is far too great.

"7. At least one fourth more time is being given to spelling, and more than one fourth more to arithmetic, than is justified in the light of the best knowledge on the subject.

Recommendations.—1. Spelling should not have more than 60 to 75 minutes per week, and arithmetic from 75 minutes in grade 2 to 200 minutes in grade 8. A part of the surplus time from these two branches should be given to language work, and part to other parts of the curriculum than the subjects dealt with here.

"2. The only economical and peda-

gogical way of meeting the needs of the extremely dull and extremely bright pupils (perhaps from 4 to 10 per cent of each school class tested) is by a much larger use of ungraded rooms, to which the most skilful teachers should be assigned. It would be easy for all the larger schools of the city to find from twenty-five to fifty children who ought, for their own sakes and for the sake of other children as well, to be placed in such rooms. This would provide an inestimable relief in all class work in the school. This is the most evident and the most important need which is brought to light by these tests.

"3. The best and most constant supervision of this work is needed to secure the necessary readjustments. It should be added that, so long as the grade lines are stiffly maintained as the only basis for the classification of children, part of the value of expert supervision is nullified.

"4. In addition to this, promotion by subjects ought to be a possibility more frequently made use of. When a fourth-grade child can read as well as a seventh-grade child, he ought not to be kept in the fourth grade for reading, just because he cannot leave his fourth-grade arithmetic.

"5. Briefly, what the schools have achieved in general, they should now set themselves to achieve in particular."

In the Image of God

MARGARET STEELE ANDERSON

THE falling of a leaf upon thy way,

The flutter of a bird along thy sky,
Thou, God, to whom the ages are a day,
Ev'n such, alas!—oh, ev'n such am I!

So long the time, O Lord, when I was not,
And ah, so long the time I shall not be,
So strange and small, so passing small my lot,
I cry aloud at thine immensity!

Will not thy garment brush the leaf aside?
Wilt thou, eternal, look upon the fall
Of one poor bird? Or canst thou, stooping
wide
From thy great orbit, hearken to my call?

O, little child—O, little child and fool!—
My planets are my gardens, where I go,
At morn and eve, at dawning and at cool,
To see my living green and mark it grow.

I know the leaves that fall from every tree,
I know the birds that nest those gardens
through,
I hear the wounded sparrow cry to me,
I note that dying flutter on the blue.

Hast thou a spot on earth to name it hence?
Does any creature lift to thee a cry?
Behold! Thyself my token and my sign;
Thus, ev'n as thou art—so, my son, am I!

—*American Magazine.*

Physical Culture Drills

BY JEAN B. HENRY

UNLESS there is musical accompaniment, the teacher should count until the exercises are so familiar that the rhythm becomes automatic. Sometimes the students may count or sing.

Music: Simple waltzes or two-steps, or elementary selections in three-four or four-four time are suitable for nearly all exercises.

1. *Arm and Chest Exercise*.—Raise the arms forward (shoulder high, and palms facing).

Move the arms slowly to side positions (shoulder high) on counts 1, 2, and 3.

On count 4 bring the hands swiftly together, and clap.

Repeat several times.

Variation.—Move the arms sideward on count 1.

Clap on count 2. It is interesting after clapping several times to have the pupils bring the hands swiftly together *without* clapping. This affords the little folks much amusement and pleasure.

2. *Breathing Exercises*.—Inhale, and exhale through the lips.

Take another deep breath; hold it.

Try to sip in more air through the lips; and more; and more.

Finally exhale rapidly through the lips.

3. *Trunk Exercises*.—With the tips of the fingers resting upon the shoulders, and the elbows on a level with the shoulders, bend the body to the right as far as possible on count 1.

Straighten the body on count 2, for eight counts.

Bend to the left, and straighten, for 8 counts.

Alternate right and left for 16 counts, swinging from right to left without stopping at the erect position.

Variation.—a. With the right hand on the hip and the left hand extended upward, bend to the right on count 1.

Straighten on count 2, for 8 counts.

Place the left hand on the hip, extend the right arm upward, and bend to the left, and straighten, for 8 counts.

b. Extend both arms upward and repeat the trunk-bending exercise.

4. *Leg Exercise*.—Standing firmly upon the left foot, touch the right toe directly forward on count 1.

Return to position on count 2, for 16 counts.

Repeat with the left foot for 16 counts, then alternate for 16 counts.

The toe should not be dragged or scuffed

on the floor. The toe should be stretched downward and the heels turned slightly inward. The upper part of the body should be held perfectly still, and the knee of the leg upon which the weight of the body rests should be rigid during this exercise.

Variation.—Point the right foot directly sideward, touching the floor with the right toe, on count 1.

Place the foot back to position on count 2, for 8 counts.

Change and point with the left toe for 8 counts.

Alternate for 16 counts.



Marching Exercise

Spiral.—When the line is marching in single file, the signal to form a spiral is given to the leader, who at once begins in a circular direction. Upon nearing the end of his circular line, the leader passes inside of the circle and conducts the line around just inside of the outer circle, and continues to lead his line into smaller and smaller limitations until the circle is so small that he cannot easily go farther; he then turns outward and leads the line back between the circles formed by the following line, until all have reached the center and un-wound again.

Care should be taken that the lines are un-broken throughout this exercise, or confusion will result.

EDITORIALS

The Outdoor Gymnasium

NATURE'S gymnasium is out of doors. The primitive home of man was in a garden. The keenest intellects in ancient Greece were sharpened under the open sky, in the peripatetic schools of philosophy and in the public agora. The deepest thinker among New Testament writers preached and wrote and lived largely out of doors. The clearest of heaven-born counsel beckons us afield today.

We theorize on the benefits of living close to nature, but practice indoor habits. We eulogize the advantages of fresh air, but shut ourselves up most of the day and night in the vitiated air of artificial dwelling houses and school-rooms. We heap encomiums upon the country, but settle down in the city. We tabulate "industrial study" and "physical culture" in our courses of study, but when we indulge in setting-up exercises at all, we stir up and swallow the germ-laden dust from the floor in the very process.

One of the most inspiring views we have presented in our frontispieces the current year, appears in this issue. There may have been other scenes equally vivid and promising on other school campuses, but this is the only one that has come to our attention. Paper gymnasiums and physical culture are a mockery. Some of our trades, like printing, bookkeeping, and library science, are a farce so far as physical diversion from strenuous mental pursuit is concerned. Our children and youth come into school from an active outdoor life, and settle down to sedentary habits to their permanent injury, especially in our boarding schools.

Is there any reason why vigorous and sustained setting-up exercises may not be given daily to all our students, and uniformly *out of doors*? Our trades must be developed, and when of the right kind, go a long way toward keeping up the physical trim that is indispensable to mental

alertness. But these are not sufficient. Some of them do not take students into the open air at all. Others exercise only arms or legs, or perhaps only hands. Some require a stooping position, or otherwise induce unhealthful postures.

Again we ask, Is there any reason, unless it is pouring rain, why every son and daughter intrusted to our care for thirty-six weeks in the year, cannot be regularly thrust out of doors with efficient leadership,—cold or heat, frost or dew, snow or sleet, wind or calm,—and save time and health and money by rigorous physical exercise? If there is any such reason that our school managers cannot remove, we are curious enough to want to know what it is.

Developing the Trades

It was our pleasure a short time ago to read in a letter from the president of Emmanuel Missionary College, the inspiring paragraphs printed below:—

"You will be pleased to know that our industrial work is taking a step forward this year. Our carpentry class is not only doing regular class work, but is also working out the principles in the building of a cottage. The work on this cottage has already begun. We expect each member of the class to have a practical experience in the various phases of house building. We hope to be able to permit our carpentry class to build a cottage each year, at least for some time.

"Our printing class, also, has a special equipment, a special room and stone of its own, and will do regular class work.

"In like manner, the cooking class will not only study the science of cooking, but is organized into divisions, which will do practical work in the college kitchen. Before the end of the year, we expect they will be able to take complete responsibility for the preparation of meals occasionally. The sewing and other industrial classes are already established on a practical basis."

Not all our colleges are situated so they can build cottages on their own premises, but we have visited schools where hired men are employed to do carpentry work, make improvements and repairs, construct library and laboratory furniture, farm buildings, trade shops, and the like, while students merely "put in time" to a considerable extent, or do no manual labor at all. We have visited other schools whose managers take much pride in saying of improvements, structures, and repairs, "We did all this work with only student help," or, "Our students have learned to do this since they came here." Which are doing better by their students?

A considerable number of our schools have a printing plant, providing a kind of trade that is most practical, both in the training it gives and in the financial help it affords. But only one here and there really gives systematic instruction in this important trade, or sets apart room and equipment for the special purpose of teaching the trade. It need not be said that it cannot be done, for it is being done. Printing cannot properly be offered as a graduation credit until provision is made for proper instruction—until it is made truly *manu-ment-al*.

Of Battle Creek College it was once said, "Of all the positions of importance in that college, the first is that of the one who is employed to direct in the preparation of the dishes to be placed before the hungry students." Is the corresponding position in any private home of less importance? Does any responsibility rest upon the Christian school to provide competent *instruction* and *training* for the multitude of young women (and men too) who pass through its portals annually?

We do not err much in placing sewing next to cooking as a fundamental requisite to home making. Practical sewing has as wide a representation in our schools generally as any of the trades, yet a pitiable few in some places are required or privileged to take it. Room can always be found for algebra and

Latin and philosophy—delectables to some, but dispensable to the many.

Shall the traditional "book study" dominate our school policy, or shall it at least share honors with what we know beforehand is sure to be needed, and needed greatly?

Home Credits

WE have heard more echoes of success in carrying out the plan of giving school credit for home tasks acceptably done, than from almost any other one feature of aggressive effort to strengthen our schools. We are promised reports from some who are enthusiastic over results already attained; but while awaiting these, we are pleased to announce that our supply house reports the sale of twenty thousand Home Workers' Report Blanks since the plan was introduced a year ago. This shows very substantial interest and activity in this important line.

In the Middle West and the North the public schools are settling down to the home-credit plan as the most feasible and most practical way to conduct manual training in both elementary and secondary schools, especially in the rural districts, where gardening and other outdoor occupations can be conducted only a small part of the school year. For some time to come we shall experience difficulty in properly equipping our day schools for the full line of hand work recommended in our course of study. The difficulty is allowed by many to stand as an excuse for not doing anything. But the home-credit plan removes the last possible objection for any who have a genuine interest to maintain the proper balance in education. Not only so, but it is a perpetual blessing also to the homes where the work is done.

Shall we be content to keep our boys and girls forever plucking at books only? or shall we arouse in them an interest in the commonplace duties of life, by dignifying those duties with our own personal attention and with a place among the accomplishments of true education?

Accrediting Our Schools

THIS new movement toward efficiency and unity in our schools, authorized at the St. Helena Council, and already under substantial headway, promises results of value which could scarcely be foreseen before we entered upon the plan. Among the advantages we foresaw were these:—

1. An incentive to the schools concerned, to take invoice of their own standards and equipment to do well the work they offer.

2. The advantage that comes to any work from friendly inspection.

3. Securing greater uniformity in good educational results.

4. Strengthening the spirit of coöperation and unity among educators who have dedicated their lives to a common cause.

A forecast of these desirable results is seen in the plan itself. The General Department was to prepare the blanks in harmony with specifications voted at the Council. This has been done, and the blanks have been supplied to our colleges. The initiative in securing the accredited status is properly lodged with the school seeking such status. The academy is to apply to the college for the accrediting and for the proper blanks. The inspection committee comprises the college president, the Union educational secretary, and the local superintendent. The report of this committee is presented to the college faculty, then forwarded to the General Department for final approval. The college faculty issues the accrediting certificate signed by the president. During its life, academy graduates are admitted to the college without examination, on presentation of their credits. Any academy not yet eligible to accrediting gives its students the final examinations provided by the General Department.

There are two phases of our organization involved in this plan that deserve some notice,—the institutional and field phases. Our Union educational department exercises supervision and fostering care over our elementary and secondary educational interests. The col-

lege, as the culminating head of the Union organization, is amenable in its policies to the Union Conference, and to the Division Conference through the General Department of Education. The Union department, therefore, through the Union educational secretary, and the local conference through its superintendent, are interested to have the secondary school meet its standards from the field viewpoint. The college is equally interested in the same matter from its institutional relation to the academy. All these are represented on the inspection committee. The academy itself is interested to obtain the best standing possible for its own sake. Hence it is given the initiative in seeking recognition. The General Department is interested to have the college meet its own standards, but equally interested to see the academy meet its own. This department is therefore represented in the accrediting plan.

It is plain, therefore, that the whole plan of accrediting is one of *coöperation* of all interests concerned.

One advantage of the plan, unforeseen by the most of us perhaps, is the opportunity it affords the academy for taking a definite stand on whether it will follow the lead of the State or the university in checking up on particular things, or whether it will follow the lead of our denominational plan in case there is essential conflict between the two.

Another advantage is the bringing together in community of interests and in sympathetic counsel the leaders in every phase of our educational system. We have fallen upon times when it is vastly more imperative than ever before for us to unite heart and soul in consolidating the character and conserving the distinctive interests of the education we are giving the young men and women who are to have an active part in finishing the work. The plan of accrediting our schools, if entered upon heartily and with a right understanding, will do much toward accomplishing this desirable end.

THE NORMAL

Winter Sports

Oh, come with me, and we will go
And try the winter cold, sir;
It freezes now, and soon will snow,
But we are tough and bold, sir.

We have merry games in spring,
Of ball and other sorts, sir;
But winter, too, its share can bring
Of old and cheerful sports, sir.

We all go promptly into school
When we hear the bell, sir;
We keep our places all day long,
And learn our lessons well, sir.

But when our lessons all are done,
Oh, then we're on the ice, sir,
And by the redly sinking sun
We're skating it so nice, sir.

And when at evening, sitting round
The crackling, cheerful blaze, sir,
We tell our stories, sing our songs,
Of old and useful days, sir.

Then come with me, and we will go
And brave the winter's cold, sir,
Nor fear the ice, nor fear the snow,
For we are tough and bold, sir.

TEACHING NOTES—GRADE BY GRADE

FIRST GRADE—Anna A. Pierce

Language

THE time to begin language work with small children is the first day of school.

Language in the lower grades is not a separate study, but every lesson should be a language lesson.

If children are taught to express themselves well in the lower grades, much will be gained in the later study of language as a subject.

Language can best be correlated with Bible Nature, numbers, and reading.

One very effective means of teaching the child to express his thoughts is to have him give before the class the Bible story of the previous day. If this is carried out faithfully, it is surprising how soon the children will be able to stand before the class and express themselves well.

Answers to number stories should be given in complete sentences.

The use of the period at the close of a sentence should be taught the first day, when the child learns his first sentence, "God is good." Then as he uses the sentence builders, the period should be included with the words, and the child made to know that it is as much a part of the sentence as any word or letter is.

As the pupil advances, and sentences are given in the form of questions, the use of the question mark is introduced. Give exercises drilling the children in distinguishing questions from telling sentences.

Add the question mark to the sentence builders.

Let the pupils copy simple sentences, placing the proper marks at the close.

As soon as children begin to write sentences, introduce the use of the capital.

JANUARY

A. A. P.

ANNA A. PIERCE



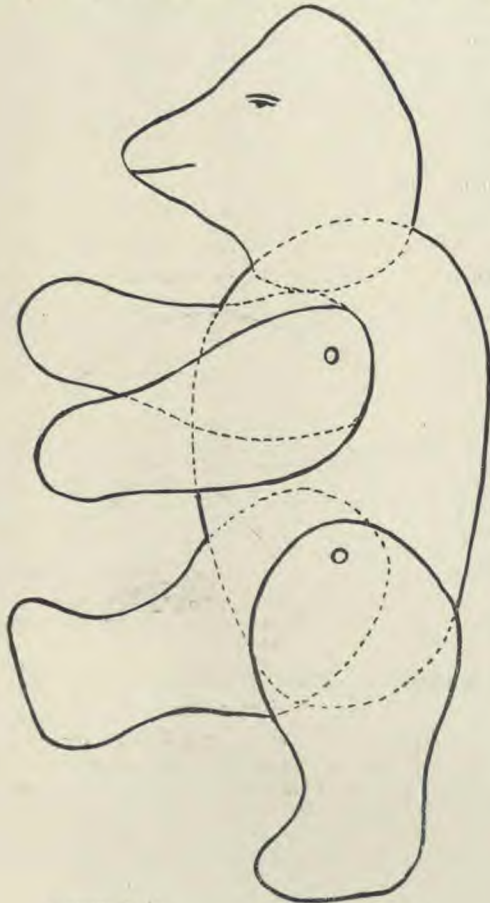
1 Skies so gray, Chil - ly air, Jack Frost play - ing ev - ery - where;
2. Branch-es bare, Bird - ies gone, North wind whispering Win - ter's song;



Brook - lets still, Flow'rs a - sleep, I - cy ponds, snow - drifts deep.
Frost and sleet, Ice and snow. Jan - u - a - ry's here, you know.

Let the sentence represent a line of children. Call the first word "The Leader." The leader carries a large banner. Have children march, the leader carrying a banner upon which is a capital letter. No child can lead without this banner. No little word can be Leader unless it has a capital.

The alphabet of capitals, with their corresponding small letters, should be kept where



Latta's Book.

JOINTED BEAR

the pupil can refer to it when writing sentences. Such a list is found in Book One of the True Education Readers.

When the word "are" is taught, the use of "is" and "are" can easily be shown. "Is" is a known word. Use in sentences, as:—

The apple is red.
The leaf is green.
The flower is yellow.

Change the nouns to plural. Change *is* to *are*. Let the children fill blanks with *is* or *are*.

In connection with the new word "says," quotation marks may be introduced. Let dif-

ferent pupils give sentences. Write upon board; as,—

Robert says, "I love God."

Have what Robert says written in colored chalk, and inclose with quotation marks. After quite a list has been written, call attention to the marks. See if pupils can pick out the quotations. Rewrite sentences in white crayon. Let pupils place quotation marks where they belong. Following this, the children may copy short sentences and place quotation marks, the quotations being written in colored chalk.

When pupils are able to write well, copying is an excellent exercise. The copy should be short and plain, and each child should be required to copy accurately, spelling, punctuation, and paragraphing.

SECOND GRADE—Edith A. Cummings

The Christmas holidays are over, and the children have returned to school, full of interest and excitement. They rehearse to the teacher and to one another many of their holiday experiences, and it seems a difficult matter to get down to the routine work of the schoolroom again.

Why not utilize in our lessons the Christmas gifts, the trips, and the fun of the vacation season? Let the children write a story for language work, telling of a much-appreciated gift or of a visit to grandma. One or two opening-exercise periods might be devoted to telling of a visit to a farm or a city, a trip on the train, a visit to a zoological garden, etc.

Another thing the teacher of little children is bothered with is the many toys—dolls, for instance—that are brought to school. A place should be chosen for these toys, and when the bell rings, they should all be put in place, and in this way serve as a decoration rather than a nuisance.

The New Year brings us to the first month in the year. Why not teach the names of the months now? Choose twelve children and give each a name; each must also have a second name. So the first child's name would be January February. But his second name is also another's first name. So when the teacher calls January to the front, he calls February, and so on. One calls another by calling his own second name, and soon they will all know one another's names. The names of the days of the week may be taught in the same way.

This is the time to study about the Eskimos (page 42 of the Reader). The written work



ESKIMO

may be done in a booklet made in the shape of an igloo. The first grade might make the Eskimo men and children, cover them with white cotton batting, and draw the little faces on them.

An Eskimo scene could be worked out on the sand table by covering it with cotton, and perhaps making a mountain at one end and covering it too with cotton for snow. The Eskimos use sleds and hunt bears, so during manual-training period we could make some sleds. An interesting bear is the jointed one found in Latta's book; it is put together with paper fasteners or eyelets.

THIRD GRADE — Irene C. Ayars

Arithmetic

This period takes up division and multiplication up to the sevens. How to tell time is also taught.

In teaching the children how to tell time, I should cut a round disk from pasteboard, and on this place the numbers one to twelve. Two hands can also be easily made of pasteboard, and fastened to the disk with a pin. During the class period have the children find whatever time you want them to by placing the hands at the right places. It will be necessary to teach the children the Roman numerals one to twelve. After the children have learned to tell time, the table will be easy for them.

A good device for teaching both the tables of multiplication and division is to take up a certain table during the class period — for instance the fours.

The teacher says: "I saw six girls."

A child answers: "I saw twenty-four girls."

Teacher: "I see nine apples."

Child: "I see thirty-six apples."

Teacher: "I have seen eight birds."

Child: "I have seen thirty-two birds."

This device can be used just as well in division; the teacher giving the amount of the quotient, and the child the dividend. Besides being a help to the class in arithmetic, this drill will aid the children in learning the correct uses of "see," "saw," and "have seen."

Another good plan: After drilling the children on a table by the use of this device, place a number on the board, and call upon a child to give the answer; for instance, 4 is placed on the board, and the child answers "Sixteen." Or for division, place 16 on the board, and the child answers "Four." The problems to be worked by the class should be on the order of these: —

11 21 31 41 51 61 71 81 91 12 22
 ×4 ×4 ×4 ×5 ×4 ×4 ×4 ×4 ×4 ×4 ×4

Reading

The lesson on bones is a fine one to help the teacher impress on the minds of the children the importance of sitting up straight and walk-

ing correctly. Bring pictures to class representing correct and incorrect ways of sitting and standing. The experiments given in the lesson for removing the animal matter by burning the bone, and the mineral matter by the use of acid, should be given.

Language

During these winter months the children will enjoy hearing the story about the Eskimos. Tell them the story of Eskimo life, and illustrate with pictures or drawings. Then have the children reproduce the story on paper, and illustrate their stories with their own drawings. If there is plenty of snow, an Eskimo village may be made on the school grounds. All the children will enjoy helping make this.

Spelling

The children will enjoy making spelling booklets in the shape of an Eskimo's home.



IGLOO

Manumetal — Raffia Work

RAFFIA NAPKIN RING

Out of tag board cut a strip $6\frac{1}{2} \times 2$ inches, and paste the ends together, thus forming a ring. Then take damp raffia and wind around the ring, lapping the strands so that the tag board will not show when the raffia is dry.

Finish off the edges by sewing on a three-strand braid.



RAFFIA PICTURE FRAME

Cut out a six-inch disk of tag board. Then from the center of this disk cut a three-inch disk, and the framework of the picture frame will be left. Next take damp raffia and wind around disk, overlapping the strands, and finish edges with a three-strand braid.

FOURTH GRADE — Dorothy E. White Bible

Textbook, pages 136-155. How will you handle the "review"? The suggestions made in it may be profitably considered.

1. The questions give opportunity to review part of the memory verses. Carry out the idea and review the rest.

2. They also suggest recalling geographical names. Recall others.

3. Call also for biographical sketches.

4. Opportunity is given in this part of the Bible for the children to relate many incidents.

5. A list of names from your notebook (did you keep one?) will be helpful in a very thorough review.

6. These names may be placed on small cards, and a game devised to add interest.

7. An outline map may be placed on the board, and the journeys of Abraham, Isaac, and Jacob traced.

8. After the names are placed, questions may be asked about them; as, "Who lived in Ur?" "What happened at Mahanaim?" "Peniel?" Such a drill varies the rehearsal of facts, allowing them to be impressed in new ways.

Lesson 64 may be read and discussed as in a reading class. Tell the children more about embalming, the pyramids, the sphinx, etc. In our schools we so often find the general knowledge of the children very limited. Improve this opportunity to give them something to interest them in that wonderful country, Egypt.

Nature

Even if we do live where blizzards come, we can this month help the children better to appreciate birds. If you live where the birds remain during the winter, you can have a bird chart. Help the children to find out interesting things about the birds. Have them observe their manner of living, their flight, their food. Help them to appreciate their value, not only commercially, but also in the joy they bring to us. In these lessons they teach us of trust and happiness.

Capture a spider and watch him spin his web. It will add interest to Lesson 93.

Read the article "Butterflies" in the Encyclopedia Britannica with Lesson 99.

It is too bad that the subject "Snow" must be taught in the fall, when so many teachers have in the month January such an abundance of snow. However, I believe in stealing just one lesson on "Snow" during the winter. Let the children cut snowflake patterns in drawing class, make snow-man spelling books, etc. In short, endeavor at all times to adapt your lessons to existing conditions.

Arithmetic

This month affords opportunity for much mental work. Do not neglect it. The teacher can be a great help to the children by properly drilling them. Even in this grade we frequently find children counting with fingers, lines, or dots, in adding. A five-minute drill a day, if carefully planned as to sequence, will stop it. If you find that your children do it, start drills, and use your flash cards. Find out what they know of their combinations, and then teach them the rest. How? Here are some suggestions. We take it for granted that the combinations (one) to ten are familiar. Begin with 11. First, 5 + 6 are 11. Write on the board

2

3

6

— Erase as soon as written. Call for answer. Group two numbers together whose sum is 5, and place 1 5 5 5 the 6 farther 4 away; then use the 3 4 5 5 above, leave a 6 3 2 1 space, and write — — — different combinations making 6 below. Erase immediately after writing each column, and call for answer. Then write the combinations for 5, leave a space, and write those for 6. It is a good thing to put in some columns whose sum will be 8 or 9 or 10, so the children's wits will have to keep working. Follow this drill by one like this:—

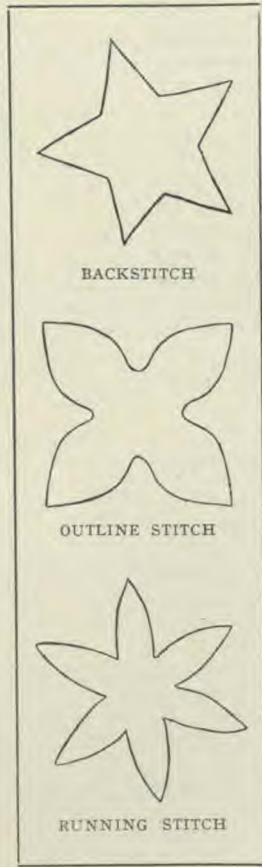
5	15	35	55
6	6	6	6
—	—	—	—

showing that any two numbers whose last figures are 6 and 5

will have a sum ending in 1. On the next day proceed similarly with 7 and 4, and so on. Then when all the combinations of 11 are mastered,—one a day with constant reviewing is enough for a five-minute drill,—take the combinations of 13, 14, etc.

Manumetal

The manumetal work this month gives the first work in sewing. Cut four-inch squares from Indian head. Cut figures from paper like illustrations, trace on bristol or cardboard, cut out, and use to outline the figures on the cloth. Sew with colored sansilk, mount on heavy paper, fasten together, and cover. On the cover have some suggestive decoration. These make a very pretty book, and give the girls an incentive to work.



BACKSTITCH

OUTLINE STITCH

RUNNING STITCH

FIFTH GRADE — Grace R. Rine

Reading

There are three lessons in this period, found on pages 130, 134, and 167 of the textbook, that may be read by the children as dialogues. These will be valuable as studies in expression.

Some lessons need not be read aloud by all the children, but may be treated as follows: The entire class may be asked to read the first paragraph. When this is done, one pupil may be asked to read the first paragraph. When all have finished, one may be asked to stand and give the thought of what was read. Then again the whole class may read one or more paragraphs, as indicated by the teacher; then again some may tell the story. In this way, the entire lesson may be read. In following this plan, you hold the attention of your class; you know that each one has read his lesson at least once; and it also enables you to know in a definite way just how much of the thought of the lesson the child has grasped. Other lessons that may be treated in this way are those found on pages 149, 154, 157, and 176.

Language

We should study to make the best use of the pictures in our language work this period, for picture study may be an important preparation for work in composition.

Before asking the children to write a story about a picture, previous instruction should be given in story-telling. Help the child to tell a story, by first studying the picture with him. Call his attention to various details that perhaps have escaped his attention in looking at the picture. It may be that some explanation will be necessary on the part of the teacher, that the child may better understand the subject about which he is to talk. For example, in the picture on page 161, the teacher may tell the children where fishermen live, as well as something about their habits and the lives they live. The class will then be better prepared to exert their imaginations in telling the story of the picture.

When a careful study has been made of the picture, help the children to tell the story in logical order, by placing an outline on the board, and letting them follow it as they talk. After they have had drill of this kind, they can make their own outlines and tell their stories without help from the teacher.

To supplement the picture studies, the teacher may, without previous notice, call for original narration. Select experiences that children have had recently, or in which they are especially interested. Have them occasionally give the experiences of a day in chronological order, as telling how their time was occupied on the previous Sabbath, begin-

ning with the hour they rose. This drill is a valuable aid in composition.

Spelling

The spelling lesson should have for its aim, not only the mere spelling of the word, but its pronunciation, and its correct use in the sentence. Thus it becomes a part of the child's vocabulary.

To realize this aim, ask one child to think of a word in his lesson, and pronounce it correctly. Another child may then be called on to give an original sentence in which the word is used correctly. This should be made a short, quick drill, in which every word is treated in the way suggested. After this the children may write the words as dictated by the teacher.

Many children remember how to spell words just from their position on the page or in the column they have studied. The plan just given will help to correct this.

Let the children make their own spelling folders for January, and place upon them some simple design suggestive of this month.

Nature

During this period, it will be necessary to teach the change of seasons. The following plan has proved helpful to me:—

Instead of using *one* large globe, use four small ones. Let four children represent the four seasons, and let each one hold a globe in his hands, standing with the globe showing the inclination of the earth's axis at the time of year he represents. A fifth child standing in the center, represents the sun. This makes a stronger impression on the child than a drawing on the board. The small globes spoken of may be obtained for twenty-five cents apiece.

Bible

During this period of Bible study, map work should be made a prominent feature. Before filling in the outline maps called for in the Bible Manual, it will be found interesting and helpful to do frequent free-hand drawing of the map shown on page 119 of the textbook. This drawing should be done both at seat and at the board, under supervision of the teacher, and as a part of the regular class work. The child should be so familiar with this map that he can draw it from memory whenever asked, and mark upon it any place the teacher may name. At one time the drill may include cities only; at another, mountains; at another, rivers; until all can be accurately located. Then the child is prepared to take his outline map and fill it in for his notebook. It will look much neater and be much more accurate if the drill work here mentioned is given first. (See page 158 for Bible outline.)

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

This period's work is difficult for the children, and must be taken slowly. Explain carefully with board illustrations the various new terms. Explain the use of keeping books. In "Christian Education" we are told that each child should have his own account book. I know of one mother who gave her children ten cents each week. They were given a little book, and taught how to show the expenditures. First came the tithe, then Sabbath school donations and foreign missions, and these were all indicated in the book. It would be well to place two or three of the examples on the board when assigning the lesson, and leave them on until the children thoroughly understand how to place the terms. The problems in division should occupy about one week. Drill on these harder problems. Teach how to find the trial divisor: $664,824 \div 746$. Now, 7 into 66 goes 9 times, but the number 4 shows that it is best to take the divisor 8 instead of 9.

Reading

The lessons on the life of Livingstone should be accompanied by outside reading. The book in last year's Reading Course is excellent. The poem "Raindrops" can be made interesting by allowing the children to count the kinds of rain in each paragraph, and talking with them about the kinds of rain. The beautiful poem, "Sunshine and Showers," bears a lesson to each, of being satisfied with what we have.

"And so whatever wind doth blow,
My heart is glad to have it so.
Blow it east or blow it west,
The wind that blows, that wind is best."

The lessons on Queen Isabella and Columbus should be read in dialogue. Be sure to ridicule the "plain, matter-of-fact man." Don Gomez (Gō-māth') Lactantius (Lāc-tān'shūs). Make a list of the words that are new. Keep them marked upon the board.

That grand old poem, "On and On," has its own lesson. This poem should be memorized. Study the character of the talkers and the meaning of the figures of speech, such as "Mad sea shows its teeth." In the poem, "The Raising of Jairus' Daughter," we have three scenes: first, the ruler's home and his little sick daughter; second, Jesus with his disciples by Galilee; and third, the ruler's home again. If this poem is studied carefully, the children will enjoy memorizing it.

Language

We have for story writing this month the life of Livingstone, also something from the Nature lessons on the stars, and two that you may choose. The analyzing of words should

be carefully followed, one lesson a week, including the homonyms. Have sentences and stories written containing the words.

Spelling

Be sure to teach the spelling lesson. Help the children in pronunciation. In some words call attention to the silent letters; as, *victuals*; in others, the words contained; as, *execute*, *secretary*, *skeleton*, *mucilage*, *chocolate*, *terrace*.

Bible

We have now reached the third tour through Galilee. Give the children an idea of this trip by tracing it on the map, and in story form tell them what Jesus did on this trip. Jesus healed two blind men, and fed the five thousand. Call to mind that Jesus fed four thousand at another time. The walking upon the water was one of his remarkable miracles. Men have tried to discover this secret through science. Jesus knows many things men desire to know, but his mission was not to reveal the secrets of science, but to save men. After Jesus had worked so long in Galilee and done such marvelous things, those people rejected him. The great lesson for us is to make sure that Jesus did not die in vain for us.

We now come to some geography concerning Galilee. Commit to memory the poem on page 243. About three days might be spent on this, then three days on the review. This review is valuable because the children view again this part of Jesus' life from a different angle. Keep up your memory verse work.

Nature

The interesting chapter on the sun, moon, and stars teaches us the important lesson of the greatness of God. Read in connection with this chapter Psalm 19, and in Reader Six, the lessons on pages 41 and 42. Have the children make a map locating the planets. Help them to learn the names. Give some outside explanation about eclipses. Study the almanac to find what eclipses will come in 1917. Last year in Colorado there was erected the largest telescope yet made. Notwithstanding the war, the lens had to be made in Germany. By using these powerful instruments, men learn a great deal more about the marvels of the heavens; yet they never see them all. A number of the constellations are very interesting, especially Orion. Here scientists find a marvel unexplainable—"the empty place." No stars are found there, even by the most powerful instrument. Mrs. White tells us that the New Jerusalem will come down through that vacant expanse. Find the places in the Bible where the various stars are mentioned. Then we have an interesting study of comets. Men even quarrel over discovering and naming them.

SEVENTH GRADE—*Harriet Maxson*

Reading

The first aim of every grammar-grade reading teacher is to inspire her class with a love of good literature. It is absolutely necessary, then, for her to make careful preparation, placing herself in harmony with the spirit and atmosphere of the selection. She must see and appreciate the good qualities of style of the author she is presenting.

Do not try to correct all the faults of the class in one day. Select a general mistake, call attention to it, and then use special devices to overcome that particular fault.

Do not discourage the reader by interrupting him frequently at every slight mistake. First and foremost, see that he gets the thought of the sentence as a whole, and then see that he conveys that thought to you.

Before the reading is begun, see that the class can pronounce all difficult words, and that they know the meaning of these words and of phrases with which they are not familiar. If you find a loosely constructed or awkward sentence in the selection, call special attention to its meaning, then call for a volunteer who will make it tell what it means.

To stimulate thoughtful reading, frequently have the class read a paragraph silently, then call for volunteers who will tell in their own words what the paragraph says. Then allow the same student to "tell" the paragraph in the words of the book. This device is especially successful when the class has been given sight reading. *Evans's American Histories* are not too difficult for sight reading by the average seventh-grade pupil. When a lesson has been prepared, the teacher can keep his book closed, stand in the opposite corner of the room, and by skilful questioning show the reader where he has not made the thought clear, and how he can improve, perhaps by clearer enunciation, by proper emphasis, or in some other way.

When pupils muffle the voice habitually, have them take some familiar sentence and say it to the farthest corner of the room. Let them play they are newsboys, have them repeat some pithy sentence from current events which they wish to make the people in the house across the street hear. Be careful, however, not to permit screaming. Show how a low, firm tone can fill a room, and how it will carry. Such a drill for a few moments before the reading class may help in getting a better tone in reading. Insist on deliberate reading.

Bible

In studying the epistles, do not expect the students to master all of them. The teacher should know what is in them herself, and be able to tell a few definite facts about each.

Then have the class dwell upon a few portions which will be of practical help in their Christian experience.

As the study of each epistle is finished, have the class rule a page of their notebooks with the following headings:—

Epistle	Where Written	When Written
Roman	Corinth	Third Journey

Before leaving any epistle, the pupils should have in their notebooks clear statements as to Paul's purpose in writing the letter, and also one or two phases of the Christian-life with which each deals.

The following on the epistle to the Romans is merely suggestive:—

All through Paul's Christian life, he had dreamed of establishing a church at Rome, then the known world's metropolis. There were already a few believers in that city, and Paul longed to gain their coöperation. He writes to them, then, to announce his purpose in visiting Rome. He also wishes to put before them his position in regard to the questions which were stirring the Jewish and Gentile churches.

Romans deals chiefly with the great doctrine of righteousness by faith. It sets forth the power of the gospel for both Jew and Gentile. The last four chapters deal with the Christian's relation to his brethren.

The teacher will find a great deal of help in reading "The Acts of the Apostles" before even assigning the work on any epistle.

Geography

If the class has been able to keep up with their geography as planned in Mrs. Rine's bulletin, the notebook assignments will have proved most helpful and practical. Weaker classes, however, cannot always accomplish so much. For such classes it may prove a stimulus to substitute for several notebook maps one large map of a chosen continent, having the land and water forms and also the products placed upon it. Children derive much pleasure from collecting material for such a project. On completion, have the students tack their maps to light wooden frames, and put them up in the school for exhibition. If the class is large, part of the students may make relief maps of the continents, using the salt-and-flour mixture.

Before beginning missionary geography, be sure to give a thorough review of the work thus far. Use the outline maps, dictating land and water forms, products, etc. Grade the spelling strictly.

Device for Drill in Teaching the States in the Conferences.—Trace on cardboard an outline map of the United States, and cut it up

into States. Write on each State the distinctive feature and the leading industry. Hold a State up before the class, written side away from pupils, and have it named, bounded, industries reviewed, etc. Again the class may put the States forming a conference together. The teacher may pass the States out to the class, each drawing the one received. Pupils may change places, name the State before them, and place beneath it the distinguishing feature. Allow the one who drew the map to correct the work done by the other pupil.

Composition

Correlate the study of the history of our work in the various conferences with composition.

The work of the Atlantic Conference is particularly rich in material. Assign to the

members of the class different pioneer workers. Be sure your references given to the pupils are definite. Have each student write a short paragraph on the life and work in the message of the person assigned him. The compositions should be read, corrected, and discussed in class, then placed in the geography notebook. All should have a brief account of the early life and labors of Sister White. Her life should be read

and outlined in class. After being written and corrected, it should be placed with the other.

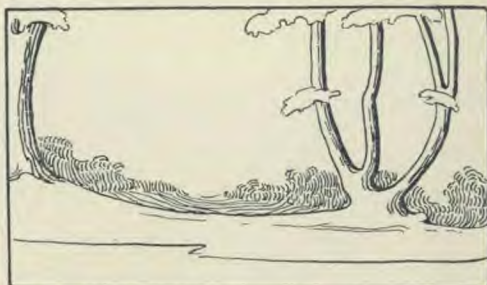
Neat, well-written work should be an absolute requirement. If a student persistently makes a bad mistake in punctuation, have him write out the correction of that particular error. Then, before he passes in any paper, have him correct his own work with a list of his former corrections before him.

Grammar

In teaching irregular verbs, drill the class on those commonly misused. A repetition of some of the drills used in lower grades for ear training is profitable. Thompson's "Minimum Essentials" contains excellent drills of this nature. It may be purchased of Ginn & Co., New York, at a low rate.

Do not allow pupils to call a verb transitive or intransitive without having a definite reason in mind. Have the reason expressed first, then the verb classified.

Have repeated five-minute drills on these points. Prepare a number of sentences containing transitive verbs, active and passive. Write them on cards which can be held up before the class. Give just time enough for the sentence to be carefully read. Then call for a pupil to give reasons for his classifica-



tion of the verb. As the intransitive verb is studied, add to the list of sentences others containing such verbs. Vary the devices for drill, but be persistent until each point is thoroughly mastered.

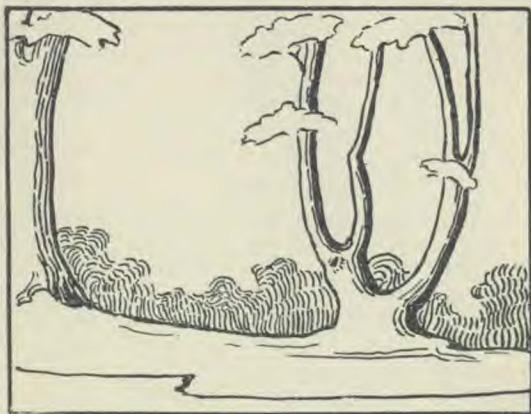
Art

Art is the building of harmonies in line, notation (dark and light), and color.

The aim of the teacher should not be to make the children good copyists or clever imitators, but to develop originality in art construction.

Nature is the great storehouse of suggestions and truths from which to draw.

All art is built on a plan or design, from the simple borders of our common rugs to the famous paintings of the world's great masters. It would be interesting, as an exercise in appreciation, to find and draw the plan lines of some of the favorite pictures.



Suggestive Lesson in Irregular Spacing

1. Arrange several lines in carefully related spaces.
2. Upon this pattern build a landscape with

trees, being very careful to represent truthfully the character of the trees you select.

In order to be sure of being truthful in showing the branching and growth of these trees, you may have to make several sketches of a good specimen,—one perhaps of the whole tree to show the general character; one of a branch in very careful detail to show how it looks next to the trunk, and the direction it habitually takes; and then another of a bit of the foliage.

3. Make several sketches from the same pattern, arranging them harmoniously in differently proportioned rectangles.

EIGHTH GRADE— W. C. John

Arithmetic

Percentage.—Review the principles and typical problems as given for the seventh grade, on 381-384 (complete edition). Emphasize the practical problems as given in the textbook.

There are three general types of percentage problems,—those which aim to find out the percentage, the rate per cent, and the base.

The following formulæ should be mastered:—

1. Percentage = rate \times base.
2. Rate per cent = percentage \div base.
3. Base = percentage \div rate.

When taxes are taken up, assign as a correlative study the chapter on taxes in the textbook on civics. What tax is paid on your school property? Obtain tax receipts and show them to the students.

Interest.—Accuracy and speed are desirable. In dealing with money values, pupils should realize that errors are costly. Practice the writing of checks, drafts, and other business documents. Topics which are of little practical value may be omitted; as, compound interest, bonds, and stock investments.

Civics

The Executive Departments.—The previous study of the Presidency will doubtless have shown that the President executes the laws passed by Congress. However, so many laws are passed at each session that the President needs help in enforcing them.

Of the 25,000 bills and resolutions presented during the first half of the present Congress nearly 2,000 became laws. Thus we see the need of the different executive departments.

The Department of State.—Show how Secretary Lansing caused Germany to change her method of attacking, without warning, merchant and passenger ships. If warning had been given the passengers of the "Lusitania" and the "Persia," our beloved Prof. Homer R. Salisbury and many others would have been saved.

The Department of War.—Have a pupil bring in pictures of soldiers which show the different uniforms. Watch for interesting news notes from the border. Who looks after the men who fight for us?

The Department of the Navy.—This year the navy has been greatly enlarged. Secretary Daniels has abolished the use of wines and liquors in the navy. Why? Cut pictures of typical warships from magazines, and show them in class.

The Department of Justice.—If some manufacturer disobeys the new Child Labor Law, this department, through the Attorney-General, will have him brought before court, and if found guilty, the manufacturer will be punished.

The Department of the Treasury.—This department collects and spends billions of dollars every year for army expenses, battleships, cannon, salaries of government officers, etc.

The Post Office Department.—Who is your postmaster, and how was he appointed?

The Agricultural Department.—Send to Washington for the Agricultural Department's list of free publications. Have some of your students send for literature appropriate to be exhibited in class.

Treat the other departments of the government in a similar manner.

Taxes.—Present concrete illustrations. What tax is being paid on the school buildings? Who is the taxgatherer? When does he come and collect? How does he decide the amount of tax?

Does anybody pay an income tax in your vicinity? How much do you think he pays? Why do we have to buy automobile licenses?

Party Government.—Who is Vance McCormick? Wm. R. Willcox? What did these men do during the past summer and fall? See papers.

Review.—In reviewing the chapter on the President, study article 12 of the Constitution on the method of his election.

Follow the papers closely to see exactly how the electoral vote turns out. A period might be profitably used as follows:—

Divide the States equally among the pupils, giving each a slip or slips of the States they represent—these slips to contain the popular vote as well as the electoral vote. Make the count by States, and announce the election of the President.

History

Two points should be kept in mind throughout the study of American history. These are based on the principle of civil and religious liberty. For nearly two hundred years the colonists struggled, till finally, during the Revolutionary War, they freed themselves from

civil bondage. A little later they also agreed to stand for religious liberty. However, these important steps were incomplete in that they recognized only the white race. For that reason the struggle for complete liberty was continued, in order that the black race might also realize the same freedom as had been obtained by their masters. A great deal of the most important legislation from the time of the Revolution to the Civil War is concerned with the problem of slavery. The great compromise failed largely because the great and fun-

Sunshine

(By Hazel Ella Huntzinger, 11 Years; Sixth Grade, Doylestown, Pa.)

The day hangs dull and dreary,
But there's gladness in our hearts;
We must try to make it cheery,
God help us do our parts.

If we pray we want the sunshine,
God will help us make it so,
Telling what to do to help,
Changing black to white as snow.
—*School Progress.*

damental principle of freedom still remained violated. Thus the freedom-loving elements in the United States were ultimately obliged to fight again—but this time to a finish—the battle of freedom for all men—white or black.

It is only a step from the enslavement of blacks to the enslavement of whites.

It would be well to explain the following quotation from President Lincoln's second inaugural address, which was delivered March 4, 1865, at Washington:—

"Fondly do we hope, fervently do we pray, that this mighty scourge of war may speedily pass away. Yet, if God wills that it continue until all the wealth piled by the bondman's two hundred and fifty years of unrequited toil shall be sunk, and until every drop of blood drawn with the lash shall be paid with another drawn with the sword, as was said three thousand years ago, so still it must be said, 'The judgments of the Lord are true and righteous altogether.'"

Show how the North was held responsible for its neglect at the beginning in allowing slavery to set foot on these shores. For that reason the North had to suffer to a great extent the horrors of war as a part of her retribution. The pro-slavery element for a long time had considerable strength in the North, and hindered those who loved freedom in properly solving the question.

Working Points

EDITH SHEPARD

1. "THE measure of one's success is the measure of his consecration."

2. Have you secured a club for CHRISTIAN EDUCATOR? The current number is alive with helpful hints. You can't afford to miss a single copy.

3. In classifying and ordering books follow Bulletin 14 (revised). Secure pay for all books before passing them on to pupils.

4. You may make the most dreary schoolroom attractive with clean white curtains, blackboard decorations, a few choice pictures, and pretty window gardens. Are you doing this? A pleasant schoolroom means happier and more obedient children.

5. "Of all virtues cheerfulness is the most profitable."

6. Do you insist upon separate cups, towels, and soap? Do the children bend over the pail as they drink? Is the water left in the cup returned to the pail? Is water allowed to stand in the pail overnight? Is the pail rinsed and sunned daily and given a cool, dustless place? A fountain or cooler would be better.

7. Use "No-dust" when sweeping.

8. Allow no loud, boisterous talking in the schoolroom. Try this plan, please: At 8:50 A. M. a bell rings, suggesting that play cease, errands be done. The 8:55 bell means perfect quietness in the room, all in their seats and each pupil studying the Morning Watch verse—provide a short, easy verse for little folks. At the nine o'clock bell each head is bowed, and a prayer or short song is chanted by the school. The opening exercises to follow should be varied, instructive, and interesting. (Suggestive: *Monday*, Prayer band; *Tuesday*, Lessons on character building; *Wednesday*, M. V. meeting; *Thursday*, Missions and denominational history; *Friday*, Consecration and testimony meeting. Opening exercises for afternoon—read from J. M. V. books.)

9. Keep the school temperature at a quiet, busy, happy degree.

10. Combine classes as far as consistent for doing good, honest work.

11. Keep with your pupils — you need the play hour as much as they, but superintend games, that harmony may prevail.

12. Conduct the noon hour in an orderly, pleasant manner. Kindly try this plan: Each pupil is given a regular place for his dinner box. At close of the morning session, pupils pass in line, get boxes, and return to their own seats or go to a large table. At tap of bell all sit, boxes are opened, napkins spread on lap and on desk (get white paper napkins at ten-cent store for those not otherwise provided), grace is asked, and the meal begins. Keep the same order and expect the same table manners as in a home. No one should leave his seat without saying, "Miss —, excuse me, please?" Let it be a jolly hour — not a loud, coarse hour. "Toasts" may be given, when each pupil in his turn gives a current event or special item of interest. Only one speaks at a time; others listen and enter into conversation as might be carried on at a family table. None should leave the room for play or work until the meal is over; none will want to if the teacher is wide awake and apt to the situation. When the meal is finished, the waste paper basket is passed. Then boxes are closed, and pupils march orderly, deposit boxes, and pass to the playground.

13. Expect all lessons to be well recited and notebook work completed before the session closes. Dismiss school with an appropriate song and a short prayer. Then all march out quietly and in single line. The street conduct of the pupils should be wisely guarded. Do not keep pupils long after school. Personal work usually solves every problem and conquers every difficulty. Parents will give valuable help.

14.

"Put any burden on me, only sustain me;
Send me anywhere, only go with me.
Sever any tie but this tie that binds me
To thy service and thy heart."

Our Question Box

ANSWERS BY CAROLYN RASMUSSEN

QUES. 42.— *What kind of excuse do you accept from a parent for a child's absence or tardiness?*

In case of absence, sickness should be the only excuse. In case of habitual tardiness, the teacher should visit the child's home and ascertain the cause, and seek coöperation on the part of the parents. The only plausible excuse for tardiness would be in case of emergency or accident.

QUES. 43.— *How many tardinesses would you permit from one child?*

Not more than three during a term.

QUES. 44.— *When a child does not form numbers or letters correctly in either board or general work, how do you correct the carelessness?*

Give the child a copy, large size, of numbers and letters, and have him practice each one separately until he has overcome the wrong habit.

QUES. 45.— *What decorations do you suggest for the schoolroom?*

Two or three good pictures, such as "Song of the Lark," "In the Meadow," "Shepherd and His Flock," together with a suggestive poster. Also a display board, on which may be placed daily some of the work done by the children.

QUES. 46.— *Is a thermometer in a schoolroom a necessity?*

Every schoolroom should have a thermometer. Sometimes the inactivity shown by the pupils is due to improper temperature of the room.

ANSWERS BY C. L. STONE

QUES. 47.— *In a small Missionary Volunteer Society, connected with the school, is it better to have the society in the morning or in the afternoon?*

Most school Missionary Volunteer Societies are held in the morning, but many are having just as good interest and results with their meetings in the afternoon. It is not so much a question of time of day as of making adequate provision for it, and then bending every energy to its success.

QUES. 48.— *Do you find the language in Readers sufficient for foundation of Bell's No. 3?*

This matter came up at the Educational Council, and a request was made that the language work in Reader No. 6 be revised, with the view to making it lead more directly to the use of Bell's Revised Grammar in grades 7 and 8.

HOME EDUCATION

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

The New Year

BY C. P. BOLLMAN

THE New Year comes to every one,
Sent by the Father above,
Giving a gift, as ever he's done,
From the depth of his boundless love.

And why does our Father add this time
To the years already given?
Is it not that we may yet prepare
For eternal years of heaven?

Yea, God gives life and length of days,
And friends and kindred dear,
And we may make this the best of all,
Indeed a glad New Year,—

A glad New Year in hearts and homes,
In our church and school and class,
As we set our faces toward the goal,
Improving the days that pass.

Nature Month by Month

MADGE E. MOORE

Drawings by Miss Richardson

"Listen to the music of the chiming bells,
Joyful is the story that their pealing tells!
How with love and kindness, mighty deeds are
done
While they spread the tidings, New Year has
begun."

First Week

MOTHER earth is still quietly breathing. Her soft white blanket is pulled up tightly around her, and her sheets of ice also keep the ground protected from further cold. The roots and seeds underground are quietly awaiting their time, for the house cleaning must be done thoroughly before they take up their work anew. Against the deep blue sky the snowy carpet is startling in its whiteness; every post, fence corner, and shrub, no matter how inconspicuous during spring, summer, and fall, stands out now in bold relief. All dirty refuse piles are no more, and nature's lines are graceful curves, with no ragged or sharp turns.

Review the study of last January. Draw from the children the uses of snow and ice. Notice the location of the sun at noon, and compare with its position that of a few months ago; also compare the length of the days with those of December.

Teach the children directions, and let them discover for themselves the direction from which certain winds blow. Place the thermometer where they can read the numbers, and encourage them to watch the journeying of the mercury, and to learn what causes it to change position. Show them (with a magnifying glass) the effect of cold upon the pores of the skin, using hot and cold water on the hands, that they may see the contrast. Show that as the closed pores help retain the heat of the body, so woolen clothes aid by not letting the body heat pass through them. Let the children make pictures showing the currents of air in the room heated by stove or by furnace. Let them discover why glasses cover with steam upon being brought into a warm room. Help them to love the pictures Jack Frost paints upon windowpanes. They may hunt for ferns, flowers, trees, hills, etc.

Review the plant and animal preparation for winter, and the constellations studied (note their positions now). Review tree life thus far studied. January days ought to be interesting ones, indoors and out, for the snow creates such a calm atmosphere. The quietly falling



WHITE PINE

snow tells the children (if they listen, and they often do unconsciously) to step softly and talk quietly. It is a lesson of purity, and also of patience, for it takes many flakes to fill a small space. The dazzling beauty of each snowflake helps us to admire its Creator.

ILLUSTRATION

Pattern for a bell.

BUSY WORK

Draw, outline, or sew bells.

Draw, cut out, make out of cotton or snow, a snow man.

Cut out snowflakes.

Give child an old calendar, and let him learn to count by making a number chart of the figures. Let him find those numbers on the clock, the thermometer, etc.

Teach forms:—

1. *Circle*.—Toy balloons colored; use black crayola for string.

2. *Square*.—Cut out squares and triangles for houses, and triangles for roofs.

3. *Triangles*.—Tents arranged in camp-meeting style, with large tents also.

4. *Oblong*.—Use oblong for wagon box, add small circles for wheels, and draw a tongue with crayola.

Let the children draw or cut out pictures to represent work of each day. Give them a wall-paper sample book, and let them cut out the figures, or use the paper for weaving mats and weavers.

Make borders of the different forms, cut out, and colored.

Second Week — Trees

Everything God has made is done according to a definite plan. We see this all around us in nature, for almost everything created can be put into a class, or family, having similar characteristics. Explain the word "characteristics," using as illustration the common members of the



STENCH

dog family, and notice the family resemblance. There are families of flowers, of animals, of grains, of fruits, and of many other things. We will study one of the tree families—the one most interesting in stormy winter weather.

Trees were created on the third day (review meaning of "created"), and now every tree grows from the seed of another tree, or from its mother tree. Perhaps some of the other families of trees can be recognized, though the trees are loaded with snow. We well remember the different shapes, as oak, maple, and elm, but those we will leave for spring study.

The common members of the evergreen family are the pine, fir, spruce, cedar (commonly called), and hemlock. They are very useful as windbreaks, for their trunks are sturdy, and the little needle-like leaves, especially of the pine and spruce, meet the stormy winds uninjured, while a broad leaf, like that of the maple or tulip tree, would be torn in shreds. These trees therefore serve as a shelter to the wild animals of the forest and to the farm, and furnish a hiding place for birds during stormy weather. Last month we found them useful as Christmas trees.

Whittier has said,—

"There's iron in our Northern winds.
Our pines are trees of healing."

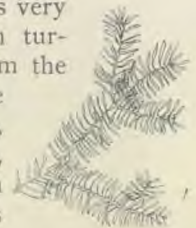
The odor of pine trees is very good for the sick. Pitch turpentine, and oil come from the pine tree. Its wood is made into many useful articles, from matches to furniture, houses, fences, and even masts of ships. The leaves are slim and pointed, like



WHITE CEDAR



RED SPRUCE



BALSAM FIR

needles, and are from one to five inches long, according to the kind of pine. The needles are bound together at the base in bundles of five (white pine), two or three (yellow pine), etc.

There are about six hundred different kinds of pine trees. In color the leaves vary from pale green to blue green, olive green, and bright green, according to the variety. The little groups or bundles of leaves are set irregularly along the branch. The bark of the old pine trees is deeply furrowed, the young trees being more smooth. Each variety of pine has a cone of a special shape. The cones do not fall till the second year usually, though a few bear cones each year. Pine trees, being tall and straight, are a continual object lesson to the beholder.

The spruce tree gives its wood to the paper factories. Its needle-like leaves are not in bundles, but are attached to the twig; they point in all directions, and are four sided. The different kinds of spruce are best known by the cone.

Wood from hemlock trees makes good railway ties, and is useful in building where it may be covered up, for it is not beautiful. Its bark is used in dyeing and tanning leather. It is a pretty tree, and in winter, against the white snow and gray sky, its foliage seems almost black. The underside of the leaves is lighter. The leaves are flat, have short stems, and grow in pairs on opposite sides of the twig. They are not so long as the pine leaves.

The leaves of the fir tree are similar to those of the hemlock, the mark of distinction being that they have no stem, and the leaves seem to grow more on the upper side of the limb. They are marked by a little groove through the center, and are dark green or blue green. The leaves remain on the tree from eight to ten years.

The flat spray of the cedar tree (commonly so called) is familiar to almost every child, being unlike the other evergreens. Cedar is a beautiful wood, and is used largely in the furnishings of houses, in doors, sashes, and furniture. The odor of the cedar is very beneficial.

Cedar chests are common. Indians chose young tall cedars for totem poles, as they can be carved easily, although the wood of some cedars is very hard.

Let us locate the trees, and let the children compare leaves, bark, and wood.

ILLUSTRATIONS

(The stars indicate that these illustrations are the most important.)

*1. Twig showing pine.

*2. Twig showing needles.

*3. Twig showing spruce.

*4. Leaf of a fir.

*5. Spray of cedar.

Stencil picture — something simple.

BUSY WORK

Cut out borders of evergreen trees by folding. (See December number.)

Draw fir trees.

Gather pine needles, and tie together at one end, making little brushes of them. Place pine needles in envelopes, and put among handkerchiefs.

Collect pieces of the different "woods," and learn to recognize them by feeling of them.

Make a picture, using blue crayola for sky, chalk for the ground, and cut out trees growing on the ground.

Make stencil pictures, using outline and crayola, by first cutting on the lines, placing pattern on blank paper, and coloring. If the children learn to cut out carefully, they will be able to use the paper from which they cut out outline pictures as stencil patterns.

Third Week — Wings

Keep a list of the birds studied thus far, and see if during the winter you chance to see any of these left-behind stragglers—those that have arrived from the North and the ones that stay throughout the year. With the boughs of the evergreen trees studied, set up bird shelters, wigwam fashion. They may save some birds from perishing through cold or lack of food; for besides furnishing shelter, they make good feeding places.

One little bird that stays through the winter, when the weather is not too severe, sings just as sweetly in December as in May. Such a lesson of cheerfulness! He builds his nest low down on the ground or in bushes. His song is very simple and cheery. His call note is

"cheep." He is very timid, and feeds mostly on seeds of grasses and weeds, and he finds them even in winter. His breast is deeply streaked with dark, and also his cheeks. Otherwise, in appearance he is the common sparrow. When he flies, he jerks his tail very nervously. He is called the "song sparrow."

One of the little snowbirds, the slate-colored junco, is very sweet and interesting. He fits nicely in a snow scene, for his head and back are the color of the gray sky, his breast of the pure snow, and a little white in his tail feathers, which shows when he flies, brings him to our notice. His head is darker than the cape around it. Among the shrubbery he scratches away and finds seeds. His nest is built low, and is well protected from storm. He is our most friendly winter bird, and has a very cheerful twitter.

Look in the cedar trees for the blue jay. His coat is blue and purple, trimmed with black and white. He is best known to children by his blue top-knot. His song is quite saucy, bright and loud, and he often robs the nests of smaller, weaker birds of their eggs and young. He is a good fighter. For winter use, he hides acorns, nuts, and corn in some hollow tree.

January is the month to look for cocoons, as the trees are leafless and nature is quite bare of foliage. You will find them on fences, old buildings, under loose bark, in hollow trees, under bridges, in cracks or rocks, and even in wood piles. Cocoons are gray, tan, or dark brown bags, large at the base. On the twigs of cherry, maple, apple, and birch trees you may find the cocoon of a very beautiful specimen. The cocoon of the brown-tail moth is a silken bag or web on the tips of branches. These moths do much damage to trees in the spring. Keep some cocoons in the house, so the children can see the little creatures come out, wave their damp soft wings, spread them like sails, and literally sail away. Don't let them out of doors too early, or they will die. A cocoon box may be

made by joining three oblong pieces of glass to a cardboard foundation, using white passe partout ribbon, and fixing wire screening or netting at the ends to allow a circulation of air. Then the children can watch developments.

ILLUSTRATIONS

Gather cocoons.

Cocoon box of glass and wire screen.

Butterfly pattern,— sew, color, or cut out.

BUSY WORK

Take care of the cocoons which you have, and find others.

Feed birds and build shelters, using fir boughs.

Outline butterflies; color, and make a border of them.

Make Roman numbers to twelve, using toothpicks or colored sticks.

Play store, making change for purchases ranging from one-cent to ten cents or more.

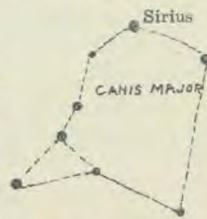
Print capital letters, using lined tablet paper and colored crayola; make the letters two spaces high. Given copy.

Let the children print in capitals their first names, or lay them with sticks.

Make bedroom furniture, using sticks or crayola.

Fourth Week — Stars

At the heels of Orion is the constellation called "Canis Major," or the "Great Dog." In it there are forty stars



that can be seen unaided. Sirius, the brightest star in the heavens, is the nose of Orion's dog. Let the children use their imagination and trace the shape of the dog. At

Thanksgiving time we see Sirius at about nine o'clock. Christmas time, a month later, it rises about seven, and by the last of January it may be seen near sunset, or about five o'clock.

You see the time for the stars to appear may be learned by noticing that they rise two hours earlier each succeeding month. Of course those near the polestar may be seen every night. Sirius is one of the southern stars, and does not rise very high. From the time it rises until it sets is only ten hours. It is a

great twinkler, and seems to change color as it twinkles. It is quite near our world, and gives forty times the light that the sun gives.

ILLUSTRATION

*Show relation of Orion to Canis Major, and especially show Sirius.

BUSY WORK

Cut out, draw, trace, color, or sew stars, sun, and crescent moon.

Draw a night picture, using black crayola for sky, gilt stars pasted on, and white chalk for ground.

Be sure the horizon line is straight, and not exactly in the middle.

Use the broad side of black crayon.

Lunches for School Children

(Concluded from November)

WHEN considering milk, the food value of skim milk, which contains a larger percentage of protein, though less fat, than full milk, should not be overlooked.

Eggs, the next of the protein foods commonly given to children, contain much iron, and their yolks are rich in fat.

3. *The Fatty Foods.*—The fatty foods—as butter, cream, salad oils, and similar foods—are important sources of energy and nourishment for the growing body. Fats are best given in such simple forms rather than in rich pastries or sweets.

4. *Fresh Vegetables and Fruits.*—Because ordinary vegetables, such as potatoes, greens, lettuce, green peas and beans, asparagus, and the ordinary fruits, do not contain much fat or protein, their value in the child's diet is frequently underestimated. These things, however, should be considered a necessary part of the diet of the child, for the very important reason that they furnish mineral and other materials required to form bone and tissue, as well as to repair waste and supply some energy.

Green vegetables are valuable particularly because they contain iron in forms which the body can utilize. Fruits contain a considerable percentage of sugar, especially when they are dried, and sugar is a quickly absorbed fuel food. As

things eaten raw transmit disease germs, care should be taken to wash vegetables and fruits thoroughly in several waters. Many fruits, especially those with skins, can be dipped safely into boiling water, while those with thick skins, such as oranges, bananas, and apples, may be safely washed even with soap. Dried fruits, when washed and put into an oven to dry, absorb some of the water, and thus are softened and improved in taste.

5. *Sweets and Desserts.*—Sugar, as has been said, is a quickly absorbed fuel food, and simple sweets have their place in the diet of all children. If not served between meals or at times when they destroy the appetite for other needed foods, there is no objection to them. They may be served in the form of cake not rich enough to be classed as pastry, in cookies, sweet chocolate, simple candy, honey, dried or preserved fruits, maple sugar, and loaf sugar. In general, fruits—fresh, baked, stewed, or raw—and simple sweets are much better desserts for children than rich pastry, which contains a large amount of fat.

The following suggested menus for the school lunch basket give the child, as nearly as is practicable in such a meal, the proper proportions of the different classes of foods:—

For the Basket Lunch

1. Sandwiches, with some food containing oil for filling; baked apples; cookies or a few lumps of sugar.

2. Slices of bean loaf; bread-and-butter sandwiches; stewed fruit; small frosted cake.

3. Crisp rolls, hollowed out and filled with something containing oil, moistened and seasoned, or mixed with salad dressing; orange, apple, a mixture of sliced fruits, or berries; cake.

4. Lettuce or celery sandwiches; cup custard; jelly sandwiches.

5. Cottage cheese and chopped sweet-pepper sandwiches, or a pot of cream cheese with bread-and-butter sandwiches; peanut sandwiches; fruit; cake.

6. Hard-boiled eggs; crisp well-baked biscuit; celery or radishes; brown sugar or maple-sugar sandwiches.

7. Bottle of milk; thin corn bread and butter; dates; apple.

8. Raisin or nut bread with butter; cheese; orange; maple sugar.

9. Baked bean and lettuce sandwiches; apple sauce; sweet chocolate.

The provision of a bottle of milk is suggested in one of the menus; but of course taking milk to school in warm weather would be impracticable, unless means were provided for keeping it chilled until it is consumed.

The school lunch container, the specialists point out, should permit ventilation, exclude flies, and should be of a material which permits thorough washing in boiling water. If glasses, paper cups, or spoons are provided, the child should be warned against letting other children use them. The child should be encouraged to wash his hands before each meal, and for this reason paper towels, paper napkins, or clean cloths should be provided. Food that does not require ventilation should be carefully wrapped in paraffin paper, and the soft or liquid foods should be packed in jelly glasses, screw-top jars, or paper cups.

It is, of course, very good for the child to have at least one warm dish at noon—a vegetable milk soup, vegetable chowder, vegetable stew, or a cup of cocoa. These are easily prepared on ordinary stoves with ordinary utensils in a school where interested mothers or teachers agree to do the cooking and serving, and where dishes and spoons are available. Almost any school, however, could make coöperative arrangement with the parents to see that the children get a cup of good milk at noon.

Soft fruits, such as berries, which are difficult to carry in lunch baskets, might be prepared at school. Where these dishes are provided at school (the milk and the fruit), the lunch basket would omit them, and provide merely bread and butter or crackers and cake.

Home Making

LITTLE beds of flowers,
Little cans of paint,
Make attractive homes
Out of them that ain't.

—*Nevada Journal.*

Making Housework Cheerful

"DEAR, will you see to Horace? I think he's hungry," remarked the hostess to her husband.

"Who is Horace?" asked the weekend guest. The hostess laughed.

"Why, it's the furnace," she admitted. "You see, we have gotten into the merry way of playing a game with our house-keeping, and naming everything in the house. It isn't nearly so much of a task to tend furnace when it is named Horace, and is, in a way, a helpful, active member of the family, as when it is regarded merely as a nuisance. A furnace isn't a nuisance, you know. It is a big, comfortable friend—only, like most friends, it has to be liked and appreciated and visited with in order to do its best work. So, instead of going down to put coal in a cold, forbidding, ugly stove, my husband goes down to feed Horace, and make him feel better for having his cinders shaken down, to pat him metaphorically with the poker, and thank him for keeping the house so warm. Silly, isn't it? But it brings such a nice glow of fun into an ordinary job.

"My kitchen range is named Aunt Susan. Into her ample lap I put my cooking utensils, knowing that she will help me make everything appetizing and savory, aid me in getting my dinner on time, and hum gently to herself when I leave her alone with the teakettle. She is like a wise, experienced old aunt to a young housekeeper like me.

"We have a battered old roadster that is lovingly termed Old Dobbin, since the accession of the smart little car which we call James—as if it were chauffeur, footman, and butler rolled into one. Dobbin drives the children to school, runs all the village errands, and takes us on all the family outings; while with James I go calling, we drive to church, and altogether keep up the family 'tone.'" The hostess, a simple woman of simple tastes, smiled at this as at a huge joke, for she and the host were their own chauffeur and footman.—*Christian Science Monitor.*

BOOKS AND MAGAZINES

"FIRST AID IN EMERGENCIES," by Eldridge L. Eliason, A. B., M. D., assistant surgeon University of Pennsylvania Hospital, etc. J. B. Lippincott Company, Philadelphia. 204 pages.

A book of this character, to meet with approval and success, should be handy in form, practical in content, and clear and concise in its statements and directions. The author has happily combined all these characteristics, and has also illustrated the book so well that he who runs to give first aid may read, if necessary, on the way.

The ten chapters into which it is divided are as follows:—

1. General Considerations.
2. Surgical Principles and Supplies.
3. Wounds.
4. Hemorrhage (Bleeding).
5. Heat and Cold Effects.
6. Sprains, Dislocations, and Fractures.
7. Unconscious Conditions and Fits or Convulsions.
8. Suffocation.
9. Poisons.
10. Medical Emergencies.

These chapters include 106 illustrations made from special photographs and original drawings. The author has spared no pains to make the manual useful to the laity, including firemen, police, life guards, sailors, Boy Scouts, explorers, factory workers, etc. The book has a special thumb index, which facilitates its rapid use in time of emergency.

"SCHOOL DISCIPLINE," by William Chandler Bagley, professor of education, University of Illinois, 259 pages. The Macmillan Company, New York, 1915.

Dr. Bagley's new book begins by defining what is meant by a well-disciplined school, as indicated in the following quotation in part:—

The threefold function of discipline is,—

1. The creation and preservation of the conditions that are essential to the orderly progress of the work for which the school exists.
2. The preparation of the pupils for effective participation in an organized adult society which, while granting many liberties, balances each with a corresponding responsibility.
3. The gradual impression of the fundamental lessons of self-control, especially through acquainting the pupil with the importance of remote as contrasted with immediate ends.

Both general and specific causes of unruly schools are discussed, such as harsh and unsympathetic treatment, indulgence and weakness of control, the personality of the teacher,

and tactlessness. Six chapters are devoted to a study of the best methods of transforming the unruly school into one both obedient and efficient. Of special importance and interest is his treatment of the questions of coercive and corporal punishment. The author shows by reliable illustrations and examples how coercive methods may properly be indicated and carried out. The remaining chapters consider the control of troublesome types, such as morose, hypersensitive, self-complacent, haughty, stubborn, and vicious pupils. The doctrine of interest and its relation to discipline are also discussed. This is one of the most thorough and satisfactory works on discipline that we have examined.

"ORAL ENGLISH," by John M. Brewer, formerly teacher in high and intermediate schools, Los Angeles, Cal. Containing Directions and Exercises for Planning and Delivering the Common Kind of Talks, Together with Guidance for Debating and Parliamentary Practice. Ginn & Co. 396 pages.

The writer bases his work on the principle that speaking is the primary mode of expression, instead of considering it secondary to written work as taught by some authors. The student is furnished with brief directions, detailed exercises, and suggestive topics of everyday interest and utility. He is assigned a series of problems, each of which must be thought out and solved by giving a talk before the class. Part I discusses the planning and delivering of the common kinds of talks. Part II treats of Argumentation and Parliamentary Language. The Appendices include chapters containing special material or debates, mock trials, and political conventions, and topics for reference. The book is to be commended for the fulness of scope of the topics discussed, and for the large number of interesting assignments given, which will undoubtedly enlist the interest and cooperation of students in this needed line of work.

"THE FUN OF COOKING," by Caroline French Benton, author of "A Little Cookbook for a Little Girl," etc. Illustrated. The Century Company, New York. 254 pages. Price, \$1.20.

This is a story for boys and girls. It introduces the Blair family, who are expecting a number of relatives for Christmas. While awaiting the guests, Jack wondered what they might do, as the train was considerably delayed. The mother suggested cooking. This was agreed to by Mildred, but Jack said, "Boys

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don't cook." Mildred and her sister Brownie, however, put on their aprons, and taking the recipes which were given them by their mother, went to work and baked some excellent cakes and macaroons, while Jack went down to the furnace and popped corn.

In the following pages the happy results of this experience are described, telling how from time to time Jack and his sisters learned to prepare dinners, school and picnic lunches, Sunday night suppers, food for school parties and camping days, besides special food that they prepared for Mother Blair when she was ill.

More than one hundred useful recipes are appropriately interspersed as the story progresses. Barring a few recipes which we do not approve from a health standpoint, the book is of special interest and value to the growing girl or boy, who should be able to profit by and enjoy the "fun of cooking."

"HOW TO GROW VEGETABLES AND GARDEN HERBS, A Practical Handbook and Planting Table for the Vegetable Gardener," by Allen French. 312 pages. Price, 50 cents. Published by The Macmillan Company, 66 Fifth Ave., New York City.

This useful manual gives explicit directions for planting several hundred different kinds of vegetables and herbs. The plants are listed in alphabetical order, and are considered in the following manner:—

1. A brief general description; 2. Soil; 3. Distance Between Plants; 4. Manner of Sowing; 5. How to Thin; 6. How to Set Roots; 7. Picking; 8. Renewal.

The preface includes important general directions with respect to use of implements, fertilizers, and sprays.

Emmanuel Missionary College Notes

MYRTA M. KELLOGG

THE goal set for the college students and teachers in the Harvest Ingathering campaign was \$500. The school was divided into twenty bands, eleven going to the country to solicit, four to the cities, and the other five remaining at home to write letters and to work. When the returns were in, it was found that there was \$508.

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An interesting program was given by the Hoosier students one evening, consisting of a sketch of the life of James Whitcomb Riley, reading from his poems, and a song written by the Hoosier poet.

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Fifth Grade Bible Outline (Concluded from page 144)

FOURTH PERIOD

- Lesson 64. Several old-fashioned jars.
- Lesson 66. Gourds, barley loaves, and corn.
- Lesson 67. A letter and a river.
- Lesson 68. Several pieces of money and a beautiful garment.
- Lesson 69. Picture of woods, river, and floating ax.
- Lesson 73. Camels going on a journey.
- Lesson 75. Paper cutting of a little boy and drawing of a crown.
- Lesson 76. An altar and a chest.
- Lesson 78. A thistle and a cedar tree.
- Lesson 81. Drawing of a boat on the water.
- Lesson 82. A booth shaded by a vine.

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