

CHRISTIAN EDUCATOR

A MAGAZINE FOR HOME AND SCHOOL

Vol. VIII

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No. 6

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LOCATION IS AN IMPORTANT FACTOR IN THE SUCCESS
OR FAILURE OF AN INSTITUTION OF LEARNING

Emmanuel Missionary College

Has the following advantages in this respect :

It is established in the center of the Lake
Region of the United States;

On the banks of the beautiful St. Joe
River, a half-hour's ride from Lake
Michigan;

In the geographical center of the Lake
Union Conference;

With the interurban cars passing hourly
through the campus;

On an extensive farm of 264 well-tilled
acres, in the Michigan fruit belt;

Far enough from the cities to be safe,
near enough to be convenient,—

A home in the country and a school in
the woods.

Write O. J. GRAF, President
Berrien Springs, Michigan

That Second Semester

The semester is a good thing. At the end of the first, the schools shake themselves out, freshen up their plans, receive new students, and set their pace for the home stretch to the year's goal. "Christian Educator," too, feels the influence and benefit of this mid-year rallying point. This is the first issue of our second semester, in the volume. With our schools we, too, want —

Something Better

than we have had before. We already have some good things in hand, like these: —

Shall Our Colleges Teach the Trades?

Keeping the Balance in Education.

Developing Student Cooperation in Our School Homes.

Christian Epic Poetry.

Efficiency Tests in Arithmetic.

Teaching Children the Prayer Life.

A Practical Plan for the Health Inspection of Schools.

How the Teacher Can Recognize Symptoms of Common Diseases.

School Sanitation and Hygiene, by a Washington Specialist.

Be of Good Cheer, by the editor.

The Length of Our School Terms.

More Teachers and Better Training.

Teaching as a Profession.

Some of our best things are not foreseen a semester ahead, but are sure to come.

Are You a Subscriber?

Is Your Neighbor One?

If Not, Ask Yourself Why.



MOCCASIN BEND

This is the famous Moccasin Bend in the Tennessee River, at the northern base of Lookout Mountain. On the Moccasin itself were placed Union batteries in the Battle of Lookout Mountain, Nov. 23-25, 1863, to cover the front of the mountain while troops scaled its sides and fought "the battle above the clouds." The mountain rises abruptly from the river in the foreground. Part of Chattanooga may be seen in the bend of the river to the right.

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Learning, and Learning to Do

BY THEOPHILUS

THERE is a vast difference between learning for its own sake and learning with a view to doing something. On the recognition of this difference hinges the value of a school curriculum. On this difference depends largely the success or failure of the student in his life work. On a clear view of this difference turns the competency of the teacher.

The school has been so long regarded as a place for *getting* knowledge that it has not yet sunk very deep into the consciousness of either patrons or managers that the school should be equally a place for learning to *apply* knowledge. Until the teacher gets this viewpoint, he will not be solicitous enough that the knowledge he imparts be of such a nature that it *can* be applied. Until the student seeks for and insists that he receive knowledge that is *usable*, he will fall short of the maximum benefit from his stay in school. Until the builders of our school curricula keep clear in their perspective the idea of *doing* as well as learning, they will not reach the zenith of efficiency in the public service they render.

Culture Versus Utility

I have no quarrel whatever with true culture as an element and aim in education, but I am not on friendly terms with the so-called "culture" that is cultivated for its own sake, that seeks to discipline the mind by the mere process of gathering knowledge of the traditional sort, that, in short, abstracts culture from utility. There is no culture so much to be desired or so effectively to be acquired, as that which, in the pursuit of knowledge, culminates in utility. No one has ever expressed this truth better than

President Garfield in his immortal address on "College Education," when he said:—

"It may be stated as a general rule that if we compel ourselves to study *what we ought to know*, and *use it when learned*, our discipline will take care of itself."

There is no rule of higher mental economy than this. If adhered to, it would save foot-pounds of energy and years of misspent time. There is no conflict between culture and utility in education if rightly correlated. Know your need, study to meet it, use your knowledge when you get it, and culture will take care of itself.

The new civilization in which we live and the ends toward which we are working in Christian education demand that we observe this rule in the building of our curriculum and in the conduct of the classroom study. Speaking from the secular viewpoint alone, Thomas W. Churchill, president of the New York City Board of Education, said about a year ago:—

"To make a citizen intelligent we cannot continue mulling over the things that were essential for the cultured English gentleman, but are not essential for the American citizen of 1915. The discovery of coal, the utilization of steam, the expansion of trade, the introduction of popular government, the cheapening of printing, the use of newspapers and magazines, have made a new civilization. The schoolmaster may not like it; I may not like it; but it is here, and our children have got to live in it until they change it. They will not live in a civilization that used to be when our present curriculum was developed. This change

means that the intelligence needed by the school citizen is not the intelligence contemplated by the school curriculum. The intelligence demanded is not a literary intelligence. The continuation of our bookish, literary-centered course of study is therefore absurd, unfair, and an irreparable damage to those on whom it is imposed."

This is a bit radical, but the ends of Christian education are no less clearly defined and not a whit less utilitarian in their realization than are those of secular education. Nor are they any less capable of adaptation to our own times.

The Teacher

How will the teacher's work be affected by applying the test of usability and timeliness to the knowledge he imparts? It is fitting to inquire in this connection, What did Jesus do? One of the most striking keynotes to his success as a teacher is found in Luke's characterization of his mission and his practice as being "both to *do* and *teach*." Doing and teaching, teaching by doing, teaching to do—these were his methods. Passing by the material and methods of the traditional school, Jesus went straight to the people's need. The Christian teacher of our time, then, will seek to imitate him in the following ways:—

1. He will test through use the knowledge he purposes to impart. He will thus be able to sift the useless from the useful, and not teach a thing to others merely because it was taught him.

2. Having tested his own knowledge by use, he will teach from the viewpoint of the student's using what he learns. This will free him from the handicap of leading the general student through such technical knowledge of a subject as is needed by the specialist only, and as will meet the standard of an artificial examination designed to "pass" him on to something still more technical.

3. He will seek above all things to make his teaching timely. The times in which we are living today make little demand for mere learning, but call loudly for learning to do.

How will these three considerations affect the teaching of familiar subjects in our course of study? Somewhat thus:—

History will be taught much less from the viewpoint of a serial story of all the things that ever happened, and much more from the standpoint of confirming the interpretation of prophecy at vital points, and especially of shedding light upon the meaning of current events. We are not seeking to produce historians, but to draw from the arsenal of history weapons for our spiritual warfare.

Science will be taught less from the viewpoint of scientific classification, nomenclature, and experimentation, and much more from the standpoint of acquainting the student with the laws of nature, which, "as truly as the precepts of the decalogue, are divine." We are not aiming to produce scientists, but to kindle in the field of nature a light that will expose error, reveal a wealth of illustrative material for the gospel worker, bring out in clear relief the principles of sanitation and hygiene, and brighten the page of Holy Writ.

English will be taught much less from the viewpoint of technical analysis, of writing on themes unrelated to the life of today, of tracing the history of writers and writings from the genesis of our mother tongue up to now; and much more from the standpoint of thought structure, of writing and speaking on topics of current interest, and of reading the masters that uplift the soul. We are not endeavoring to develop producers of standard literature so much as to gather stimulating thought material, and to arrive at correctness of speech, facility of expression, and force in presentation.

Music and art will have less respect to the cultivation of the classical with little regard for the nature of the theme, and more respect to the masters in spiritual interpretation. We are not striving to produce stage performers or luminaries in art, but we are seeking to cultivate love for the pure, the cheering, the uplifting,—all that makes for soul culture in the performer and in those who

are served, coupled with the motive and the ability to do acceptable service for God.

The trades will in no sense be neglected, but will be taught less from the viewpoint of doing domestic work or merely earning expenses, and more from the standpoint of learning to do them in a masterly way, of dignifying common labor, and of gaining a physical, mental, and moral tonic that will give balance and efficiency to the rest of the student's work while in school, and at the same time infect him with enthusiasm to do likewise when he becomes a public worker, especially a teacher. We do not purpose to make a permanent tradesman of him so much as to bring into his educational period and afterservice an element without which the aims of true education are not fully met.

The Student

The student has a right to expect and demand such service from his teachers — not mere learning, but learning to do. He has a right to expect that an important part of his learning to do will be observing his teachers do, and a share in the doing when the proper time arrives. Parents, too, in intrusting their children to our tuition and training, have a right to expect that the knowledge imparted will be both usable and timely. It is not too much to say, with Mr. Churchill, that the imposing of any other kind of instruction upon the student is "absurd, unfair, and an irreparable damage."

The College

No system or policy in education can thrive unless responsibility is localized. When we consult our own educational

history, we find that it originated in the founding of a college. In our present organization, the system of schools we conduct culminates in the college. More and more our secondary schools and our educational field offices are manned with college graduates. In scarcely a less degree, our evangelistic field forces, especially in foreign lands, are being recruited more and more from our colleges.

The college, then, seems the natural and logical center on which to focalize the chief responsibility for maintaining right educational ideals and practices. The principle of "like priest like people" holds good in the manning of our academies. As teachers have been taught, so are they most likely to teach. If there is any virtue in the ideas set out in this article, it is incumbent upon our colleges, above all other institutions, to embody them in practice.

The question was raised not long ago whether our colleges should teach the trades, or leave this work to the academies. Since our colleges are virtually manning our academies, this question simply asks whether the industrial work in our academies shall survive or perish. On our colleges rests the chief responsibility as to whether the efforts we have made to establish manumetal training as an integral part of Christian education shall end in disaster or in triumph.

If this is true in reference to the labor idea, does any less depend upon our colleges for the recognition of the vast difference between learning and learning to do, and for the development of instruction that will more effectually insure a type of knowledge that is both usable and timely?

Silence

I NEED NOT shout my faith. Thrice eloquent
Are quiet trees and the green, listening sod;
Hushed are the stars, whose power is never
spent:
The hills are mute: yet how they speak of
God!

— Charles Hanson Towne.

Efficiency Tests in Spelling

BY W. C. JOHN

It is a matter of interest and satisfaction to those engaged in educational work to know that the character of the work done in any subject of the curriculum is equal to or above standard. But we are all well aware that standards differ in school systems, grades, and among individuals. Thus is indicated the need of some test or measurement that will give definite information respecting relative efficiency of the work done in like grades in a number of schools, or comparing the relative progress in different school systems.

The spelling tests discussed in this study deal with investigations made on a large scale by Dr. Leonard P. Ayres, director of the Division of Education of the Russell Sage Foundation, New York.

As a fundamental step, Dr. Ayres made up, by careful methods, a list of

one thousand words which are most commonly used in English writing, by the examination of 1,400,000 spellings made by 70,000 children in eighty-four cities of the United States. This list has been prepared in the form of a scale for measuring ability in spelling, and is reproduced on pages 176 and 177 of this issue.

From this list ten words were chosen, and on test, found on the average to be correctly spelled by seventy per cent of the pupils of the second grade in other cities. Another list of ten words was also chosen, and found on the average to be correctly spelled by seventy per cent of the pupils of the third grade in other cities. Other lists were made on the same basis, which included the rest of the grammar grades, as shown in the following table:—

<i>second grade</i>	<i>third grade</i>	<i>fourth grade</i>	<i>fifth grade</i>	<i>sixth grade</i>	<i>seventh grade</i>	<i>eighth grade</i>
foot	fill	forty	several	decide	district	petrified
get	point	rate	leaving	general	consideration	tariff
for	state	children	publish	manner	athletic	emergency
horse	ready	prison	o'clock	too	distinguish	corporation
cut	almost	title	running	automobile	evidence	convenience
well	high	getting	known	victim	conference	receipt
name	event	need	secure	hospital	amendment	cordially
room	done	throw	wait	neither	liquor	discussion
left	pass	feel	matter	toward	experience	appreciate
with	Tuesday	speak	flight	business	receive	decision

The results of these tests are valuable in showing how different classes of the same grade vary in their ability to spell.

The same spelling test was applied at Springfield, Ill., and gave these results:

GRADE	PER CENT CORRECT
2	70
3	65
4	70
5	72
6	68
7	73
8	75
Average	70

It is evident from these figures that Springfield just comes up to the average of the other cities. There is, however, a wider variation if the schools are compared as a whole: Seven schools ranged from 72 per cent to 86 per cent, which was the maximum; ten schools ranged from 64 per cent to 69 per cent; one school fell as low as 58 per cent.

In Butte, Mont., the same lists were used, giving an average for the whole school system of 80.3 per cent. The table on the opposite page shows interesting variations.

The result of the same test applied in Salt Lake City gave an average of 85 per cent for the city as a whole. Some schools gained an average as high as 93 per cent, the lowest falling to 77.2. It was felt that the test was not quite strong enough. It was observed, however, that

an unusual amount of time was being given to the teaching of spelling.

Oakland, Cal., also made the test in forty of its forty-one schools, 12,985 children being tested. The score for the city was 76.5, or 6.5 per cent above the average of American cities.

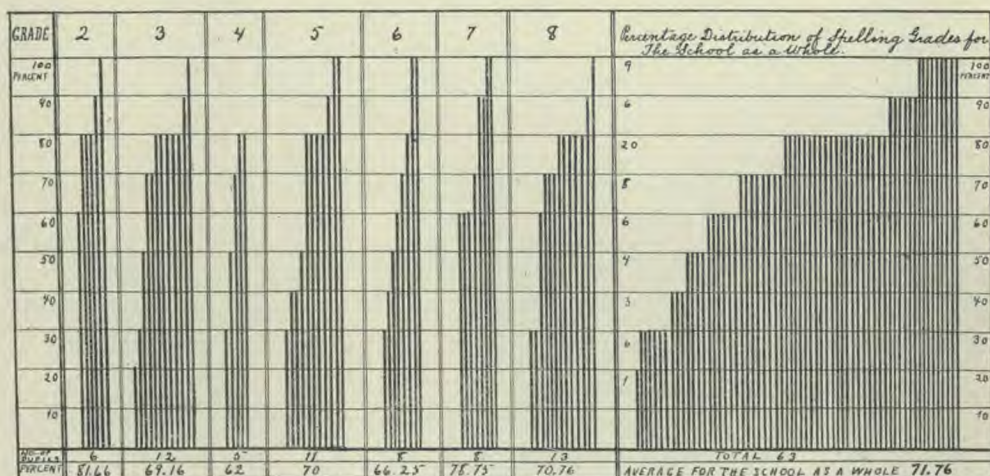


DIAGRAM OF SPELLING EFFICIENCY TEST OF AN S. D. A. ELEMENTARY SCHOOL

Testing a Seventh-day Adventist School

With a view to encouraging the carrying out of similar tests on a large scale among Seventh-day Adventist elementary schools, the General Department of Education applied the Ayres spelling test to pupils of one of our elementary schools.

Our boys and girls were first told that thousands of pupils in twenty-two different cities of the United States had taken a special spelling test of ten words.

The lists were read slowly and distinctly, as in the regular spelling drills, the pupils writing out the words on paper. After collecting, the papers were classified and corrected.

The general result showed an average for the whole school of 71.22 per cent, or 1.22 above the average of American cities. The highest average was given by the second grade,—81.66 per cent; the lowest by the fourth grade,—62 per cent.

The graph gives a description of the figures obtained by individuals, by grades, and by the entire school. Each vertical line indicates the record of one pupil in per cent,

Standings of the Several Grades in Spelling (Schools by Number)

	1	2	3	4	5	6	7	8	9	10	AV.
Grade 2	89	..	73	..	..	80	98	89	85	93	86.2
Grade 3	72	..	77	..	..	88	75	80	82	88	81.8
Grade 4	75	79	87	78	79	..	73	78	..	..	78.7
Grade 5	77	86	80	84	86	..	91	88	..	..	84.5
Grade 6	66	72	74	77	81	..	73	82	..	..	75.0
Grade 7	75	76	80	78	73	77	74	78	..	..	76.2
Grade 8	84	..	82	..	..	76	91	82	84	80	89.4
Average	76.5	78.4	78.5	79.1	79.1	81.0	81.2	82.8	84.1	88.4	80.3

It was then asked if they would not like to know whether they were, or were not, better spellers than all these other pupils. A strong affirmative response was the result in each room, and a genuine interest was shown in the test.

as shown by the scale of figures to the left of the diagram.

Observations

If we consider 75 per cent as the passing mark for our schools, we note that a

large number are below the passing grade, and therefore poor spellers:—

In the second grade, 1 out of 6.

In the third grade, 5 out of 12.

In the fourth grade, 3 out of 5.

In the fifth grade, 4 out of 11.

In the sixth grade, 5 out of 8.

In the seventh grade, 4 out of 8.

In the eighth grade, 6 out of 13.

In the whole school, 28 out of 63.

Of the 28, 18 have 60 per cent or below, and are very poor spellers.

Further investigation showed that the students of the second grade had 20 minutes of supervised spelling study and 5 minutes of recitation; the third grade, about 30 minutes of study and 5 minutes of recitation; the fourth, fifth, and sixth grades were given 15 minutes for spelling study in the schoolroom, with 5 minutes each for recitation. Besides this, it was ascertained that the students of the fourth grade were spending additional time in outside study, varying from 10 to 25 minutes; and it was also learned that the time actually employed in spelling study by the pupils of the fifth and sixth grades varied from 3 to 20 minutes. On further investigation, it was shown that the pupils of the fourth grade had not studied spelling in a formal manner during the previous two years, but only indirectly. All other things being considered equal, the test seems to show that the fourth grade had not profited by the indirect method, and was now having to put in extra time trying to reach a fair grade of spelling ability. The seventh grade had 20 minutes of classroom study and 10 minutes for recitation; while the eighth grade had 15 minutes of classroom study, with 10 minutes for recitation.

Recommendations

In view of the data above, it would seem safe to make the following suggestions, keeping in mind, however, that before considering them as final and entirely adequate, other tests dealing with the rest of the subjects taught in the school should be made, and their results correlated and adjusted:—

1. That a more careful supervision of the time spent in spelling study in the classroom be made in every grade whose general average is below 80 per cent.

2. That in those grades where the ratio of poor spellers is large, more attention be given to them as groups, by giving extra drills and assignments to bring these students up to a satisfactory grade.

3. That additional assignments for home work be made to the groups of inferior spellers in each grade, in order that they may apply themselves more to the study of those words which they have not been able to master.

4. That in the correlation of subjects, spelling be more strongly emphasized.

Value of Practical Work

"WE all agree that the introduction of practical work into the school course will make better citizens," says Prof. P. G. Holden, Director of Agricultural Extension Department of International Harvester Company.

Physically—Proper exercise is beneficial, and none of us who has ever tried it will contend that it is either beneficial or comfortable to sit for a half day cramped into the narrow, uncomfortable, ill-fitting seats and desks with which the ordinary schoolroom is equipped.

Spiritually—It gives the child a vision, an outlook, a comprehension of the meaning and purpose of life.

Morally—Experimental work breeds honesty and an appreciation and respect for labor and laborers.

Intellectually—It trains the powers of observation, develops the reasoning faculties, correlates the interests and activities of life.

Economically—It is not the least important that the citizen should be able to feed and clothe himself. Otherwise he degenerates, and becomes a burden on the rest of society.

"Why should I give of my earnings to feed Bill, when if I had seen that Bill was properly taught, he could have fed himself and been happier in doing so?"

Physical Culture Drills

BY JEAN B. HENRY

Rest Exercise

EVERY child may stand in the aisle.
If your limbs are straight, your teacher will smile.

Raise your chest as high as you can,
Do not stand like a lazy man.

Put your hands upon your hips;
Touch your shoulders with finger tips.
Stretch your arms out straight and far,
Then stretch them up; see how tall you are!

Place your hands in front, just so.
Whirl them round, see how fast they can go.
Next put your hands behind your head,
Lower them slow to your sides instead.

Bend the knees and touch your feet,
Jump straight up beside your seat.
Now put your arms out as before.
Clap in front, One! Two! Three! Four!

Softly, now, each take his seat,
Make no sound at all with your feet;
Put your head upon the desk,
Close your eyes; we'll take a rest.

At the beginning of a lesson, or when it is desirable to correct inattention or listlessness in the class, a brisk and rapid drill in hand placing is good. The following orders given interchangeably, in quick succession, and repeated as desired, will have the desired effect:—



Hands on the hips—place!
Hands on the shoulders—
place!
On the head—place!

Arm and Chest Exercises.
—With the arms bent, push the elbows back as far as possible (hands closed) on count 1.

Straighten the arms forward (shoulders high, with hands open) on count 2, for 15 counts.

Variation.—Push the elbows backward on count 1.

Straighten the arms side-ward (shoulder high) on count 2, for 8 counts.

These exercises may be made more beneficial by pulling an imaginary weight as arms are flexed.

Breathing Exercises.—Inhale deeply; exhale.
Take another deep breath; hold it, and clap the hands overhead once; exhale.

Repeat several times, each time clapping an additional number of times before exhaling, and each time bringing the hands to position at the sides after clapping.

Trunk Exercises.
—With hands on hips, bend trunk to right, at the same time extending right foot sideward right, touching right toe to floor on counts 1 and 2.

Straighten the body and place the foot to position on counts 3 and 4. Continue for 8 counts.

Bend to the left, and extend left foot side-ward for 8 counts.

Alternate for 16 counts.

Variation.—While bending the trunk to the right and extending the right foot, raise the left arm in a half circle overhead on counts 1 and 2.

On counts 3 and 4, assume original position, with left arm down at the side.

Continue for 8 counts.

The right hand should be on hip during this exercise.

Bend to the left, extend left foot, raise right arm in a half circle overhead (left hand on hip), and resume position, for 8 counts.

Alternate for 16 counts.

With both arms in circle overhead, bend and extend foot (right and left alternately) for 16 counts.

Leg Exercise.—With hands on hips, bend knees on count 1.

Rise to position on count 2, and continue for 8 counts.

To change this exercise, vary the depths of the dip, part of the time bending knees only halfway, then dipping so low as almost to sit on the heels.

Also vary the velocity, lowering slowly on 4 counts, and rising slowly on 4 counts; at the other times dipping and rising more rapidly on 2 counts each.

This exercise develops muscle control and poise.



EDITORIALS

The Advancement of the Educational Spirit

THE growth of the educational work of Seventh-day Adventists depends upon increasing, in the mind of every believer, the knowledge of its importance to our message and a sense of his own responsibility thereto; and this growth will be in direct proportion to this increase of knowledge and his sense of responsibility. The Spirit of prophecy says, "The work that lies nearest the members of our churches is to care for our children and youth." This is said in direct connection with instruction regarding the duty of the church to educate every child within its fold. This responsibility is not placed alone upon parents, where it first belongs, but also upon every member of the church.

Now it is manifest that many church members do not appreciate the wonderful opportunity presented in the education of our children and youth, else it might be true in all our conferences, as it was this last school year in two or three, that in every church where there were six children in the elementary grades, a school was conducted. If all our church members could be brought to value Christian education as a means of restoring "the image of God in the soul," we should have at least double the number of youth in our academies and colleges throughout the world. This would mean at least twice as many workers for the homeland and for heathen lands as our schools are now sending out. It would keep our young men and women from becoming possessed of the spirit of worldly pleasure and commercial ambition, and from engaging in the vocations of the world. Our schools are ordained of God to save our youth by restoring his image in their lives; and if the children are saved, the fathers and mothers are most likely to be saved also.

These considerations demand a great campaign for Christian education. There should be created in the church throughout the world a true and sincere educational spirit. Every member should be brought to see his duty and his relation to this feature of the work of the church. Every parent should be awakened to perform his full duty for his children. The children and youth should be encouraged and taught to do their part in providing ways and means for their own education. This campaign should be a call for the education of every child of every church, and for providing the means for his education,—competent teachers and suitable schoolrooms and school equipment. It should lead those parents who are so situated that they cannot send their children to one of our schools, to avail themselves of the advantages of the Fireside Correspondence School, which at least offers work in Bible for every child from the youngest to the oldest.

All this is not a theory of a possibility, but is a very brief statement of an absolute responsibility. The responsibility to organize and conduct such a campaign rests primarily upon the Educational and Missionary Volunteer Departments of the General and North American Division Conferences, and secondarily, upon every one connected with these departments, such as secretaries, superintendents, leaders, and teachers of any grade in our schools.

Such a campaign was organized at the Educational and Missionary Volunteer Convention held at St. Helena, Cal., in June, 1915, and since then has been conducted with some degree of enthusiasm. At that time plans were laid for Educational Sabbaths, for obtaining a record of the Christian experience and educational standing of every one of our children above five years of age, and resolutions were adopted looking to the publication of educational campaign literature, and

other means of arousing the church to a sense of its obligations and opportunities in these matters.

Much has been done in conducting the campaign thus planned, but much more remains to be done to make it effective. Each Educational and Missionary Volunteer worker must feel that upon him, by virtue of his relation to the work of our young people, rests an obligation to speak, to write, and above all to pray; to agitate and to educate by every means at his command, however feeble his efforts may seem to him. If our two thousand and more Educational and Missionary Volunteer workers felt the burden of this campaign as a fire within their bones, as Jeremiah felt his message, there would be a great awakening of the educational spirit in the church. As such workers we must pray for it and work for it until the church of God is possessed of it.

FREDERICK GRIGGS.

Why Not?

It is said that twenty-six wealthy farmers in Colorado have leased three hundred and twenty acres of land to plant to beans next spring, with an agreement that they will use the proceeds as far as needed to see the games in the world's baseball series next year. Why should not ten thrifty farmers in each of our local conferences plant five acres each to beans (or other profitable crop) next spring, and dedicate the proceeds to one or more of the following worthy purposes?—

To buy a new set of dishes for the conference academy.

To install new or additional bathtubs in the dormitory.

To provide the matron a new supply of table linen.

To fit up a boy's room in the dormitory with furniture that will merit his respect.

To fill a shelf in the library with new books.

To start a fund toward a teacherage for the local church school.

To buy a set of maps for the local school.

To purchase a heating stove with ventilation device for the schoolroom.

To provide the local school with the hundred books required for its library, or half of them.

To buy a small stove, utensils, and a nine months' food supply to start the idea of providing hot lunches for the school children.

The Power of Imitation

It is natural for the child to imitate, for the youth to emulate. God made it so from the beginning. The skipping lamb, following its dam day after day, learns through imitation as well as by instinct. The gosling swims for the first time by following its mother into the water. Even dogs acquire good or bad habits quite largely according to the company they keep. It is true that instinct will often act apart from the influence of example, as when ducklings "take to water" to the consternation of mother *hen*. But the general law of imitation holds good among all animals, human as well as brute.

It is right for the young to imitate. God meant the child to learn through imitation of its elder. The law holds good whether we speak of the physical or the spiritual babe. Pupils have a right to imitate the teacher, students their professor, young converts the preacher. But no teacher or professor or preacher has any right to occupy his position and not be worthy of imitation. God will hold him accountable for *all* his influence, of example as well as precept.

Paul recognized the power, the enlightenment, the accountability of example, when he exhorted the Corinthians twice and the Philippians once to become imitators of him as he was of Christ. What he meant was what he actually said to the Thessalonians: "Ye became imitators of us, and of the Lord." The goal of his exhortations was defined to the Ephesians: "Be ye . . . imitators of God." While we reject the idea of a human mediator as a means of access to Christ, yet as an example of the grace

of Christ and as a leader of the benighted and the inexperienced to Christ, God holds every teacher responsible for all his influence, especially that of example.

Our working motto as Christian educators is, "To restore the image of God in the soul." God wants that image reflected in the daily life of the teacher so that students may see what it is. The less experienced children and youth need, and have a right to expect, to find in us teachers a concrete example of the grace of Christ. How great is the power of such an example!

Vitalizing School Subjects

THE plan of giving more attention to current thought and events in the teaching of school subjects, is steadily gaining headway in our schools. This plan was first suggested by the *EDUCATOR* in its September issue. Some teachers had already been working out the idea, and others have shown much interest in it since arrangements were definitely made with the publishers of the *Literary Digest* and the *Watchman* to secure at a reduced cost these good magazines for use in class work.

So far we have received no returns on the use of the *Digest*, but the latest information (December 28) from the Southern Publishing Association, shows the following clubs of the *Watchman* being taken by our various schools:—

Emmanuel Missionary College	40
Beechwood Academy	20
Danish-Norwegian Seminary	19
Bethel Academy	15
Walla Walla College	12
Cedar Lake Academy	10
Eastern Canadian Missionary Seminary....	8
Hill Agricultural Academy	6
Royal Intermediate School	5
Campion Academy	4
Boise (Idaho) School	4
Hastings Intermediate School	2
Total	145

This is a good beginning, and the interest is well distributed. Lake Union is

clearly in the lead, having not only the largest clubs, but more than half the total. She is to be congratulated on her progressiveness. The testimony on the value of thus vitalizing class work, is uniformly in its favor, so far as we have heard from those who are using the magazine plan.

The *Watchman*, with its monthly review and interpretation of world opinion and events, is an excellent aid toward keeping abreast of the times from the denominational viewpoint. The *Digest*, with its weekly summary of international thought and events, affords a reliable fund of information that is most enlightening and stimulating. As school men, we do not do our duty without exercising leadership in directing the attention of students to the daily unfolding scroll of events that verify our prophetic teachings, and in arousing in the youth a strong desire to have an active part in acquainting the world with their meaning.

That this can be done to advantage in connection with regular class work, has been proved over and over. It tends to vitalize subjects which by their nature seem too far removed from the daily life of a world that is throbbing with issues of the greatest moment, temporal and eternal. Besides this, it puts the student in touch with social and national movements that he must go on studying when he buckles on the harness of public service.

We hope that other schools will speedily join the progressive few that are setting a good example.

Don't Be a Novice

THEY [young men and women missionaries] cannot be mere novices in education and in their knowledge of the Word of God, and do justice to the sacred work to which they are appointed. In every land the want of education among our workers is painfully apparent. — *Mrs. E. G. White.*

THE NORMAL

The Church-School Teacher

EDITH SHEPARD

CONSECRATED to the Master Teacher.
Hold a high grade certificate.
Understand the Course of Study.
Read school magazines and helpful books.
Clothes clean, neat, and becoming.
Have a supply of free exhibits.

Songs both old and new; games worth playing.
Collect pictures, specimens, etc.
Homemade hectograph.
Outlines for monumental work.
Opening exercises for many days well planned
— short, interesting, and practical.
Let every teacher reach school a week early.

The pupils called for a short session at once,
classify, and order books.

Essential: program, lesson assignments, seat
work, etc., ready for the first day.

A globe or other premiums secured with a
club of CHRISTIAN EDUCATOR.

Call on all patrons before school opens.
Have the schoolroom attractive and in readi-
ness.

Educational meeting: have a perfect under-
standing with the school board; sign con-
tract.

Read

TEACHING NOTES—GRADE BY GRADE

FIRST GRADE—Anna A. Pierce

Spelling

During the first part of the school year, spelling as a separate subject is not given in the first grade. The first few weeks allow time for the children to learn the word forms and phonograms which lay the foundation for spelling work.

The first step in teaching spelling to beginners is the visualization of word forms.

Train the children to see accurately the simple sight-words. Write the word upon the board. Erase. Let the children reproduce it. Use flash cards in the same way.

Write a word upon the board. Have the children close their eyes. How many can see the word with their eyes closed?

Ask questions while eyes are closed; as, What letter is first? What letter is next?

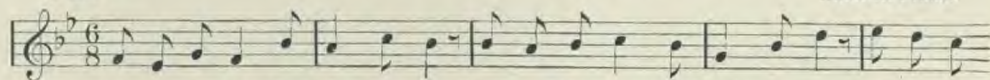
Visualization can be used by substituting objects for words. Show an object. Instantly remove it or cover it. Have children name the object. The same power is developed here as in the visualization of words.

Copying short sentences is a great aid in helping the children to learn the word forms. In connection with this comes the ear training which enables the child to distinguish sounds as the eye distinguishes forms.

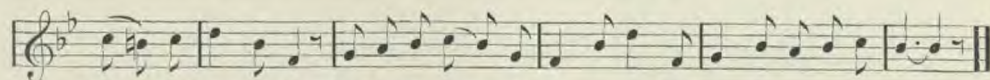
THE RED, THE WHITE, THE BLUE

A. A. P.

ANNA A. PIERCE



1. Red in the rose that blooms for you, Red in the ap - ple's rud - dy hue, Red in the
2. White in the soft and fleec - y cloud, White in the love - ly lil - y proud, White in the
3. Blue in the o - ver - arch - ing sky, Blue in the stream-let run - ning by, Blue in the
4. These are the red, the white, the blue, The col - ors three that live so true On land and



beau - ti - ful autumn leaves. Red in the sun - set of summer eyes. The red, the beau - ti - ful red.
air as snowflakes play, White in the frost of a win - ter's day. The white, the beau - ti - ful white.
blue - bell's pet - als caught, Blue in the sweet for - get - me - not. The blue, the beau - ti - ful blue.
sea, in earth and sky, And in our flag they proud - ly fly. The red, the white, the blue.

Give lists of words by sound, then have the pupils give the words.

In turn, let the pupils sound the words pronounced by the teacher. The children are now ready to spell words by groups; as,—

old
s old it
t old s it
c old f it
h old h it

The sight-word forms having been learned, follow with a list containing words from different groups; as,—



Fig. 1

c old
h eat
s it
f at

Add words of three syllables; as,—

h eat ing, c old er, etc.

Sight-words and compound phonograms having been visualized, the next step will add simple words having the silent *e* at the end; as,—

hide
ride
shade
fade

Call attention to the fact that words containing the long sound of *a* and *i* have an *e* at the end.

Sound lists of words containing long and short sounds. See if pupils know when to add the *e*.

Later introduce words containing silent letters within the word; as, clean.

Oral spelling should have a prominent part in the first grade.

SECOND GRADE — Edith A. Cummings

Physical Culture

Rest Exercise.—This is to be told the children by the teacher. She says it slowly, allowing them time to make the gestures.

The sky is full of clouds today. There is no sun to be seen.

(Make a round sun with the arms.)

It is cold, so cold that our fingers tingle.

(Shake arms.)

Our toes are cold too.

(Tap toes of one foot against the ankle of the other.)

I think it is going to snow. Yes, it is beginning to snow now.

(Gesture of snow falling.)

It is snowing so fast that we can make snowballs. Let us each make six.

(Stoop and pick up snow, make a ball, and

place it on the desk. Repeat as teacher counts, one, two, three, four, five, six.)

Now we will see who can hit the tree down the road. We will throw one ball at a time.

(Throwing) One, two, three, four, five, six.

The snow is still falling, let us watch it.

(Sit in position.)

Closing Exercise.—Once in a while, just before school closes ask a pupil to rise and tell something he has learned from the lessons of the day. Then call on another and another, as time permits. If pupils know that they are likely to be thus called on to tell the school what they have learned, they will make greater effort to remember what they learn. As a result, their knowledge will become more definite and of greater interest to them, and the practice in telling what they know will be very valuable.

Manumetal

February is the month in which we celebrate the birthdays of both Abraham Lincoln and George Washington, and teach the children patriotism. On the morning of February 12 we may very appropriately hang up a picture of Lincoln, and also use a few flags as decoration. During the opening exercise tell or read a story from the life of Lincoln.

At another time the history of the American flag might be given, and then during the manual period a flag might be made.

If February 22 is observed as a holiday, on the day before tell the story of Washington, or perhaps have a Washington program and invite the parents.

Some think only of the hatchet and the cherry tree when thinking of a Washington

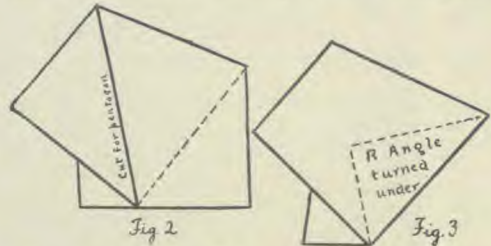


Fig. 2

Fig. 3

program, but you will be surprised to find how many beautiful traits of character may be brought out in connection with his life, which will be a source of inspiration to the children.

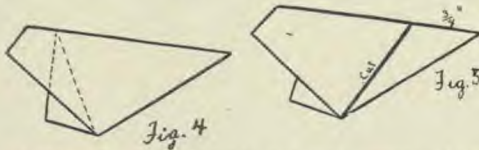
In making the flag, use white drawing paper $6\frac{1}{2}$ by 11 inches. Mark out a $3\frac{1}{2}$ -inch square in the upper left-hand corner; then make half-inch stripes on the rest of the paper, coloring the first one red, and leaving the next one white, etc.

In the $3\frac{1}{2}$ -inch square draw thirteen stars, or mark around a tiny star pattern. Teach why we once had only thirteen stars, and why we have more now. After the story of the flag has been told, the children will be able to

answer many questions the teacher might wish to ask about it. How long since a star was placed in the flag for our State? is a good question, and one that will be of interest to the children.

The stars may be arranged as in Fig. 1.

In teaching to make stars, use a pentagon as a basis. To fold a pentagon, use a square



of thin paper, preferably a 3-inch square; fold the vertical diameter, folding the right-hand edge onto the left. Leave folded and trisect the lower edge, or end, of this oblong. Fold upper end of the vertical diameter to the point of trisection nearest the left hand; cut from end of diameter to upper point. (See Fig. 2.) When opened, you have a pentagon. Now in the lower right-hand corner is a right-angled triangle. Fold this triangle back under along the vertical diameter. (Fig. 3.) (Be sure that the paper is not turned on the desk.) Next fold upper corner to lower corner, which is exactly opposite it. (Fig. 4.)

To make the star, keep the paper in the same position; measure $\frac{3}{4}$ of an inch from the right corner or center point of paper or star, and make a dot; from this dot cut to lower corner at the left (Fig. 5); open, and you have a perfect five-pointed star.

THIRD GRADE—Irene C. Ayars

Noted Men of the Month

February is the month in which many of our greatest men in history were born; therefore it would be an appropriate time to help the children become acquainted with some of them; for instance, Washington, Lincoln, Edison, Longfellow, and others. The children will enjoy hearing of their early life, and also of what they have accomplished. Before telling what Lincoln did for our country, it would be well to tell the children how the Negroes were taken from Africa, and also about their condition as slaves in the South. Many good lessons can be brought out in these stories. Tell the children why Longfellow is called the children's poet; read some of his poems to them.

Bible Nature

The devices which are given here may be found helpful in impressing the following Bible stories on the children's minds.

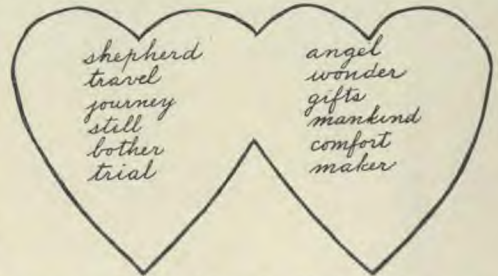
For the first miracle, have each child cut out six jars and paste them on a piece of heavy paper or cardboard. Below the jars write the memory verse.

The lesson on the healing of Jairus's daughter is made more interesting if the poem on this subject in the Sixth Reader is read to them.

There is a poem in the Third Reader entitled "A Lovely Picture." When teaching how Jesus blessed the little children, you could have one of the children in the class learn the poem and recite it that day, or the whole class might learn it.

You can get a Perry picture that gives a representation of the different races to illustrate the lesson on the children of all races. Pictures can also be found in Morton's Geography to illustrate this lesson.

For the lesson on the story of the cross, have each child cut a cross out of paper and



paste it on Bristol board. Under each picture the memory verse should be written.

Take six-inch cards on which are outlines of angels for the children to sew. Below the angels the memory verse should be written. This device is for the lesson on the ascension.

Language

Have the children write original stories; also have them reproduce on paper some of the stories told in Bible class. Put a list of the hard words on the blackboard, so the children will be able to write these words in their stories.

Another good plan is to tell the class a story, then have the class reproduce the story by giving you sentences from it to write. These sentences should form the complete story. An action story is best for this purpose, as it is easier for the children to reproduce. See that all written work is done neatly. Some teachers require so much written work that children become careless in their habits of writing.

Spelling

A hatchet or a heart would be an appropriate cover for a spelling booklet.



MEASURING SCALE FOR

	A	B	C	D	E	F	G	H	I	J	K	L	M		
SECOND GRADE	99	98	100	99	98	96	94	92	88	84	79	73	66	58	50
		THIRD GRADE													SECOND GRADE
					FOURTH GRADE	100	99	98	96	94	92	88	84	79	73
								FIFTH GRADE	100	99	98	96	94	92	88
										SIXTH GRADE	100	99	98	96	94
												SEVENTH GRADE	100	99	98
															EIGHTH GRADE
no go	and at on	a it is she can see rub	the in so no now man ten bed top	he you will we an my up time not us am good little go old bed red	of be but this all your out time into him hand ring did like six boy hook	by have are had lot hor over must make school stand street say come hand ring tell kill law big mother way free land cold call hat child love then play sea	day eat sit lot hor belong door yes low soft stand yard bring tell five ball cut ask just stone free lake page nice end help fall feet west year away paper read each soon can some if how her them other baby well about men for ran back that his led lay	nine face miss ride tree sick got card north white spout foot blow black spring river plant cut song winter stone free lake page nice end help fall feet west year away paper read each soon can some if how her them other baby well about men for ran back that his led lay	seven forget happy noon think sister got card south deep twa blue post twa stay grand city dark hand game boat war sent mile sou help hard without Friday half cover fire age gold July read fine can't open line short lady ship batter water pay large near price round herself become class horse care meet move trip last behind around hum camp side kind clear here car wed every under most made said work sir more when seen wind print all fill along lost name room hope same glad with miss	became brother rain keep star mail eye gone party upon way they would say could should weak only where week small war summer enter even express turn lesson Friday half anything state July talk June right date road lady March next water four herself wish because world country meet another trip last people ever hid church once bear clean before know poor dead leave early close flower nothing ground lead many felt full set stamp light coming cent night pass shut easy	catch black warm unless clothing began able gone suit track watch dash fell light huy goes stop weak grant soap new small enter above express unlike lesson Friday half anything table July talk June right date road lady March next water four herself wish because world country meet another trip last people ever hid church once bear clean before know poor dead leave early close flower nothing ground lead many felt full set stamp light coming cent night pass shut easy	trust extra dress beach teach happen began collect file provide sight hour stood air burn huy goes hold drill army pretty stole income bought peach enter railroad unlike ticket account divers real recovers mou steam speak put might begin contract deal almost brought less ereat off true took again inform both heart month children build unfair follow change says members case while also return those office great Miss who died change wire few please picture money ready omit anyway			

All the words in each column are of approximately equal spelling difficulty. The steps in spelling difficulty from each column to the next are approximately equal steps. The numbers at the top indicate about what per cent of correct spellings may be expected among the children of the different grades. For example, if 20 words of the column H are given as a spelling test it may be expected that the average score for an entire second grade spelling them will be about 70 per cent. For a third grade it should be about 92 per cent, for a fourth grade about 98 per cent, and for a fifth grade about 100 per cent.

The limits of the groups are as follows: 50 means from 46 through 54 per cent; 58 means from 55 through 62 per cent; 66 means from 63 through 69 per cent; 73 means from 70 through 76 per cent; 79 means from 77 through 81 per cent; 84 means from 82 through 86 per cent; 88 means from 87 through 90 per cent; 92 means from 91 through 93 per cent; 94 means 94 and 95 per cent; 96 means 96 and 97 per cent; while 98, 99 and 100 per cent are separate groups.

By means of these groupings a child's spelling ability may be located in terms of grades. Thus if a child were given a 20 word spelling test from the words of column O and spelled 15 words, or 75 per cent of them, correctly it would be proper to say that he showed fourth grade spelling ability. If he spelled correctly 17 words, or 85 per cent, he would show fifth grade ability, and so on.

FOURTH GRADE — Dorothy E. White Bible

Children enjoy making charts, and they are of great value in assisting them to get clear ideas. The chart on page 178 may be filled out as the different plagues are studied. It is rather significant that the Israel of God are not to be affected by the seven last plagues. God's patience; the result of stubbornness; and many other valuable lessons may be drawn

from these studies. The notes are especially helpful.

Start your map of the journey of Israel. If you do not have room on your board to leave an outline map, make one on paper with crayola, and fill it in as the lessons progress, or secure one from David C. Cook, of Elgin, Ill. (Price, 10 cents.) A brief daily review of places already visited in the journey, and of the events studied, helps to fasten the facts and fix the lessons. This means close plan-

Arithmetic

The subject of long division is a difficult one for children. I have taken the suggestion in the book, page 216, and worked it out a little more fully. For example:—

$$\begin{array}{r} (1) \quad 5 \overline{) 870} \\ \underline{174} \\ 174 \end{array} \qquad \begin{array}{r} (2) \quad 174 \\ 5 \overline{) 870} \\ \underline{5} \\ 37 \\ \underline{35} \\ 20 \\ \underline{20} \\ 0 \end{array}$$

Number one is the method the children have used for weeks. Number two is the same thing put down differently.

First, make it very plain to the children that there is *no difference between these two problems* except in the way they are put down.

Second, allow them to do a number of problems the new way, *using divisors of one figure* until the process is clear.

Third, let them do another set of problems with 25 as a divisor, where *no figure in the quotient is greater than 4*. The dividend may be secured by multiplying 25 by such numbers as 234, 243, 324, 322, etc. This is suggested because almost every child knows the products of 2×25 , 3×25 , 4×25 . When these three things can be done, nothing is left except to explain *how* to secure the trial divisor. This plan has been tried and has never failed.

FIFTH GRADE — Grace R. Rine

Reading

Another method of making sure that the children are grasping the thought is as follows:—

The teacher may plan a large number of questions upon the lesson to be read. When the class is in attention, the teacher may begin asking questions, which are answered by the reading lesson. Children do not read the answers aloud, but as the teacher questions, the pupils read silently. If any part of the lesson is not plain to them, or if they wish to have some word pronounced, they may ask for help, and then the teacher should resume her questioning while the pupils continue to read silently. In this manner the entire lesson may be read. If the teacher wishes, she may call

upon some one to come to the front and tell the story after the lesson has all been read in this way. Some lessons lend themselves more readily to this treatment than others, so there should be no set time for conducting a recitation of this kind.

Spelling

Dictation Exercise.—The teacher may make five original sentences, each containing two or more words from the spelling lesson for the day. One at a time she may dictate these to the children in the following manner:—

Wait until every child is looking at you, then slowly and distinctly read the first sentence. The children then take their pens and write the entire sentence without having it repeated. They are required to spell every word correctly, as well as to punctuate the sentence. The sentence should be read only once, unless some noise occurs which makes it impossible for the pupils to hear. This cultivates the habit of attention, trains the memory,

THE PLAGUES

No.	Name	Effect on Israel	Effect on Pharaoh	Effect on Magicians	Against What Gods
1	Water to Blood		Heart hardened	Imitated	The Nile River
2	Frogs		Heart hardened	Imitated	The animals of Nile
3	Lice		Heart hardened	"This is the finger of God."	All animal worship
4	Flies	Exempt	1. Israel could go. 2. Heart hardened. etc.		Beelzebub
etc.	etc.	etc.		etc.	etc.

teaches children the use of the word to be spelled, and gives practice in writing correctly other words that were not in the spelling lesson.

The folder or spelling booklet this month may have a small picture of Lincoln on the cover, and near by it, the little log cabin which was his home; or it may be pictures of Washington and his home, appropriately arranged.

Language

Much drill should be given throughout all the primary grades on the correct form in speaking. The drill and devices used in the lower grades may often be brought into requisition in the fifth grade.

A plan to be followed in presenting some form of speech on which the child needs drill, is as follows:—

1. *Presentation of the form by means of a game or device.* To illustrate, you wish to correct the use of the word "learn" for "teach." One child says, "May I *teach* John how to make a magic square?" The teacher asks, "Would you like to *learn* how to make

one, John?" "Yes, I should like to *learn*," he answers. "Very well, Frank may *teach* you," says the teacher. (The boys pass to the board and one helps the other make a magic square.) When the boys take their seats, the teacher asks, "Did you *learn* how, John?" "Yes, I *learned* how; Frank taught me." Another child may then ask, "May I *learn* how to make a magic square?" "Yes, if John will teach you."

This is adapted from Myra King's "Language Stories," and may be made sufficiently hard to suit the class.

2. *Practice in the use of the form by means of story telling.* The stories suggested in the Language Bulletin may be made sufficiently hard to give the needed practice in this grade. Let children originate their own stories, seeing how many times they can use the forms "teach" and "learn" correctly, in telling the story. The following is a suggestive short story:—

"Before Hebrew boys and girls went to school, they were *taught* at home by their parents. They *learned* to read their Bibles and to love them; they *learned* beautiful poems; they *learned* to sew; they also *learned* to sing; above all they *learned* to pray and to love God. All these things Hebrew boys and girls *learned* and their mothers *taught* them." The telling of this story by the children should follow an informal conversation between the teacher and the pupils.

The month of February affords opportunity for making the story work of special interest by basing it upon the life of either Washington or Lincoln.

3. *Written drill work in which the children are tested on their ability to use correctly in writing, the form taught.* The children may now be asked to write five original sentences containing the word "teach," and five containing "learn." The teacher may give a list of sentences in which the children are to fill the blanks with "teach" or "learn."

The children may write an informal conversation or an original story in their notebooks, using correctly these words. In this way the children may be reviewed on all the forms of speech on which they need special drill.

Manumetal

Fifth-grade boys like to feel that they are making something useful, something that may be made use of right in the schoolroom. Let them make a set of colonial or mission furniture to be used in your model house, and in giving lessons in household economy. It will also afford additional pleasure to the third and fourth grades to make the bedding for the real bed, to make dresser scarfs and doilies, and weave rugs for the floors. It adds dignity to the work of the fifth grade as they realize that what they do serves a practical purpose in the grades below them.

Both girls and boys should be given advanced work in cardboard. Extremely practical articles may be made, but aside from the articles themselves, a training is given in accuracy and working according to dictation, that is invaluable. A book which I have found very helpful is "Constructive Work," by Edward F. Worst, published by A. W. Mumford, Chicago.

(For Bible Outline see page 182.)

SIXTH GRADE—Ruth Hale

Bible

The work in Bible for this month completes the earthly ministry of Jesus. Have pupils continue their diagram showing the events of Jesus' work in Galilee, adding the Feast of Tabernacles and the events in Perea.

Occasionally the Bible lesson may be conducted most interestingly, as follows:—

Let the children draw slips upon which are written the texts used in the lesson; then ask questions, and have the pupil with the verse containing the answer stand and quote or read it.

Bible Nature

The work for February may be divided into three main divisions:—

Nervous System
Circulatory System
Respiration

Lessons under each can be made more interesting by having pupils make pen-and-ink drawings of the different parts; as,—

Brain, eyes, ears, tongue, skin, etc.

Emphasize the necessity of taking the best care of these parts of the body, as the purpose of each is to glorify and honor God.

Make the lessons more concrete by use of pictures, charts, etc.

Reading and Language

The reading for the fourth period includes the lessons from pages 175 to 228. In connection with the lessons on the Discovery of America, have the pupils read other interesting accounts of the event, and present them to the class in story form. Have them memorize the poem "On and On," which relates the experience of Columbus in his first voyage to the New World.

Use "Snow Bound" as an introduction to a study of the life of Whittier. It is well to have the pupils make an outline of Whittier's life, and copy it in a notebook. The sixth-grade pupils are advanced enough to begin a detailed study of the lives of authors as well as their works.

In the language for this month, emphasize particularly adjective and adverb modifiers, words, phrases, and clauses; also kinds of

sentences,—simple, complex, and compound.

Select many sentences from standard literature, and drill upon the recognition of these uses. Vary the form of lessons to insure interest. Write sentences on slips and pass out to the class. Have pupils select illustrative sentences from the different books they have read, and bring to the class. Also have them make examples illustrating these different constructions. Do not accept such sentences as "John went to town," but insist upon those with more meaning. Bible Nature and the Bible Series furnish excellent material for sentence making.

SEVENTH GRADE—Harriet Maxson

Reading

Suggestive Lesson Plan.—1. Occupy a few moments in articulation drill, especially of those sounds occurring in the lesson which are apt to be pronounced in an inaccurate or slovenly way.

2. A list of the most difficult words should be pronounced and their meaning discussed.

Aim of Lesson.—To have class read selection (which happens in this instance to be largely conversational) in a natural manner.

Devices.—Have the reader stand where the class cannot see him. Have the class close their books. They are to decide whether pupil is reading or talking. If the sentences are short, the student may read the selection completely to himself, and then say it or read it, the class deciding which method was followed. Where the selection permits, two students may take the parts of two characters, "saying" the sentences to each other.

A few moments' discussion of the characters of the people whose words have been read, as revealed in their conversation, will arrest any wandering attention.

Assignment.—The following questions are suggestive in the assignment of a poem:—

Who wrote this poem? Have you ever read anything else he has written? If so, what do you remember of it? What do you like about his way of telling his story? See if you can discover anything in your study that would make you think the same man wrote this poem. Pick out for tomorrow three sentences you like in this poem, giving reasons for your choice.

If the poem is at all descriptive, the teacher should call the attention of the class to several suggestive phrases, asking the class to be able to give in their own words, pictures which these phrases bring to mind.

If a Washington or a Lincoln day is planned during the month, supplement the reading with appropriate selections from history. "The Perfect Tribute" can be successfully shortened, the story memorized by the best stu-

dents, and recited on "Lincoln Day." The *Normal Instructor* is full of other appropriate material.

Bible

This month, the study of the book of Acts should be completed, and a thorough review conducted. In chapters 1 to 12 the student should be able to place any event mentioned by the teacher, or to outline any given chapter. Drill on the early apostolic journeys. Have an outline map quickly drawn from memory and these early trips placed upon it. Review the sermons of the early apostles, compare them and contrast them. In the last part of the book emphasize complete journeys. Each student should be able to trace from memory every journey, relating the important events which occurred at the various places. Connect the journeys with their proper chapters in the book of Acts.

In reviewing the epistles, insist that the students know where they were written, when they were written, and why they were written. They should be able to tell one or two prominent features of each letter.

After all has been reviewed, give several one-word tests. Compare the contents of chap-



No. 1

ters by such questions as, What chapters tell of wonderful incidents of healing? What chapters tell of persecution by stoning? What chapters tell of trials before the Sanhedrin? etc. Dictate various acts, and have the students write the names of the performers and places.

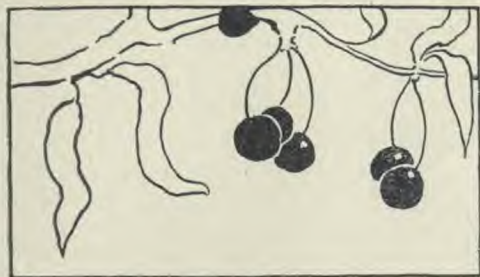
In preparing to teach the second section of this book, the teacher would do well again to look over the preface. Be sure to understand the plan as a whole, and to see how each fits into its proper place in the history of the universe. Bring out the association and value of each as a link in the chain, relieving the subject of much formality.

Work for an enthusiasm on the part of students to master the facts that will make them know why they believe as they do. Encourage all to take the Standard of Attainment test.

Composition

Correlate the composition of this month with any special plans which may be made for

special exercises on Lincoln's or Washington's birthday. Certain interesting experiences in the lives of each may be assigned to different students. Have them outline the incident, write it, then work it over for the best choice



No. 2

and arrangement of words. Have each pupil learn to recite his composition, using his outline only as a guide.

Use a drawing period the day before the exercises, to have each pupil put a suggestive sketch on the board illustrating his particular composition.

Grammar

Have the class memorize the conjugation of the first two tenses of the verb *to be*. After learning it formally, make out a list of sentences requiring the various forms of the copula, leaving a blank in the place of the verb. Have the blanks filled out. Give the class sentences containing common errors in the form of this verb, and have them corrected.

Before introducing the lesson on predicating and assuming class, review what has been learned regarding the predicating and assuming of qualities, then show the similarity in the new work.

Drawing

During the winter months, lessons in composition are peculiarly appropriate. Make a number of simple designs or pictures on colored paper. Cut them up and place them in envelopes, one for each pupil. During the drawing class have the students arrange them in a pleasing manner in their drawing pads. The following pictures are suggestive.

In using materials of this kind, however, see that each object is complete. For instance, in No. 1 the house must be complete, the mountains each finished in itself; in No. 2 each cherry and leaf must be complete, so that no hint of the artist's idea may be given. The children are to arrange them according to their own ideas. It will be surprising how many different designs may be arranged with the same material.

EIGHTH GRADE—W. C. John

Arithmetic

The topic of "Interest" will be continued during this period. The pupils will be glad to know that over three thousand years ago the boys and girls of Babylon studied interest tables on clay tablets.

At first the Jews were not supposed to take any interest when they lent money. Later on they were permitted to charge interest to the heathen. Finally interest was collected on all loans.

What does the Bible say about interest? (See Matt. 25:27.) Other texts may be studied under usury. In olden times usury meant the same as interest. Today it means excessive or unlawful interest.

Legal interest means that if one lends money without interest which is not paid back at the time promised, he has the right to collect the legal rate of interest in addition to the principal.

The legal rate varies from 5 per cent, as in Illinois, to 10 per cent in Washington. A maximum rate is also indicated in most States, varying from 6 to 12 per cent, and in some States there is no limit.

In most States, heavy penalties are placed on exacting usury, such as forfeiture of all interest; forfeiture of the principal and interest; of double the principal, etc.

While interest presents no serious technical questions, it is advisable to adhere to one method until the pupils have become proficient in it. After mastering the more common forms of problems, devote as much time as can be spared to writing business documents.

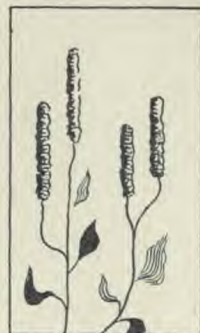
Every boy and girl should know how to handle stamps and currency, besides knowing how to send and to receive checks, drafts, registered letters, postal money orders, express money orders, telegrams, night and day letters, etc.

The usual blank forms may often be obtained free of charge at the appropriate offices.

Notions of business ethics will be of value. Simple forms of accounting in which the student begins to keep his own personal accounts, may be carried on. Teach the students to tithe their income, however small. This will involve a simple problem in interest.

Bible

The fourth and fifth chapters of the book of Revelation give an inspiring glimpse of the



throne-room of the capital of God's universal government—the government to which every true Christian, old or young, has sworn allegiance.

It is of more interest to us to know the organization and the details connected with the executive chamber of the King of kings, than to know about the furniture of the President's private office and the Cabinet room, or the more majestic appearing East Room of the White House.

With what interest the British world looked on when King George, surrounded by the mighty and the learned men of his empire, received homage at his coronation in West-


special "seal" for each pupil. Furnish each member with a large sheet of light-colored or white paper, of uniform size, that will take ink readily.

Have the outline of the symbol of each seal placed on the sheet, as indicated in the diagram, on the upper half; on the lower half, write the interpretation of the symbols.

When the pupils have completed their scrolls, take the scroll that contains the words of the seventh seal, and wrap it tightly around a smooth round stick or rod, which should extend from four to six inches beyond the scroll on each side. Tie a ribbon around this, and seal with a mucilage seal, or sealing wax, which can be obtained at any bookstore.

Next place around the seventh seal the sixth seal and so on till the first seal is on the outside and sealed up. This will be a fairly good illustration of how the book with seven seals was made. (See "Daniel and the Revelation," pages 402-453.)

Emphasize as concretely as possible the main facts of church history which are brought out in these lessons.

THE FIRST SEAL 	
OUTLINE OF SYMBOLS	
1.	<i>A white horse</i>
2.	<i>A rider with a bow</i>
3.	<i>A crown is given him</i>
4.	<i>He goes forth to conquer</i>
INTERPRETATION OF SYMBOLS	
1.	<i>(To be filled in)</i>
2.	.....
3.	.....
4.	.....

minster Abbey, the sanctuary of British royalty. The fanfare of trumpets, the peal of the great organ, and the songs of vested choirs, welcomed and gave harmonious praise to this great potentate of earth. Yet it all lasted only for a day, yes, only three or four hours.

Let the pupils compare this scene with that which is represented as being continuous in the celestial courts. Surely every child who can realize what the picture means will be thrilled with joy and praise, knowing that some day, if faithful, he may stand before that great white throne, and witness the coronation of the "Lamb" spoken of in the fifth chapter.

In studying the "seven seals," assign, in addition to the study of the general topics, a

Fifth Grade Bible Outline

(Concluded from page 179)

FIFTH PERIOD

- Lesson 84. An altar with smoke ascending; a brazen serpent.
- Lesson 85. Make a map showing places mentioned in the lesson.
- Lesson 86. A staff and a broken reed.
- Lesson 89. Figs and the dial of a clock.
- Lesson 92. Show a page of the book of the law.
- Lesson 94. The date 599 B. C. in color.
- Lesson 95. The date 588 B. C. in color.
- Lesson 96. Drawing of country surrounding Babylon, with river, showing places to which captives were taken.
- Lesson 97. Table with wine and food on it.
- Lesson 98. Paper cutting of an image.
- Lesson 99. An open furnace showing fire.
- Lesson 101. Characters representing the handwriting on the wall.
- Lesson 102. Cutting of a lion.

SIXTH PERIOD

- Lesson 105. A simple drawing of the new table.
- Lesson 107. The text Zech. 8:13 in gold.
- Lesson 111. The king's signet.
- Lesson 112. Paper cutting of a queen.
- Lesson 115. A golden scepter.
- Lesson 117. A rider bearing a message.
- Lesson 118. A roll representing the law of God.
- Lesson 120. Picture the ruins of a building.
- Lesson 122. Picture a part of the wall.

Getting Acquainted with Nature

LORAIN FANKHAUSER

ALWAYS until the past few weeks I have shrunk from touching or even watching insects or worms of all kinds, but since observing them and watching some of the wonderful changes that take place during their short lives, I have come to look upon them in an entirely different light.

Having had occasion in our nature study class to learn something of the change of the caterpillar into a butterfly, I thought it would be interesting to watch that change, and so the first chance I got I went out to look for some caterpillars. One of the best kind to watch is the monarch or milkweed butterfly, because of its beauty and the short time in which the complete transformation takes place. It did not take me long to find some of these caterpillars, for they are very numerous wherever the milkweed grows. When full-grown they are about two inches long, with black, white, and yellow circles around their smooth bodies.

I did not want to handle them, so I picked the stalks to which they were clinging, and put them into a glass jar. Then I fastened a paper cover with small air holes in it over the top, to keep the caterpillars from crawling out. They ate ravenously for a day or two, and then began, one by one, to crawl to the top and hang themselves, head downward, to the paper cover. I investigated to see how they held to the paper, and found that they spun a web to which they hung with their hind pair of legs.

In another day one of them had changed into the pupa stage. They were much prettier in this form. The chrysalis was about three fourths of an inch in length and about as large around as one's little finger. It was of a bright green color, with a band of gold near the top and a number of gold dots on the lower part. It was hanging to the web by a short black stem.

I was disappointed at not seeing it change, and determined that the next one should not escape me. I cut the piece of paper to which it was hanging, from the top of the jar and pasted it to the top of a box which I had standing on end. Now I thought I had a fine opportunity to watch. I carried this box around with me all day, but the caterpillar showed no signs of shedding its skin. Just before supper several of us were watching it when all of a sudden it straightened itself out, and its skin began to split from the head up the back. In less time than it takes to tell it, quite a crowd had gathered. The skin of the caterpillar split up about halfway and then stopped. We waited five minutes for it to move, and then an ambitious little girl grasped the scissors and tried to pull the skin off. In doing so she tore the soft under skin, and it never moved again.

I still had one more, but as it changed during the night, I did not see it make the change. However, I was told by one who has watched them that as the outer skin splits, this jelly-like substance inside draws up toward the top of whatever it is hanging to. It then fastens the short stem to the web, and the outer skin drops entirely off. A hard shell forms on the outside, and the gold dots appear. This develops into the complete butterfly in from ten to twelve days.

A day or two before the butterfly came out, the chrysalis turned black with many tiny white dots. Then the pink of the wings could be seen. After a time it burst open its transparent house and hung to the outside, flapping its wings to dry them. I took great interest in watching it eat. It unwound its long sucking-tube and thrust it down into the flowers I had picked, as far as it could, and then drew it out again and rolled it up. Besides the honey of flowers, it also ate cantaloupe. During its short life of a few days, I kept it on the window curtain, where it could get the sunlight, and I learned many new things about it.

HOME EDUCATION

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

Under the Snow

WONDERFUL treasures the Lord doth keep,
Under the snow where the lilies sleep,
Sleeping safe through the winter's night,
Crocus, and daisies, and tulips bright:
But when the wintry winds go by,
And home again the bluebirds fly,

We shall find the flowers are all awake,
And brighter far for the nap they take,
With robes of blue, and yellow, and white,
Praising the Lord for warmth and light.
Let us praise him, too; for safe, we know,
He is keeping his treasures under the snow.

—Selected.

Nature Month by Month

MADGE E. MOORE

Drawings by Mrs. C. Archer Shull

A Little Boy's Walk in Winter

A LITTLE boy went walking,
One frosty winter's day;
He saw some little snowbirds,
That quickly hopped away.
He saw the ice-bound river,
With snow all glistening white,
The frost had worked so quickly —
Oh, 'twas a wondrous sight!

He watched the merry skaters
All passing to and fro,
And other children coasting
Upon the crusty snow.
He saw the trees, snow-sparkling,
As if with diamonds bright,
And icicles were hanging
From every roof in sight.

He saw the silvery pictures
Jack Frost put everywhere,
And heard the merry sleigh bells
That jingled through the air.
He saw the great clouds gathering,
And as the snowflakes fell,
He said, "I must find mother,
I have so much to tell."

—Selected.

First Week

How many beautiful pictures the children can find on windows, painted by Jack Frost, of mountains, ferns, flowers, trees, and even little lakes! Review his work in autumn and in early winter, and compare it with what he does in winter.

He stings our toes and noses, colors our cheeks, and helps freeze the lakes and ponds.

Of what use is ice? It helps to keep the fish warm in the lakes, ponds, and rivers, and preserves vegetation, roots, and seeds underground. Ice is gathered in the winter. In summer most of the ice we use is manufactured. We all know the summer use of ice; it keeps fruits and vegetables from spoiling. Its many uses in the sickroom alone would make us grateful for it. When the winter ice melts, it fills our wells, lakes, ponds, and rivers, thus refreshing the world with a good water supply. Its water also starts vegetation underground by moistening roots and seeds. In the colder States how the children would miss the skating season!

The children can learn to detect the gray sky preceding a snowstorm. How beautiful are the flakes! Snow beautifies everything it touches, makes nice roads, acts as a blanket to cover up roots and seeds underground; and in spring, when melted, does the same work as does the ice.

Wind helps to freeze the water in streams and ponds, scatters the snow about, heaping it in pretty mounds. It

shakes the snow from the burdened trees, and in early spring, dries up the roads and walks. Review spring, summer, and fall winds, and compare with the winter winds. Teach directions.

Watch the rain fall, sometimes slanting, sometimes straight down, gently, heavily, in large spattering drops — and at other times in small, fine drops. It dilutes the snow, and then the cold winds freeze the mixture into a solid mass, awaiting spring sun and rains. Review the rains of spring, summer, and fall, telling their uses.

During the icy, snowy weather a study of Eskimo life would furnish occupation and interest to little folks.

OUTLINE

The people — race characteristics, dress, habits, food, intellect, occupations. Their houses — how made, furniture, manner of entering.

Nothing is more interesting to a child than himself. From a comparative study



of the Eskimo, let the children learn the characteristics of the white race, and above all things learn that all races are brothers and are made after the same general pattern.

Let them learn the following poem, with the motions, and incidentally they will learn the four parts of the body — head, neck, trunk, and limbs.

"The Body"

"From the top of my head to my tiny toes
(Bend at waist line, and touch head, then
toes, with right hand),

I am built of bones, as every one knows.
These are the framework so strong within
(Stand very erect);

Outside they are covered with flesh and skin
(Touch back of hands).

"The parts of my body are only three —
My head, my trunk, my limbs, as you see
(Touch each part with both hands).

My head has a back, two sides, and a crown
(Touch parts mentioned)

All covered with hair, — yellow, black, or
brown
(Touch hair).

"And just in front, in the foremost place,
You plainly can see my neat little face.

My face has a forehead, nose, mouth, and
chin

(Touch each part),

Two cheeks, where the dimples slip out and
slip in

(Put fingers on cheeks).

"Two eyes you may see when you are near
(Touch eyes),

Two ears like sea shells to help me to hear
(Touch ears).

My neck, and shoulders so broad and strong
(Touch members),

Arm, forearm, hand, wrist, and fingers so
long

(Hold out left arm, and touch parts with
right hand).

"My trunk and my thighs, legs, ankles, and
knees

(Touch each with both hands),

On two feet I stand or run if I please

(Bend and touch feet);

My joints are to bend when I run, jump,
or walk

(Bend knees, hips, elbows, wrists, and
fingers).

I've a little red tongue to help me to talk
(Touch tongue).

"These make up my body, and now I will tell
What we must all do to keep strong and
well.

To be neat and clean we must take great
care,

Have plenty of sunshine and breathe the
fresh air,

Eat nourishing food to make good blood,
and then

We shall all become strong women and men."

— *Selected.*

Fix firmly in mind, by questions on the poem or by other review, the parts of each division of the body; as, —

1. *Head.* — Back, sides, crown, ears, face, and temples.

2. *Trunk.* — Sides, back, chest, and abdomen.

3. *Upper Limbs.* — Shoulders, arm, forearm, elbow, hand, wrist, and fingers.

4. *Lower Limbs.* — Hip, thigh, knee, leg, ankle, foot, toe, and heel.

The last stanza of this poem is on the care of the body. It will suggest some

of the following subjects: Exercise; bathing; drinking water; breathing correctly; ventilation; food, and how to eat; the effect of thoughts, words, and actions on our bodies; value of play, work, good habits, and study.

Any elementary physiology will aid in these little talks. "The House We Live In" is a good help.

What has taken place in our bodies since last February would be interesting study. Let the children notice for themselves what habits have been formed and what has been the result.

BUSY WORK

Cut out Eskimo huts of white paper.

Cut out fish, seals, and polar bears.

Let the children make a race chart.

Cut out pictures of people of all races, and paste on the chart.

Also cut out and color the kind of house each lives in.

Second Week — Holidays

"There are some words one ne'er forgets,

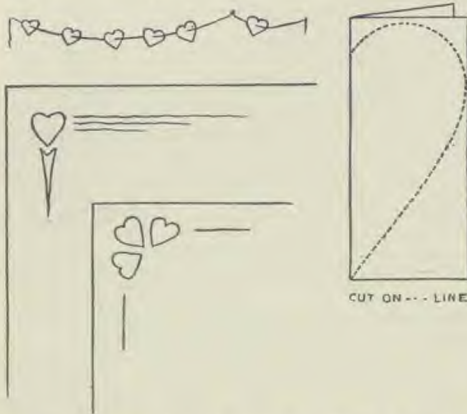
For Lincoln might have stood —

'Kind hearts are more than coronets,'

'Tis only noble to be good.'"

— *Primary Education.*

Tell the stories about Lincoln that will bring out his kindness, his love for others, and his honesty. A description of his



home and boyhood days and of his rise to the Presidency would show his strength to overcome difficulties.

The story of his selling some tea in which he made a mistake of three ounces and walked a long distance to rectify the

mistake; the story of the borrowed book that the rain spoiled, his frank admission of the fact, and his plea for work so that he might get a new book to replace the soiled one,—these are lessons in honesty.

The slaves in public auction aroused his desire to show his love for his fellow



beings, and his work of freeing them while President shows his great heart of love. Many stories of pardon during the Civil War also bring out this trait. His kindness to the little wounded bird that had fallen out of its nest might be contrasted with the carelessness of the other men who rode on. His obedience to the fifth commandment, too, is worthy of comment. Help the children to remember the date, February 12, by season, month, and day of the month.

A Story — February Fourteen

A long time ago there lived in Ireland an old man whom the people called "Father Valentine," because he was so good and kind to all sick people and to those in trouble. Every one loved him, especially the children, for his visits left them feeling better and happier.

After a time he became sick and feeble and could no longer visit them, so he wrote them happy, jolly letters. The people who received them were made so happy by his letters that after his death they followed his plan, and wrote letters to those who needed them. Thus his good work went on after his death. The people were very sorry when he died, for they had learned that he was their true friend. They called the letters Valentine letters, for his name was Valentine. Now

people call the letters or notes they send to those they wish to make happy, valentines.

BUSY WORK

With little straight twigs or toothpicks, let the children build a log cabin.

Draw the inside of the main room and the loft.

Draw a picture to illustrate each story about Lincoln.

Draw, color, and cut out flags.

Make some valentines, and send them to mother, father, and friends you love, and also make some for the poor sick children near you.

Cut little hearts out of white or colored paper; if white, color them.

Third Week — Pets

Almost every home contains at least one pet. It may be Tabby, Rover, a canary, some goldfish, a pigeon, or a crow. Almost any one can find at least a chicken to pet and observe. Develop the characteristics, habits, need of care, and the use in the world of the pet studied.



THE CANARY BIRD

Home.—Canary birds were first found on the Canary Islands, off the coast of Africa. Men captured them, taking them in sailing vessels to Germany and then to America. The birds now depend upon us for a living. They would die if left to themselves.

Cage.—The cage should be large and airy. Do not place it in a cold draft, or too near the fire, or close to the floor. In summer the bird should not be left in the sun. His cage should be cleaned often, and the perches scalded; the paper on the bottom of the cage should be changed frequently.

Food.—Coarse sand sprinkled on the bottom of the cage will help him digest his food. Canary seed, hemp seed, bread, crackers, hard-boiled egg yolks, pieces of apple, and bits of green, such as lettuce, make a good variety for him. His food and drink should be fresh daily.

Bath.—A shallow saucer serves as a good bathtub. After bathing he carefully smooths each feather, for if his feathers were to become entangled or dirty, they would not keep him warm or healthy, and he probably would die.

Give him liberty to exercise once in a while, with all disturbing noise makers out of the room. Teach children to treat the bird tenderly. One canary bird dropped dead because a harsh word was spoken to it. So birds have feelings.

How He Sleeps.—He ruffles up his feathers and tucks his head away. Look at his perch toe on the back of either foot; these and his front toes, with which he can encircle the limb, help him to retain his balance. A dark cloth over his cage, but not shutting out the air that he needs, will induce sleep early.

THE GOLDFISH

A bowl containing three or four fish may be procured for about half a dollar; and it is well worth it, as a constant lesson in carefulness, interest in nature, and kindness to dumb creatures.

Scales.—The beautiful, glistening scales are shiny and smooth, and overlap, as do the bird's feathers and the shingles of a house, to shed the water. The fish slips easily through the water because of its slimy scales.

Body Shape.—The body is boat-shaped, being pointed at either end to aid it in piercing through the water. It contains an air sac (bladder) that helps the fish to float.

Fins.—These take the place of the oars and rudder of a boat. The fish is really a little live boat that propels itself through the water. The tail fin waves from side to side, pushing the fish forward; a large fin on his back and another on his abdomen keep him going in a straight line. The two small sets of fins help him to remain upright in the water.

Gills.—The fish opens his mouth, taking in water; but as water contains air, he also takes in air. The little slits on either side of his head allow the water to pass out, and the air goes into his air bladder and from there to all parts of his body. When he wishes to rise high in the water, he fills his air bladder, and when he sinks, his air bladder is almost emptied of air. The air in the bird's body helps it to float in the air, and the air in the fish's body helps it to float in the water. Why is it not natural for us to float?

Eyes.—Notice the glassy-like covering over the eyes. It keeps out the water. The fish's eyes are on the side of his head, so he can see three ways.

Food.—Fish eat worms, insects, fish eggs, smaller fish, and some plants. Goldfish are fed an especially prepared food that comes in boxes, called "Fish Food." Do not over-feed these fish, and be sure that the water in the bowl is kept clean and fresh. A little vegetation in the bottom will keep the air in circulation. Keep them in a light place, but not in bright sunshine.

Eggs.—Fish develop from eggs, which are laid in great numbers. Many eggs are eaten by other fish.

THE COMMON CHICKEN

A hen in a coop is easiest to observe closely.

The Bill.—Short, hard, horny, and the upper part curved over the lower to enable her to pick up food.

Eating.—She has no teeth, but her food goes to her crop, and then to her gizzard, where it is ground up. She eats corn, wheat, grass, bread, vegetables, bugs, worms, broken eggshells, and stones or bits of gravel. Watch her drink, and compare her with the kitty.

Legs and Feet.—Each of her four toes has a sharp nail with which she scratches for food. The hind toe is a little higher up, and with it she perches on a limb. Watch her gait. She lifts each foot up high, and curls her toes as she does so.

Eyes.—Her eyes are on the side of her head, and she can see forward, sidewise, and a little backward.

Ears.—The ears are very small, and are just below and back of the eyes.

Nose.—Two little holes in the upper part of her bill are her nose.

Feathers and Wings.—Her feathers are arranged like a bird's. They grow out of her skin just as our nails do. Review molting. How does the hen bathe?—In dust or ashes. Her wings are fitted only for flying short distances. She would need larger, stronger wings were she to fly with such a heavy body and strong legs.

Her Talk.—The children are familiar with her cluck, cackle, coo.

Eggs.—Review nesting, eggs, baby chicks. See April, 1916, number of the EDUCATOR.

Value.—Get from the children the value to mankind of all the pets studied.

THE CROW

The American crow is different from many birds, for his bill is soft, so he must eat soft food. He likes worms, mice, and corn that has just begun to sprout, and is, therefore, rather soft. He has very sharp eyes.

The pigeon lives on fruit, grain, and seeds. He has a double crop, and can swallow very hard things. He drinks differently from most birds, keeping his bill in the water until he has finished drinking. He flies very swiftly.

THE COMMON CAT

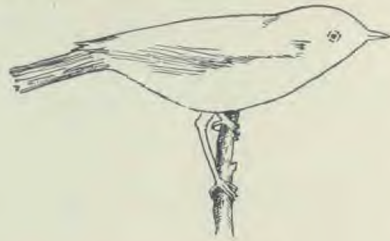
There are many varieties of cats. How does the cat drink? Watch her "cup" her tongue when lapping up milk or water. Her teeth are arranged somewhat as ours, for biting, for tearing, and for grinding. Her tearing teeth are well developed.

Food.—Vegetables, grain, bread, milk, catnip, and grass are a good variety. She knows the difference between fresh and skim milk.

Be sure to let her have plenty of water to drink.

Cleaning.—After dinner she bathes herself with her little rough tongue. It serves both as a brush and a comb. If you stroke her fur the wrong way, you will find two coats—one of long, coarse hair, the other of fine, short hair. She, too, would not be healthy or warm if she did not keep clean and fluffy. She also cleans her kittens. Review molting.

A Nap.—She then curls up for a nap. Compare her manner of sleeping with that of the



canary. A bed in the house is best for kitty.

Legs and Feet.—She walks lightly, quickly, and gracefully on padded toes. Let the children learn to walk as kitty does. Her sharp claws are used only in scratching, climbing, or in catching prey. With her hind legs she jumps, and she holds things in her two forepaws.

She is the only tame animal able to make her own living. She patiently waits hours for the mouse to appear. The pupils of her eyes grow large at night, and she is able thus to see well. Her whiskers are her feelers. With their aid she can find her way in the dark. The children should know that pulling them hurts her.

Language.—She purrs when happy. Her ears stand erect, her mouth is closed, and her tail is erect. When angry, what a difference! Her tail fluffs out and is wagged to and fro, her hair stands up, her ears lie flat, her back arches up, and with open mouth she spits and snarls. When asking or pleading for something—the pitiful m-e-o-w-w-w! When asking to go outside, the quick soft mew!

Origin.—Cats were first tamed in Egypt. Teach the poem, "I Love Little Pussy," and help children to apply it. It is found in True Education Reader Series, No. 2.

BUSY WORK

Cut out patterns of cats, dogs, birds, chickens, etc.

Paste borders of them on paper.

Sew an animal.

Sew a goldfish.

Draw a large glass bowl.

Cut out and paste goldfish.

Fourth Week — February Twenty-two

Postal pictures of Washington will help to show the contrast between the lives of our two February Presidents. Washington made the nation, and Lincoln helped to preserve it a nation.

In Washington's life, courage, truthfulness, self-control, and obedience to duty stand out.

Both courage and truthfulness are brought out in the story of his mother's favorite colt. He was chosen commander of the army because of his power in controlling himself, in contrast with John Hancock's fiery temper. He was ever a true gentleman.

Review the stars and constellations thus far studied, and compare their position with that of the month when we first saw them.

BUSY WORK

Illustrate the stories of Washington's life.

Make a chart of all the postals about Washington.

Make red, white, and blue chains.

Draw a picture of Washington's home.

His Life Saved by His Dog

KELLEY, an Irish setter, saved his master's life one night last winter when the latter broke through the ice and came near drowning. This is how it happened:—

Mr. Bee Church, a farmer and stock raiser of Richfield, Idaho, was visiting in Shoshone. One evening he set out for a friend's house, along with Kelley, by a short cut across the river. He had proceeded about halfway over the stream when the ice gave way under his weight, and he was plunged into deep water.

As fast as he attempted to pull himself up, the ice broke, and the swift current threatened every minute to carry him under the ice. But Kelley, ever faithful, was right at hand, saw the desperate plight his master was in, and did the best he could to render help. He pulled and tugged at his master's clothes, but succeeded only in breaking in a bigger hole around him.

After some minutes of struggling and finally getting a good hold on the edges of the ice, Mr. Church shouted to Kelley to go for help. The dog lost no time in returning to the place where Mr. Church had last visited, and by his yelps and frantic actions attracted attention and quickly convinced several persons that he and his master were in dire need of assistance. Mr. Church was well-nigh exhausted when human help arrived and pulled him out of the water.

Kelley was nearly beside himself with joy over his master's rescue, and expressed his pleasure and gratitude with the heartiest of tail waggings.—*Our Dumb Animals*.

Books and Magazines

A SPANISH GRAMMAR FOR BEGINNERS, by M. A. de Vitis, Frank Louis Soldan High School, St. Louis. Published by Allyn & Bacon, Boston, New York, Chicago.

The great increase of interest in the study of the Spanish language during the last five years has given rise to the publication of a considerable number of textbooks designed to meet the latest demands of colleges and high schools. Of some of these it may be said they are good, bad, or indifferent, as the expression goes.

The day has come, however, when thorough teachers of Spanish demand an introductory textbook which is neither exhaustive and wearisome in its treatment of the subject nor so abbreviated as to make accurate work difficult.

What is needed is a textbook which is written with due appreciation of the grammatical mind of the average freshman or sophomore whose remembrances of modes and tenses is often vague or confused.

The new book by Professor de Vitis appeals to us as meeting the requirements as no other textbook does. The following points stand out prominently to its advantage:—

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5. A clear and complete treatment of the subjunctive, with a sufficient number of examples to make the theory clear.

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7. Short quotations of Spanish literary gems at the beginning of each chapter.

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9. A number of choice illustrations giving some idea of Spanish life.

We recommend this book to teachers and students as the best book on the market at the present time.

W. C. JOHN.

"REAL STORIES FROM OUR HISTORY," by John T. Faris. 308 pages. Published by Ginn & Co.

The Committee of Eight on the Study of History in the Elementary Schools reported to the National Education Association the following:—

"Our history teaching in the past has failed largely because it has not been picturesque enough." The committee suggested as a remedy, that "only typical events should receive emphasis, and these so grasped and so presented as to make a definite impression." The "giving of a sense of reality and appealing to the feelings" by reading source materials, like letters, journals, and diaries, was recommended. With this in mind, the author has succeeded in preparing a work which readily helps to overcome difficulties in keeping up interest in this important subject.

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