

CHRISTIAN EDUCATOR

A MAGAZINE FOR HOME AND SCHOOL

Vol. VIII

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No. 7

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Washington, D. C.

Atmosphere is, at most, air

But applied figuratively to a school, it is more than air. It is influence. And a school's influence is the sum of its realities. More potent than books or rules or teachers or students is the union of all these with the spirit of service, which forms the wholesome Christian atmosphere of

Emmanuel Missionary College

It is that which the student unconsciously inspires of the atmosphere of a college, rather than the examinations he passes, which most powerfully affects him. This prosperous institution is treating its many students to the best in Christian culture and efficiency. There is room under its influence for many more.

The Spring Term Began February 28

For Catalogue and Information, Address

O. J. GRAF, 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.**



A. W. KELLY, PH. D., M. D.



E. D. KIRBY, B. A.

Almost thirty years ago these early educators in our denominational system of schools were members of the Battle Creek College faculty. At the same time that the editors of this magazine and many of its readers were students of this pioneer college, Professor Kirby was head of the Greek and Latin department, and Professor Kelly of the Science department. Both continued on the faculty as long as the college remained in Battle Creek. Both were masters in their line, more than usually affable outside the schoolroom, and thorough Christian gentlemen everywhere. They died not far apart, more than a year ago. Their memory will be cherished by many now in service, for the uplift and inspiration of their lives toward higher educational and Christian ideals.

CHRISTIAN EDUCATOR

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Christian Epic Poetry

BY GEORGE MC CREADY PRICE

IF there are any intelligent persons who do not read poetry, who do not love the poetical expression of noble or sublime thought, they need not read this article. But to those who delight to see beautiful thoughts matched by equally beautiful artistic expression, I have some words to say that I shall try to say without passion, without prejudice, and with the truth of God alone as my guide.

Some may think it strange that a scientist should presume to speak of matters so apparently foreign to the dry, sober, matter-of-fact work of his daily routine. But I learned to love poetry long before I knew anything of science; and I trust that long after formal science has been swallowed up and forgotten in that more complete, more accurate knowledge of the universe which we shall learn under the direct tuition of our Creator and Elder Brother in the earth made new, I shall continue to love this art, which, like its twin sister music, is so mighty a power to lift the soul into communion with Heaven. My everyday business makes me a student of science; but I am also a Christian, and I love true poetry; and these remarks are made regarding a particular kind of Christian poetry.

We read lyric poetry for beauty, for personal delight, but also for spiritual uplift or inspiration. But epic poetry — of the proper sort — contains all the elements that make lyric poetry desirable, with much more besides,—dramatic interest, grandeur, sublimity, magnitude. A beautiful lyric may be like an exquisite miniature painting, a scintillating gem, or a lovely flower. But a grand

epic is like a Parthenon, a Hall of Karnak, a sky-piercing mountain, or a gorgeous sunset.

I had long thought that the great epic poets were all dead; indeed, that the current vogue of photographic and phonographic realism had stifled all true poetry on any large scale. In view of the supremacy of such writings as those of Kipling, Masefield, and Tagore, I still think I was not very far astray. But I have lately discovered — at least it was like a discovery to me, almost like a revelation — not a grand epic merely, but a huge set of grand epics, which in all those qualities for which we admire poetry, and which we have a right to expect in epic poetry, surpass anything that I know of in any language. I refer to the magnificent epics of Prof. William Cleaver Wilkinson, of the University of Chicago, two on Moses, one on Saul the persecutor, and one on Paul the apostle, the first three being about as long as Milton's *Paradise Lost*, and the last one about twice as long. My language in praise of their superlative merits may seem extravagant, but my words have been chosen with deliberation and care.

Let us consider for a moment some of the so-called great epics of other ages. Doubtless the greatest epic of the childhood of the world, the earliest formal poem among any people, is the book of *Job*. However, few of us read it in the original; and its extremely antique and Oriental atmosphere adds to our difficulty in correctly valuing its literary merits when read in translation.

I feel almost like apologizing for putting the pagan epics of Homer alongside

Job for comparison; for while they deal in a strong, beautiful way with the gross elemental passions of man, yet they are wholly pagan in their view of life, and are woefully lacking in any portrayal of the finer and deeper emotions of the human heart, just as they are far behind the more ancient Hebrew poem in dealing with nature and the lessons from natural phenomena. Perhaps my fragmentary acquaintance with Homer in the original, as found in college textbooks, may not entitle me to speak of his epics at first hand and as a whole; but I must say also that I never could become deeply interested in Homer in translation, although there are many good translations. Possibly if I were a boy again,—a pagan boy, with all of a pagan boy's fondness for wild adventure and fighting,—I could become very enthusiastic over Homer. But that day is past for me; and I suppose it is past for all who are likely to read this. Indeed, I may say frankly that I regard Homer's poems as merely a sort of artistically rendered version of Jesse James or Deadwood Dick, exalted and transfigured before the learned world by the romance and enchantment of two thousand years of anti-Christian education.

Vergil's *Æneid* scarcely calls for mention in this connection. It has not that rude titanic grandeur which we find in Homer, nor yet does it have the dramatic unity of Homer; but it has more artistic polish in verbal detail, and it is far more religious,—that is, far more heathenish, in spite of the fact that the Medieval Church took the *Æneid* under her wing, and tried to teach the world that it was almost a Christian poem.

Where shall we stop next? The Italian poets, Dante and Tasso, have little interest in this connection. If we come to the English, we have the pagan Anglo-Saxon *Beowulf*, which is praised by antiquaries, and Spenser's *Faerie Queene*, which nobody but an antiquary reads as a whole today. There are many other large single poems, ancient and modern; but there is one author that instinctively

springs up in the mind at the mention of epic poetry, the Puritan Milton. By general consent, his two great epics constitute the most magnificent literary structure built in any language and in any age.

But yet there are certain objections to our enjoyment of *Paradise Lost* in modern times, though some of them do not lie with equal force against *Paradise Regained*, which Milton himself always regarded as the better. To me the chief stumblingblock was not Milton's archaisms and his general tone of antiqueness, for I think I must have been born old; but I found a real occasion for stumbling in the perpetual string of allusions to classical mythology,—metaphors, similes, all kinds of figures, depending for their value not merely on a minute knowledge of the history and literature of pagan Greece and Rome, but on an attitude of mind closely sympathetic toward the stories of the gods and goddesses of that time. Had it been merely references to classical history, I might have chided myself for my ignorance, and quietly consulted my classical dictionary. But as the larger part of these allusions are to the religious (heathen) literature of classical times, I declined to befoul my mind by wading through the slime and obscene filth of all pagan antiquity for the sake of becoming "educated" enough to appreciate to their full the appropriateness of Milton's allusions. I have read *Paradise Lost* not once nor twice; but I never dwelt on it with that loving and tender regard with which I would have regarded it had I looked upon it as the climax of Christian poetry.

But the lover of Christian literature encounters no such stumblingblock in Professor Wilkinson's poems. Yet Wilkinson is himself a highly accomplished classical scholar, and has indeed published translations of his own from the Greek and Latin, as well as from German and French. What then? Simply this, that Wilkinson is enough of a Christian to see that we do not gain by even a literary familiarity with the heathen-

dom of the past; we have plenty of it in contemporary literature. So he confines himself, as a Christian poet ought, to Christian sources and the great book of nature, for his literary allusions. It is one of the delights that one meets in reading his epics, that they are saturated through and through with Scriptural language and allusions; and they portray the deeper experiences of true Christianity in a way far superior to any set of poems that I know of, ancient or modern.

Wilkinson is as clean and uniformly wholesome as Whittier or Bryant, as smooth and polished as Tennyson, and as easy to follow and understand as Longfellow. His mastery of dramatic situations reminds one strongly of Browning, like whom he is profoundly psychological; but Wilkinson's analysis of human motives and human thought is infinitely more spiritual than Browning, more thoroughly Christian.

The sections in Wilkinson's "Saul" dealing with Saul (Paul) and his sister Rachel and the events preceding and following the stoning of Stephen, are not surpassed by Browning or any other poet that I know of; while his portrayal of the apostle Paul in the succeeding volume, with his heroic Christian constancy, his undamped missionary zeal, and his love for all men, even his open enemies, surpasses Browning, Tennyson, and all the rest. Indeed, I call it a supreme literary achievement — possible only to one with a depth of Christian experience not far below that of the one whom he describes — to portray such a man as Paul

minutely and realistically, and yet not make the portrait a libel and a caricature; that is, to limn with painstaking detail such a man, whom we know to have been intellectually and morally, as well as from the standpoint of will and character, the chief and king of all the men of two thousand years who have adorned the Christian religion, and have blessed the world by their stay upon it.

And how is such a superlative achievement accomplished? In the only way possible, namely, by weaving into Paul's actions and conversation the larger part of all the strongest and most characteristic teachings which we find scattered through the Pauline Epistles. Indeed, this volume, the last of the four, might almost be called the New Testament turned into blank verse, so completely is it saturated through and through with the character and phraseology that the Christian church has received from the great apostle to the Gentiles.

But I must stop, for I have already exceeded the limits of my space. I wished to speak at some length of the giving of the manna, the Sabbath, and the giving of the law from Sinai, as described in the second epic of "Moses." These are of special interest to us as Sabbath keepers, and they are all that we could ask for in being true to the Scriptural record. The many extended portions in the epic of "Paul" which deal with the resurrection, the hope of the return of Christ in judgment, and kindred subjects, are also very noteworthy, and thoroughly in harmony with the teachings of the Bible.

Opportunity

MASTER of human destinies am I!
Fame, love, and fortune on my footsteps wait.
Cities and fields I walk; I penetrate
Deserts and seas remote, and passing by
Hovel and mart and palace — soon or late
I knock unbidden once at every gate!
If sleeping, wake; if feasting, rise before

I turn away. It is the hour of fate,
And they who follow me reach every state
Mortals desire, and conquer every foe
Save death; but those who doubt or hesitate,
Condemned to failure, penury, and woe,
Seek me in vain and uselessly implore.
I answer not, and I return no more!

— John James Ingalls.

Should the Manumetal Arts be Eligible to College Credit?

BY C. A. RUSSELL

SCHOOL matter and school methods are undergoing a change. Old cherished fossils are being buried, while new, vital matter is taking their place. We hear less and less of that old song, "mental discipline," devoting months of study to a subject,—a plan impractical in itself,—for the so-called mental training its pursuance was supposed to afford. The certain trend of public opinion in educational circles is away from the theoretical and toward the practical. There is a strong and growing sentiment among leading educators in favor of eliminating nonessentials, and placing the emphasis on essentials. This liberal sentiment also manifests itself in an unmistakable trend toward greater elasticity in courses and curricula.

At the recent meeting of the State Teachers' Association held in Grand Rapids, Mich., where seven thousand teachers, representing all phases of the profession, were assembled, the trend of modern educational thought toward the practical was plainly discernible. One speaker even had the intrepidity to arraign Latin and algebra.

Even so conservative a school as the University of Michigan is beginning to feel the influence of this change of educational sentiment. It is allowing more latitude in the selection of subjects, and

is accepting credits to apply on graduation which a few years ago would in no wise have been permitted.

In view of this certain trend away from the finery and frills and toward the staple article, we do well to scrutinize closely our educational work, our courses and standards, to see whether we are underscoring the essentials. May we apply the pruning knife? Where shall it fall? Let us take away the unfruitful branch; but let us have a care lest in rooting up the tares, we root up the wheat also.

While colleges and universities are emphasizing the importance of manumetal instruction, and accepting credits therefrom, we should do well—we who have been instructed again and again to seek the harmonious development of hand, head, and heart—to accept such credit from our normal course to apply on the required units for graduation on a college course. If algebra, for example, be accepted, why not woodwork, when taught by an equally proficient instructor?

With vocational schools springing up everywhere, and the tide setting in so strongly toward the practical in education, we need to do some earnest praying and careful planning, or some day we may wake up to find ourselves the tail and not the head.

School Credit for Home Work

BY ALICE R. GRAY

[While this article deals primarily with the elementary school, the plan of giving school recognition to work properly done at home is equally applicable in certain lines to ninth- and tenth-grade work both in day schools and in the case of day students in boarding schools. It is being so applied in many high schools, and is commended hereby to the attention of our intermediate schools and academies.—Ed.]

THE home credit system has come to our schools as a gift from God. I find this system to be just what is needed to draw homes and schools nearer together.

Many children have an idea that while going to school, they should not have work to do before and after school, and look upon this work as a burden; but un-

der the home credit system this feeling disappears.

The home credit report blanks make it very easy for the children to keep a strict record of the work they do. The blanks are neat and attractive, and the children feel as if they were doing a great business as they keep account of their credits.

The pupils of my school are very enthusiastic over their credits, one reason being that they are averaged up with the other studies, and thus affect the whole grade. At the close of each period those children who have averaged 95 per cent in home work and 90 per cent in deportment are members of the Home Workers' Band, which meets every six weeks. Our last band meeting was a decided success, and the children went home saying, "It will never do to miss one!"

I noticed that several of my pupils *easily*, too easily, reached their number of credits, and fearing that they would lose their enthusiasm, I thought of something new. I told them that the two girls and the two boys who earned the most credits during the period, might,

with their teacher, be a committee to arrange where the band should meet, and to decide what kind of recreation would be best. Through these committees I hope to give the children some idea as to how Seventh-day Adventist young people can entertain one another in a thoroughly Christian manner.

The parents of the children like the credit system, too. One of the parents said:—

"I think the credit system is fine. My children come home from school now, and instead of waiting to be put to work, say, 'Mother, may I do this or that for you?' They are more interested in their mark, and never grumble about having to work."

Another mother said:—

"My boy comes home from school and goes right to work without a murmur, and he didn't do that before we had the home credit system."

All the parents realize that the system is helpful, and think there is nothing better. I regard it so highly that I intend never to teach again without it.

Physical Culture Drills

BY JEAN B. HENRY

THE variations given in these lessons produce practically the same results as in the original exercise, but are planned in order to make the lessons more interesting and entertaining for the class, as lack of interest largely defeats the purpose of the lesson.



Breathing Exercises.—Inhale; exhale. Take another deep breath; raise the shoulders as high as possible; lower the shoulders and exhale.

Repeat several times, each time raising and lowering the shoulders an additional number of times before exhaling.

Arm and Chest Exercises.—Raise the arms sideward to shoulder level.

With hands closed, twist the whole arm

backward as far as possible on count 1, twist forward again on count 2, for 16 counts.

Variation.—*a.* Perform the exercise with the arms down at the sides.

b. Perform with both arms forward (shoulder level).

c. Perform with arms overhead.

d. Twist right arm forward and left arm backward simultaneously, and vice versa.

This exercise develops the shoulder muscles, and is helpful in correcting round shoulders.

Trunk Exercise.—With hands on the hips, twist the body to the right on count 1.

Bend forward on count 2.

Straighten the body on count 3.

Turn back to original position on count 4.



Repeat, then twist the body to left, bend, straighten, and turn for 8 counts.

Variation.—*a.* Repeat the exercise with arms sideward (shoulder level).

b. Repeat, with hands overhead.

Leg Exercise.—Standing on the left foot, describe a circle on the floor in front of the body, with the toe of the right foot (tracing the circle to the right) on counts 1 and 2; continue for 8 counts.

Repeat with the left toe, tracing the circle to the left.

Begin the circle by pushing the toe forward.

The knee of the stationary leg bends freely in this exercise.

Variation.—*a.* Trace the circle, with the right toe, to the left, i. e., inward, for 8 counts, and with the left toe to the right for 8 counts.

b. Trace the outward and inward circles on the floor to the right of the body, then to the left.

Marching Exercise.—When columns are marching by twos in opposite directions around the gymnasium, as they near the center of the sides, the command, "To the center,—march!" is given. The columns then turn and march toward each other. Upon meeting at the center, and at the command, "Twos outward—march!" each two leaders who are facing each other make a quarter turn outward, and march by twos in this new direction, the rest of the line following, thus making the figure of a cross, with two columns proceeding toward each other, and two columns away. At the ends of the room the leaders turn one each way, and the figure is repeated.

To resume the regular order and original partners, the columns may fall into the alternating ranks of two upon meeting in the center, or may form ranks of four and separate into twos at the end of the room.

A Spring Tonic for Teachers

1. DAILY study of the Bible.
2. Daily prayer for success.
3. Daily walks and talks with nature.
4. Daily preparation of lessons.
5. Daily study of the *Christian Educator* and other educational literature.
6. Daily work for souls.
7. Daily talks with those boys and girls who need encouragement.
8. Daily avocational activity.
9. Daily realization of high ideals.
10. Daily willingness to do humble service for the Great Teacher.

W. C. J.

Personal Work

BY AMELIA EITEL

MARY and Minnie were schoolmates, but not the best of friends. They were jealous of each other and always quarreling. One dismal rainy morning Mary arose very late, and everything went wrong at home. She reached the school-room about five minutes before time, feeling very ill-tempered. In her haste, she brushed up against Minnie, and both exchanged hasty words. The bell soon rang, and the day's work was begun. After the noon lunch, while the teacher and Mary were busy cleaning up the crumbs, the teacher spoke to Mary about her conduct that morning. She was truly sorry, but did not know how to get rid of that bad feeling toward her school-mate. The teacher told her to pray for Minnie, and she also would pray for them both.

That evening when the teacher and Minnie were walking home from school, Minnie told her that she did not like Mary at all. The teacher told her to pray for Mary and see what would happen. Neither girl knew that the other was praying for her, but in a few days there was a great change in both girls. At the Wednesday evening prayer band each prayed aloud for the other, and the sweet Spirit of God came into their hearts and softened them.

What might have happened if the teacher had not directed them in the right way, if she had merely told them that they must not do that again, and not given it another thought? Too often that is the case. Do we as teachers realize the many opportunities we have of helping the children who are placed under our care? They are merely human beings, and Satan is trying in every way possible to entrap them while they are yet young. The Saviour also is calling after them. He regards them with infinite tenderness, for he has bought them with his blood, and is waiting to adopt them into his family.

EDITORIALS

“Be of Good Cheer”

THESE were the words of our Master, and wherever he went men took cheer. His very presence conveyed it. There was an atmosphere of courage and hope in every word and deed. He left whole villages rejoicing because he had passed their way. From him men took heart and looked up again. And this was not confined to the feeble or older ones; children caught the spirit of his life, and sang praises. Christ came to break every chain of bondage and to remove every yoke of oppression; he came to make all men free; he came to bring to each one the pure joy of living.

Christ is the Master Teacher, and all who would teach of him must learn of him; and having thus learned, the same influence which went out from his life will go from theirs.

The teacher has set before him a difficult task. Of all persons he should be cheerful—*full* of good cheer. He should always be a fountain of good nature. But he, of all persons, has a trying work, one full of changing perplexities. Some slight matter will cast a gloom over a happy, contented room of pupils. One careless, obstinate, or disobedient child may make the work of the teacher a heavy burden. But by his “good cheer” he may overcome mountains of difficulties. His fountain of cheer flows through every tone of voice, through every look and expression of face and body. He smiles, and his school smiles with him; he frowns, but not alone.

The greatest of all life's lessons is this lesson of Good Cheer, and it is one of the hardest to learn and the easiest to forget. When we think we have it quite committed, we find we know it only in part, and so are faulty in our teaching of it. But as teaching a subject clarifies it in our own mind, so showing good nature, cheer, and hope, fixes these qualities in our lives and makes them genuine.

It is far better to wear a “wooden smile” than not to smile at all. Love covers a multitude of sins, and a cheerful smile and a kind voice may cover a heavy heart. The reward of it is that the heavy heart is soon lost to the view of even its possessor, as well as of beholders.

The lesson of Good Cheer is the greatest lesson of every schoolroom, and to send out a class of pupils having learned it, is the greatest achievement of any teacher. The world needs the leavening of such classes; but they must have had the leavening of the teacher.

“God is light,” and alone with his Father, Christ found the light and joy of his life. Christ's fountain of Good Cheer found its source in that river of life which flows from God's throne. Thither he went daily for it; and it is likewise with the under-teacher—in the secret chamber of prayer, in the prayer circle, in the prayerful thought in the busy schoolroom, and in the ever-open Bible, is found the source of his Good Cheer.

All things do work together for good to such teachers, and nothing offends them. They continually witness the miracles of heaven in their work, and their spring of joy is ever thereby enlarged—more Good Cheer for more miracles in the smallest details of their daily work, and more miracles for more Good Cheer. Who would not be such a teacher?

The lesson of Good Cheer is the greatest of all lessons. Learn it and teach it.
FREDERICK GRIGGS.

School Extension and Recruiting

PERHAPS no more suitable time has presented itself to make a serious beginning to carry out the measure on school extension and recruiting passed at the Autumn Council, than our first Educational Sabbath, April 7. That measure reads as follows:—

“Whereas, We are convinced that our

school territory is not being adequately worked for students; and,—

"Whereas, We are further convinced that by proper planning and organizing a very beneficial work of extension could be done by our colleges and academies by way of instructing our own people in the local churches along such lines as:—

"The sacred heritage of children,
Responsibility of parenthood,
The training of children,
Sanitation and hygiene,
Staying the tide of commercialism in our homes,

Elevating home influences through good reading and other cultural means; we therefore,—

"Recommend to the consideration of our Union and local conferences the proposition to share equally with our colleges and academies the expense of a well-organized plan to utilize our teachers for the foregoing purposes. We suggest the following general basis:—

"1. The conduct of week-end and holiday lecture courses during the school year.

"2. The continuation of lecture work during the summer vacation.

"3. The dividing up of school territory among selected teachers, to be thoroughly worked for students in connection with the lecture work and special efforts to acquaint themselves with the home life of our people, especially of those who patronize our schools."

This work might well begin in churches that have a school. Teachers can go out Friday afternoon, assist in the Educational Sabbath and the young people's program for the day, then on the evening after the Sabbath and on Sunday give from one to three lectures on very practical themes adapted to home life. Homes will thus be blessed, the teacher will return to his work refreshed from the change and the contact with the people, and much will be accomplished by way of blending home and school interests that will serve as a natural basis for student recruiting later on. Let local teachers and field officers

make the call to our colleges and academies, and let members of the faculties not fail to respond. The plan is worth every prayer and every effort that can be put into it.

Educational Sabbath

THE date set for the first Educational Sabbath for 1917 is April 7. This is the first Sabbath following the fifth-period examinations, and one week after the close of the spring week of prayer. The program in the main will be made up as follows:—

1. Questions and answers from the Testimonies, selected by Prof. B. F. Machlan, and arranged so that they can be cut out and distributed among the congregation.

2. A symposium by students on the topic, "My Past Year in School."

3. A short symposium by leading workers on the topic, "How I Secured an Education."

4. A reading on the subject, "All Can Secure an Education," representing the experiences of successful men outside the denomination.

This program is designed as an inspiration to young people and parents to plan early for the next school year. The summer season will be yet before them in which to work. There is always a way where the desire and the will are sufficiently aroused; and April is none too early to begin laying definite plans. It will come before the colporteurs' institutes and before harvest and other summer activities.

We very earnestly desire to see this spring and summer our most fruitful season in school extension and recruiting work. Teachers are planning to be unusually active along this line. Let every one plan, pray, and work for success.

KNOWLEDGE is power, but it is a power for good only when united with true piety. It must be vitalized by the Spirit of God, in order to serve the noblest purposes.—*Mrs. E. G. White.*

The Spring Week of Prayer

FOR this annual pentecost of blessing to our schools, March 25-31 has been suggested by the General Department as a suitable time. It precedes the examination week for the fifth period, as also the first Educational Sabbath. Every school that observed this season of consecration last year was greatly blessed, many as much as at the general week of prayer before the holidays. The year 1917 is freighted with solemn and foreboding events. Let every teacher prepare his own heart in a special way, and give earnest attention to the observance of this appointed time for drawing near to God, in behalf of those who come under his daily instruction.

Music in the Soul

A YOUTHFUL composer of music in the Middle West is said to pass through his town at dawn on Sunday, clothed in a long cloak and a crown of leaves, to greet the morning sun with his flute. He says that music in his soul prompts him to do this. There is nothing better calculated to induce melody in the heart than the contemplation of nature, especially from the viewpoint of its being the handiwork of God. The rising and setting of the sun are impressive moments, ushering in the new day with its privileges and prospects, and closing it with one more solemn chapter added to the eternal record. The day is the symbol of a life, and only as each day is lived can the life record be. If the round of the day, especially its beginning and its close, can be cheered with contemplative music and song, how grateful the incense of such a life to heaven, and how benign its influence here below!

We know a good mother whose practice, when her children were young, was to gather them about her and watch the going down of the sun on Friday evening, conversing impressively on the sacredness of the incoming day of rest. Then at sunrise next day her voice would be heard singing,—

"O the Sabbath morning, so beautiful and bright,
Glad we hail its welcome holy light."

We recall, too, that wonderful record of Jesus in his youth, that he would often go forth to the hills of Galilee in the early morning, and while meditating on the beauties and lessons of nature, would lift his voice in song and praise to his Father.

Poetry and music had a place in the school of the prophets. We need a more appreciative study of poetry in our schools, and a cultivation of music in the soul. Neither vocal nor instrumental music can reach its highest value till it becomes an expression of soul communion with Him who composed and still renders the music of the spheres.

A Militant Prohibitionist

THE contents of more than one thousand bottles of wine were recently emptied into a hole dug in the ground at Castle Howard in England, by order of Lady Rosalind Carlisle, who presides over the estate since her husband's death. The wine cellars had been raided before, but one section that had been well sealed escaped notice. Lady Carlisle is perhaps best known in America as being twice president of the World's W. C. T. U. She is the mother of eleven children, a Liberal in politics, a champion of woman suffrage, and a skilful farmer. She has replaced the ceremonious castle butlers and the footmen liveried in silk stockings and knickerbockers, with six-foot Amazons clad in blue gowns and white caps and aprons designed by herself. She is kind and popular among her many workmen, often providing them hot dinners and teas, but she requires total abstinence throughout the estate, not allowing even small beer.

Does it not behoove our schools to be more militant in temperance activities in their communities? Some have done nobly on occasion, but cannot temperance advocacy be made an important part of all our missionary activities?

THE NORMAL

I'd Be a Teacher

ELIZA H. MORTON

My aim in life, is what? you ask,
What would I do?
What be my work in after-days?
I'll tell to you:
I know my wish. I know the aim
Long in my mind;
I'd be a teacher, noble, true,
A teacher, kind.
Dear friends, please listen now to me,
A church-school teacher I would be.

And why not teach in public schools?
They teach for time.
I'd teach for long eternity —
A work sublime.
I'd point the minds of youth above,
I'd sow the seeds
Of righteousness and purity,
Of loving deeds.
Dear friends, please listen now to me,
A church-school teacher I would be.

Two paths before the youthful feet
Stretch on afar;
I'd be a friend, a counselor,
A guiding star.
I'd help the little ones to choose
'Twixt right and wrong,
I'd lead their voices in a strain
Of happy kind.
Dear friends, please listen now to me,
A church-school teacher I would be.

No nobler work on this old earth
Than training youth
To walk in all the ways of God,
In paths of truth.
I long for stars within my crown
To ever shine.
Dear Jesus, help me, help, I pray,
For I am thine.
A church-school teacher I will be
If thou wilt help and strengthen me.

The Monthly School Meeting

THE Lake Union educational officers are pushing the idea of holding a monthly school meeting in every church where there is a school. They call it a *school* meeting, rather than a parents' or parent-teachers' meeting, because they want to interest the entire church in attending, not merely parents of the children who go to school. This is in harmony with the idea of a *church* school, not a parents' school, and with the correct financial policy, "Let all share the expense." If all share the expense, and all regard the school as being a church institution, then all should be interested and informed each month on the working of the school, and study seriously its highest interests.

A suggestive set of questions for consideration at such a meeting was sent out recently by the Indiana superintendent to all the teachers, as given below, and really it is incumbent on the conference officer to take the initiative in some definite way like this in seeing that the school meetings are held. The right kind of

teacher values these suggestions, and is encouraged by such help to keep up the school meetings regularly.

Questions for the School Meeting

1. Are all the children of the church attending the church school? If not, do you know why not? Have you visited the parents of these children, and prayerfully studied the perplexing reasons with them? Do not become weary in working for the boys and girls of *your* church.

2. Did all the children give their hearts to Jesus during the week of prayer? Do you know which one did not? How many of you have pleaded personally with the indifferent, careless youth? They long for your love and personal interest. Do you express it in words as well as in acts? Some day it will be too late.

3. Some of the youth are ready for baptism. Do you know which ones? Have you gone to the doubtful ones privately, and learned where they stand? You think their actions tell you, but perhaps the actions would change if you expressed a desire for their good. Do not urge it unreasonably, but usually our baptized boys and girls follow the Christian life about as well as we older ones do. Let us gather the youth into the church.

4. Do you provide a social evening for the youth once a month? Make it such as angels will attend. Let it be educational as well as entertaining. Plan a definite, elevating program, and it will attract the youth to the church. Work for them, for we cannot afford to enter the pearly gates without them.

5. Is your school pleasant and attractive to the children? As I enter some of the dingy, poorly equipped rooms, I do not wonder that the children are careless and indifferent to the school work. How can we expect them to look at dirty, dark walls all day, and wear a sunny, happy smile? How can we expect them to sit quietly and study hard in a cold room, made so because of broken windowpanes,

large cracks under the door, or lack of fuel? How can we expect the teacher to keep the floor clean when the school grounds are muddy? Who will draw a load of gravel? Who will oil the floors?

6. Is your teacher's salary paid up to date? Do not neglect this part of the Lord's work. No, your teacher is not working for the wages alone, but she needs the salary to pay expenses. And when the message shall have triumphed, and Jesus shall come in the clouds of heaven, we shall hear his voice saying to those who stand for Christian education, "Come, ye blessed of my Father, inherit the kingdom prepared for you from the foundation of the world."

TEACHING NOTES—GRADE BY GRADE

FIRST GRADE—Anna A. Pierce

The Use of Pictures

"By beholding we become changed." We little realize the influence of pictures upon the life of a child. Many examples might be cited where the continual observation of a picture has molded the desire for life. How carefully should each teacher select the pictures which are to hang before the children!

Every schoolroom should possess a few well-selected pictures. They should be large, and hung low, that they may be easily seen by the children. Pictures are not only a means of beautifying the schoolroom, but they serve

as excellent material in language and reading work.

These pictures should contain but few objects, in order that the description may be easily made. Scenery representing landscapes and villages and containing many details are not appropriate for these lessons. Select something that represents life and action—child life if possible. Pictures of people and animals are the best.

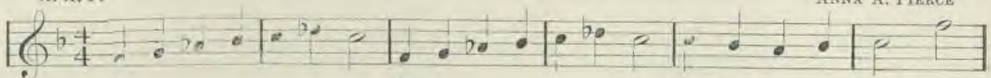
Colored pictures are more pleasing to children, and may be made helpful in the color lesson of the art class.

The purpose of a language lesson from a picture is to develop in the child observation,

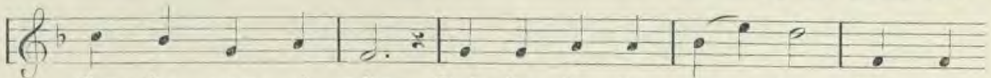
THE MARCH WIND

A. A. P.

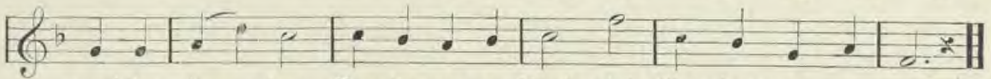
ANNA A. PIERCE



- | | | | |
|------------|---------|-------------------|------------|
| 1. Oo..... | Oo..... | Hear the mer-ry | March wind |
| 2. Oo..... | Oo..... | Hear the laughing | March wind |
| 3. Oo..... | Oo..... | Hear the gen-tle | March wind |
| 4. Oo..... | Oo..... | Hear the joy-ous | March wind |



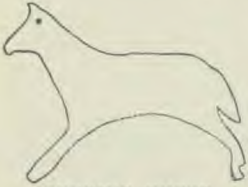
Sing - ing	songs	of	spring,	Rock - ing	in	the	tree - tops,	Play - ing
Play - ing	in	the	air,	Chas - ing	ev - 'ry	fleec - y	cloud,	With
Sing - ing	songs	of	spring,	"Wake up,	pus - sy -	wil - low,	dear,	Wake up
Sing	to	boys	and	girls,	"Spring to	you I'm	bring - ing;	'Tis
								of



round the	house - tops,	Hear the mer-ry	March wind	Sing - ing	songs	of	spring.
whis - tle	high and	loud,	Hear the laughing	March wind	Play - ing	in	the
now, for	spring is	here,"	Hear the gen-tle	March wind	Sing - ing	songs	of
spring I'm	sing - ing,"	Hear the joy-ous	March wind	Sing	to	boys	and
							girls.

thought, and expression. At first the observation may be centered upon only one object. By questioning, the teacher can lead the child to see other things in the picture.

Let the child tell what he sees. Do not allow such sentences as: "I see a boy," "I see a horse," "I see a man." Teach him to think of these objects as related, and give sentences that require some thought; as, "The boy is riding the horse," "The man is holding the boy so he will not fall."



ROCKING HORSE

Cut out two horses. Make perforations on dots. Paste horses' feet inside each rocker. Pass toothpick through perforations connecting the horses' heads.

Pictures furnish good material as a basis for supplementary reading.

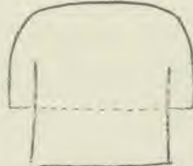
Place the picture in front of the class. Have the pupils select a name for the story. Discuss the

picture with the class, drawing out sentences from the children by means of questioning. Write the sentences on the board, arranging them in the best order. Call attention to capitals, periods, and question marks.

For seat work let the children copy the story correctly.

Read from the board in the reading class.

The teacher who makes a collection of suitable pictures will be more than repaid for her effort in the many uses she can make of them. The magazines and catalogues are full of pictures appropriate for all uses. They are in the best condition for use if mounted on cardboard.



Cut on heavy lines. Fold up on dotted lines. Slip over the backs of the horses.

If selections are made suited to the different seasons of the year, the teacher will have variety enough to place a few of these on the wall, changing them each month.

Picture puzzles for busy work can be made from these pictures mounted on cardboard and cut in pieces.

SECOND GRADE — Edith A. Cummings

Reading

The lesson on page 164 of the Reader is about "The Sampan Baby," and since most children enjoy making paper dolls, let them make a little Chinese doll, in the form of a booklet, letting the fold come at the top of the head. In this booklet they may write the language work required at the close of the lesson. If possible, show picture of Chinese, so the children may see how to color

the costume. Little Chinese boys and girls dress very much alike, and since our lesson is about a boy, this will make the boys in the class more interested in making the dolls.

The poem, "The Little Sewing Class," is found on pages 179 and 180. For a change, let the little girls in the class read this, and when they can read and recite one verse apiece, let them give it during opening exercises some morning or at a program, each girl bringing the object spoken of in her verse,—a needle, a spool of thread, a thimble, a pair of scissors, or an emery ball. While the girls are preparing these, let the boys be working on the "Kite" poem on page 188, and they too will want to commit their lesson. So let the one who reads or recites best give it before the school, or it may be given by two boys as a dialogue.



ROCKERS

Cut on heavy lines. Fold down on dotted lines. Make perforations on dots. Pass toothpicks through perforations connecting rockers.

When teaching the "Bible Game" lesson on pages 194-196, really play it, letting the whole school take part.

Spelling

After the spelling lesson has been learned, and before the pupils spell, try this: Call attention. Write a word on the board, erase, ask such questions as these about the different words you write: What was the word? What was the first letter? What was the last letter? How many letters did you see in the word? What letter came before "d"? What letter came after "h"? etc.

Sometimes when pronouncing the words to the class for them to write, let all pronounce the word after you. This avoids their asking to have the word pronounced the second time.

Manual Training

March is the first spring month, the time when chickens are hatched. The children will enjoy making paper coops, and clay hen and chickens.

Material. — Paper, heavy, 8 inches square.

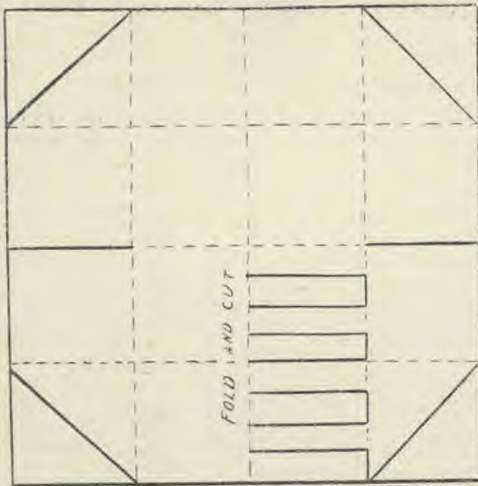
Directions. — 1. Fold 16 squares.

2. Fold corner squares diagonally.

3. Cut on all solid lines in diagram, and when cutting the openings to represent the open places between the slats, fold paper on the vertical diameter before cutting.



CHINESE DOLL



CHICKEN COOP

Then paste it into the shape of a coop, and it is ready for the hen and chickens, which may be placed on a square of paper and slipped into the coop. Play you are in the poultry business for a week. The children will admire their chicken farm every day, if artistically arranged on the sand table or window sill or any other place you choose to use.

March is the time for spring house cleaning. Father may need a new armchair, so let us make one.

Material.—1 square cover paper 6 inches by 6 inches.

Construction.—Fold 16 squares.

Cut on heavy lines, as in diagram.

Paste figure 4 on 4, 3 on 3, and 1 on 2.

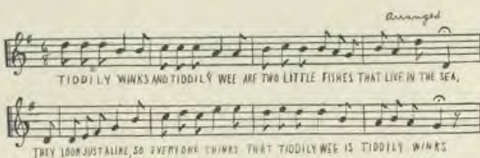
Paste A down on 1 and 2.

Make B stand up for back of chair, leaving lower back of chair open, as you turn the model around.

Then paste 5 outside 6, and 7 outside 8, and the chair is finished.

Writing

Some years ago I found an interesting little exercise to use in writing when we want to get our arms and hands ready to use a free movement. The children enjoyed it more than ever after we found a song to sing while we did the writing. This is the picture we made:—



We had no notes to the song, so I arranged them myself. We sing the first line when making the upper half of the fish, and the last line while making the lower half, and stop to make mouth, eyes, fins, and tail.

THIRD GRADE—Irene C. Ayars

Bible

The lessons for this month are important, and by the use of some simple devices and planning on the part of the teacher, they can be made quite interesting as well as instructive. The following suggestions may be a help to you.

Lesson 1. Have the children cut out pictures of gates and men out of dark paper. Each child pastes his gate and the man lying down beside it, on his memory verse card.

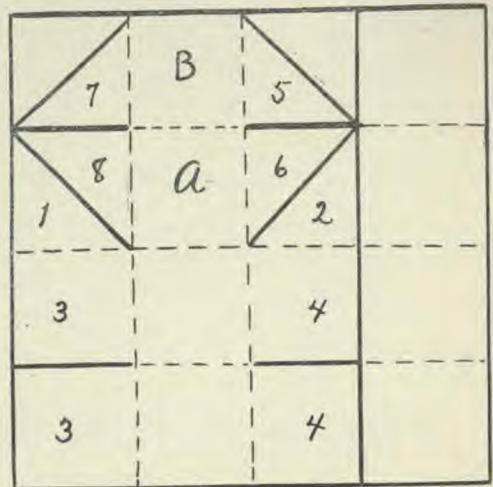
Lesson 2. Have each child cut out a picture representing a prison. In the fifth reader is a simple picture of a prison which would be a good model to copy.

Lesson 4. A picture of a ship cut out and placed on memory verse card is good. This could be free-hand cutting.

Lesson 9. When telling the life of William Miller, it is good to read to them his dream, found in "Early Writings."

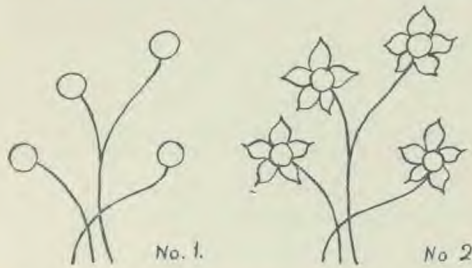
Lesson 14. This is such a broad subject, I believe you will find it more satisfactory to take up the history of one of our papers—*Our Little Friend*, for instance.

Lesson 17. I believe the children would enjoy hearing told to them how our educational work first started in Australia; also how the Lord through Sister White gave directions in regard to the piece of land to be bought for the Avondale school. She told the person



ARM CHAIR

sent to Australia to pick out the land, that the Lord had shown her a piece of land containing a deep furrow, and that such piece of land was to be found on which to build the school. This man found the land bearing this description, but did not buy it because the governor of the place said the land was worthless. Nearly a year after this Sister White sent this man word, saying he was hindering



the work of God by not buying this land. He at once bought the land, and the school was started. When it was time to harvest their first crops, they found that they had the largest crop in the country. The governor said that the hand of the Lord was in it.

These are excellent lessons for impressing upon the minds of the children the results of having faith in God.

Arithmetic

During this month the tables of 7's, 8's, and 9's are to be taught. A part of every recitation can well be spent in drilling on the tables. If the tables are well learned, the child has laid a good foundation for future work. If this work has been neglected, the child's progress in arithmetic will be hindered.

Do you ever find your children using their fingers while working their problems? Stop it at once. Drill them on the tables and combinations so much that they will not think of using their fingers.

Spelling

A simple device for encouraging better spelling lessons is to give each child a card containing a picture of four petalless flowers. For each correct lesson, put a petal on one of the flowers. At the end of one week the flower should have five petals. Start a new flower each week. At the end of the month let the children take their cards home.

A game in spelling which the children will enjoy is to give each child a letter of the alphabet. If there are not twenty-six children, give each child more than one letter. The teacher gives a word to be spelled; for instance, "daughter:" the children having letters to spell this word, stand up according to their order, and then each gives his letter and the word is spelled.

FOURTH GRADE — Dorothy E. White Bible

Camp of Israel and Line of March

The Lord had commanded that all the tribes but that of Levi should pitch their camp away from the tabernacle, but the tribe of Levi were to be close around it. Levi had three sons, and the descendants of each had a definite work to do in caring for the tabernacle and its furnishings:—

1. Gershonites — Curtains and coverings. Num. 3:25.

2. Kohathites — Furniture and vessels. Num. 3:31.

3. Merarites — Boards, bars, pillars, sockets, and vessels. Num. 3:36-38.

The sons of Aaron had a special work to do before these Levites appointed could move any of the parts of the tabernacle. This is told in Num. 4:5-34. It all teaches the beautiful, systematic way that God does everything.

The line of march was as follows; read it, and notice the diagram of the camp as you do:—

1. Moses, Aaron, priests (with the ark). "Patriarchs and Prophets," pp. 375, 376.

2. Camp of Judah. Num. 10:14.

3. Gershonites (with curtains), Merarites (with boards, etc.). Num. 10:17.

4. Camp of Reuben. Num. 10:18.

5. Kohathites (with tabernacle furniture). Num. 10:21.

6. Camp of Ephraim. Num. 10:22.

7. Camp of Dan. Num. 10:25.

The diagram for the furniture of the sanctuary is given in the EDUCATOR for November, 1916.

I visited the room of a student teacher who was giving a lesson on "The Camp of Israel." A small box in the center represented the tabernacle. About it were grouped tiny paper tents in clusters, representing the different camps. Even when so crudely pictured, it looked beautiful, and I could better appreciate the exclamation of Balaam, "How goodly are thy tents, O Jacob!" Such a lesson helps a child to get a graphic picture. It also helps to retain the interest of the class, especially the boys.

If you have a Bible with a "subject index," look up "Christ," and under it the subhead "types of;" look up references for Passover, lamb, manna, etc., and see how clearly everything in the sanctuary and its service points to Christ. A study like this will help you to appreciate the beauty of the symbolism used, and to see more in the ancient services than before.

Arithmetic

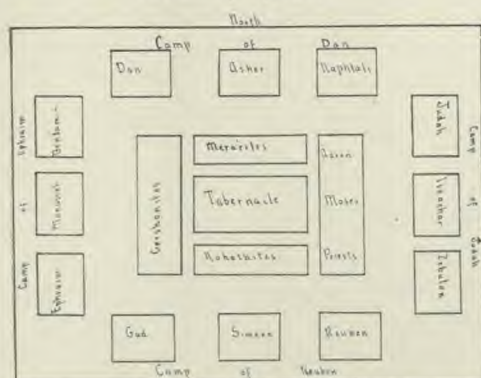
Pages 228-238. The great need this month is to make the work *real* and *practical*.

This device has proved helpful to me: First, I give each one in the class a 6-inch square of Bristol board or cardboard, showing them how to make 36 inch squares. This is my ammunition. After this I use Squeers's method, and "let them learn to do by doin'." We make rectangles having two rows of squares with five in a row; three rows with four in a row; three rows with five in a row, etc., until the idea of the rectangle is firmly fixed. Then a rectangle is drawn on the board.

Questions like this follow: If this rectangle is 5 inches long and 2 inches wide, how many square inches will there be in a row? How many rows? How many squares used to make one like it? If it is 6 inches long and 4 inches wide, how many squares in a row? How many rows? How many squares used?

This is continued with constant change of figures until the idea is formed in their minds that the length (represented by squares in a row) times the width (represented by the number of rows) equals the surface, i. e., the

The Camp of Israel



References: Num. 1: 53; 2: 3, 5, 7, 10, 12, 14, 18, 20, 22, 25, 27, 29; 3: 23, 29, 35, 38.

number of squares it takes to cover the rectangle. We then find the number of square inches in our books (omitting the fractions and using to the nearest inch), our desks, the cupboard, walls, doors, windows, blackboard, porch, etc., until the use of surface measure is clear.

Problems like the ones on page 237 we frequently go over together in class when assigned, if the class is liable to have trouble in reasoning — not working them, but helping them to see how to take the steps.

Spelling

An umbrella with a slightly curved handle makes an appropriate spelling booklet; so would a wind-blown tree.

Let the pupils bring in a number of original designs to be passed on by the teacher before they are finally chosen.

FIFTH GRADE — Grace R. Rine

Spelling

Have your children keep a memorandum book in which all words misspelled at any time are kept. This list should include words missed in tests in any subject or any written work aside from the regular spelling lesson. This list should often be used for review drills, spelling matches, or written tests, until not one will be missed. If, while doing written work in any subject, children are in doubt about a certain perplexing word, they may be allowed to consult the memorandum book. After a time it will be unnecessary to consult it, for by much use the words will be imprinted upon the child's memory.

This list may also be used in making original sentences, as well as for dictation exercise.

The plan of writing on the board in a conspicuous place the words often missed by children, serves also to keep them ever before them in their correct form, and thus helps in learning them.

Find out for yourself what words are hardest for individual pupils, then help each one individually to master them. When you find that a certain word is hard for Frank to remember, devise some way of helping him remember it. Stop at his seat occasionally and ask him about it, have him spell it often for you, and he will soon overcome his difficulty. Spelling is a matter of drill in which the teacher plays an important part.

Spelling Booklet

Since this is the windy month in many localities, a paper cutting of trees blowing and branches waving in the wind, may be made from white paper and mounted on black.

Reading

1. The poems on pages 246 and 260 call for much drill in expression, and should be memorized. Learn them with the children in class, thus helping them to acquire the proper expression while learning them, rather than trying to correct bad habits after they have become fixed.

The lesson on page 251 should be treated as a dialogue; and the one on page 264 will be best mastered by studying it first with the children, letting them read silently in class, and then tell the story aloud instead of reading aloud.

The lesson on page 269 may be treated in the same way, and then read aloud in class.

2. Have the children do sight reading from other books. They should be able to read readily from any other book suited to their vocabulary. The library should be supplied with books for this purpose. In this way children may become familiar with simple his-

torical facts and the biographies of great men. Much material may thus be used to assist in nature study.

This plan encourages children to read good literature, interests them in books, broadens their knowledge, increases their vocabulary, and brings new life into the reading class.

On the day the class is to have sight reading, let all sit in position while one stands before the class and reads something he has never read before—each one waiting his turn to read to the rest. If rightly conducted, the children will always be eager for this class.

Language

One important feature of the work in language this month is teaching the subject and predicate of a sentence, the noun, both common and proper, and the pronoun.

The children should not be bound down by formal definitions of parts of speech, but from illustrations drawn from daily lessons let them make their own definitions and rules.

A simple plan for teaching the noun, that will be suggestive of other parts of speech, is here given:—

a. Point to various objects around you, and ask their names. As names are given, write them on the board with a *small* letter.

b. When a number have been written on the board, ask the class, "What have I here on the board?" They will doubtless answer, "Some names." "We call these names nouns," the teacher will say, "so we have here a list of nouns."

c. Keep asking until some proper names are mentioned, and then write them in a list by themselves, beginning with a capital.

d. Tell the pupils that these names, too, may be called nouns, and ask them to tell you the difference in the way the two classes of nouns are written. They will readily see that one class begins with a small letter and the other with a capital, and will be able to formulate a definition of their own for common and proper nouns.

e. Pupils may now come to the board and write a list of both kinds of nouns. Teacher should see that proper nouns are written with capital initials, and pupils should give the rule in their own words.

f. Have children then open their readers, and point out common and proper nouns found there. The lesson on page 264 may be used for this purpose.

g. Pupils may then write an original list of both common and proper nouns in their language notebook, as well as definitions for them.

Nature

Children are always enthusiastic while studying birds, and these studies may be made really instructive and beneficial as well as

interesting. A few suggestions are here made on the study of birds:—

1. See that every child knows the common birds in his own community. Encourage habits of observation by having them imitate bird songs, describe their nests, eggs, and young.

2. Encourage the children to build bird houses. This may be done by the boys in manual training. It will promote the idea of kindness to birds, in providing them with homes and keeping them near us.

3. A bird day may be observed by the children, in which suitable exercises may be planned by the teacher.

4. Have children make a list of the praiseworthy characteristics of birds—things we may emulate, such as thrift, industry, and a happy disposition.

5. Talk to them about the bird laws in various vicinities and parts of the country, to protect the bird against the hunter, and to provide them reservations where they may enjoy with us the beauties of nature.

6. "Peeps into Bird Nooks" contains much information of interest, and can be secured as a five-cent classic.

7. Make a study of birds' food; children will often be surprised to learn that the birds they have considered their enemies have after all been their friends.

8. Teach a pretty bird song. "Keep the Bird Songs Ringing" is one the children enjoy.

9. Read to them stories from such books as "Elo the Eagle" and "Friends and Foes in Field and Forest," or have them read the stories to tell in class.

10. Make illustrative borders in language notebooks, of birds, nests, eggs, bird houses, etc.

11. Children enjoy making a bird booklet. Take their favorite bird and draw it large enough to make a booklet cover. Let the cover be painted the natural colors of the bird, and a number of blank leaves placed inside, on which may be written a short story of the bird's life.

SIXTH GRADE—Ruth Hale

Bible

Jesus' last journey to Jerusalem is completed during this month. Have the pupils make a diagram of this journey, showing the many interesting events that occurred as Jesus went from place to place.

Also have the students make a map of Palestine and outline the journey in color. Draw an outline map on the board, and have them locate from memory the towns through which Jesus passed on his way to Jerusalem.

The poem, "Jesus of Nazareth Passeth By," should be memorized, and its lesson—that Jesus will pass us by forever if we continue to refuse his earnest calls—made very clear.

Nature

The following topics are studied during the month of March:—

1. Digestive System. In connection with this it is well to have pupils make a list of foods, classifying them according to their food values.

2. Excretory System. Emphasize the functions and care of the different parts of this system.

3. Osseous System. Have pupils make a pen-and-ink drawing of a skeleton, naming the different bones.

4. Muscular System. Make the lesson on muscles concrete by having pupils locate and test the strength of the different muscles.

Reading

This month's reading is characterized by many beautiful poems, some of which should be memorized. Teach the pupils to look for pictures in poems.

After studying the poem, "The Boys," the children will be greatly interested in Oliver Wendell Holmes, so give them a detailed outline of his life, and have them put it in the notebook with the one on Whittier.

The lessons on John G. Paton may be made a basis for composition work.

The new work in grammar is mainly on verbs. Emphasize particularly the kind, principal parts, and forms, or tenses, of the verbs found in the reading lessons. Have pupils make a list of the principal parts of all irregular verbs in these lessons.

SEVENTH GRADE—Harriet Maxson

Reading

In the reading of poetry, guard against the habit of reading in a singsong manner. Emphasize the idea that the class is expressing thoughts. The following device should be varied to fit the need of the class:—

Have the pupils pick out the complete sentences in a stanza of poetry. Have them read a sentence to themselves, then close the book and "say" it. Have the reciting student tell the thought of the stanza in his own words, using as many of the phrases or words of the author as he can with ease. Place on the board a list of words found in the poem which in their sound suggest their meaning. Have a pupil pronounce each, showing by his voice and inflection what emotion it expresses or what condition it pictures. Another helpful drill is to have the students pick out the words which need emphasis, then read the sentence containing them, giving each its proper stress.

Guard against allowing such drills to become formal and lacking in interest. The first aim of every good teacher is to inspire her class

with the love of word-music, and to give the class the ability to enter into the spirit of every worthy poem.

Bible

The teaching of the last part of Book IV is a privilege for the teacher who sees in it the opportunity of making her pupils message bearers because they know and love it. It is also the most difficult to teach, because it is liable to become more or less formal.

In the first place, nothing can take the place of earnest prayer on the part of the teacher. Secondly, do not expect too much. The teacher should carefully consider the capabilities of her class, and regulate her requirements accordingly. Make them few and definite, then expect to have them fulfilled. Work toward the end of having each student able to give the Bible proof for the important points of faith. The ability to handle the Bible intelligently is of more importance than accomplishing a great deal of memory work, where the time and ability of the class will not permit of both. To this end select four or five texts on the chosen subjects, have the class know where they are found, and what is in them, so that the proof is evident.

For the first few lessons the teacher should make out a Bible reading from the given texts, and by questioning aid the pupils in making out similar ones in class. The teacher should then give hers as to an inquirer for truth. Have a student give the same one the next day, as a review. The readings should be brief enough so that several may be given in one recitation. Then each reading should be reviewed on several different days before being dropped. As the pupils become accustomed to the work, the teacher may act the part of a seeker for truth. Though she should not try to confuse with technicalities, she should ask questions requiring thought on the part of the student giving the reading. Vary the exercise by assigning the part of inquirer to one pupil while another gives the reading. Have cottage meetings held in the schoolroom. Very frequently devote lesson periods to impromptu readings on review subjects. The teacher should prepare a list of questions often asked by a seeker for truth. Devote a few moments to a rapid drill, using these questions, and require Bible texts in answer. Require the memorizing of a few important proof texts, then drill enough to see that they are retained.

Geography

In studying missionary geography, much depends upon the teacher to make it live. Her aim should be to have in her possession some story or especially interesting information about every Seventh-day Adventist college,

sanitarium, etc., and also some item of interest concerning every mission field. Of course personal experience cannot be excelled, — perhaps a visit or a talk with some one from that institution. Many do not have such opportunities, however. For these, some help may be found in "The Great Second Advent Movement," our periodicals, and the Year Book. Let the missionary society correspond with missionaries in different fields. The practice of clipping interesting items concerning the mission fields and our institutions from periodicals and placing them in a scrapbook, is of inestimable value. Again, every teacher should make it a point to take down in a notebook the interesting incidents and information from the sermons of our General Conference men and missionaries from the field. With a little care, a surprising amount of helpful material may thus be at the teacher's command.

Grammar

Before introducing participles, review thoroughly the distinction between assuming and predicating qualities. Then show how actions may also be assumed or predicated. Put a list of verbs on the board, and have the class put them into sentences predicating action in one and assuming it in another. Put a list of sentences on the board, each containing a participle. Have the class rewrite the sentences, exchanging the place of verb and participle;



as, "John, seeing the danger, ran up the steps," to "John, running up the steps, saw the danger."

Emphasize the fact that participles are called such because they partake of the nature of two parts of speech, either verb and noun, or verb and adjective. As the class studies the latter first, keep before them the twofold use; viz., that as an adjective it is added to a

noun, and that as a verb an adverb may be added to it. After studying verbal nouns, keep the thought of discovering the use of the participle uppermost in the pupil's mind, to avoid any confusion. Have the pupil state this use before being allowed to classify it or its modifiers.

Give quite a little supplementary drill on telling the tense of the participle. Show that



this is the one case where the tense cannot be ascertained by looking at the word itself. At first have each pupil give the reason for his conclusion before stating it.

Drawing

Harmonious relations in art may be built up, not only by a careful, interesting placing of hues, but also by the relations of masses of dark and light. These masses must be so placed as to make the picture or design a well-balanced unit.

There should be one dominant mass that catches and holds the attention; all others must be subordinated and related to that.

The accompanying scale of values (dark and light) will help you to build your dark and light harmonies.

Which is the mass of dominating interest in the accompanying picture of pottery? Which value, or shade, first catches and holds your attention? Remember, though, that the line shape may overrule the tone (dark or light), and hold your attention above the tone, if it has enough interest.

EIGHTH GRADE — W. C. John

Arithmetic

The teaching of proportion is sometimes difficult at first because the pupils do not clearly understand the word "ratio." A good way to make the meaning of this word clear is to take two or more similar fractions and note the fact that each fraction standing by itself is a ratio; that is, a relationship.

The fraction $\frac{4}{6}$ states that there is a relation between 4 and 6 by division — 4 divided by 6. The same is true of $\frac{10}{15}$. By reducing these fractions to their lowest terms, it is evident that both are equal to $\frac{2}{3}$.

These points having been made clear by sufficient examples and practice, the relationship between the two ratios takes on added interest.

The practical problems should be especially emphasized, such as measuring the height of

buildings, trees, etc., or the distance across a stream. Very often the ability to work such problems is of real use to the student.

It is said of Napoleon that when he with his army reached a certain stream on one of their rapid marches in Italy, he desired a bridge built immediately; so he called an officer to tell him the width of the river. The officer said that he could tell him as soon as he could get his instruments. Napoleon, who was in great haste, brushed him aside, and asked if any one could tell the distance across the river. A young officer came forward and said he could, and by a simple and practical method, similar to that given in the textbook, quickly computed the approximate width of the stream. The right amount of material was brought up, and soon Napoleon had crossed to the other side.

The formula dealing with levers should be carefully worked out in a practical way, so that the meaning of the letters will always be clear.

Bible

The lack of historical knowledge on the part of the pupils will make the study of the "trumpets" difficult. Aim to bring out the points which can be readily comprehended by the pupils. Such lessons as "A Judgment Message," "The Great War upon the Bible," "The Gospel Church," "Satan's Persecution of the Church" during the ages, can be emphasized with profit.

The students can already understand, to a limited extent at least, what the persecution of the remnant church means. In connection with these lessons give prominence to the importance of being true Christians and loyal members of the remnant body.

It may be of advantage to use some such device as was used in learning the "seals." A seven-page notebook can be made, and illustrated with simple drawings of the different "trumpets" in their regular order. Encourage simple yet artistic designs for the cover.

History

The early part of the Reconstruction period shows the value of just and sympathetic dealings with the conquered. Explain why the South despised the North and her leaders, while on the other hand she has revered the name of Lincoln.

Make a careful study of the important inventions which have made this nation famous. If it is convenient, plan excursions to electric light plants or to other places where notable inventions may be seen to advantage. What would it mean to our life today if we had no electricity?

What is the secret of the wealth and power of the United States? Let pupils bring in list of answers to this question.

What are some of the dangers which beset us as a nation? may be discussed also.

What men are leaders in the American nation today?

A Three-Cent School Lunch

FOR five months this winter the Whittier School has been selling to any pupil who wished it a hot nourishing luncheon at the noon hour.

To start the system an old cookstove was put up in the school kitchen. Eleven tables were arranged by fastening together unfinished boards twelve feet long, and placing them on sawhorses. Ten tables, twelve by two feet, supported by two or three horses each, were put up. These boards were covered with white oilcloth. The sum of \$45.77 was spent for dishes and kettles.

Of course the classes in cooking could easily prepare the luncheons, but that would give them no variety in their class work; so it was thought best to hire a cook who should be on hand from half past eight in the morning until half past twelve. The cook not only prepares the luncheon, but sees that the tables are clean, and that the serving tables are set up. As soon as she has served the hot dish, her duties end. All cleaning up after lunch is done by seven children who earn their luncheon in this way. Four of them—girls—wash and dry the dishes. Three of them—boys—clean the lunchroom. The work of cleaning up takes thirty minutes unless over one hundred children stay to lunch.

How does one know how many to provide for? When the child comes into school in the morning, he takes his three cents to his teacher and receives from her a tin check, stamped with the school letter. This check is his receipt. About twenty minutes after the beginning of the session the cook is told how many checks have been bought, and therefore how many luncheons are to be served.—*Southern Workman.*

The Teaching of Music in Our Elementary Schools

BY W. C. JOHN

IN view of the importance given to musical training in our schools, we especially recommend to our teachers of singing, the study of the following report made by F. S. Gleason, supervisor of music in the public schools of Schenectady, N. Y. The aims stated are clear; the general methods suggested and other recommendations are sound and of practical value.

"The following aim and general directions, briefly stated, will convey an idea of what we are striving to accomplish in the department of vocal music:—

"Aim: To lead to the love and appreciation of good music, to contribute to the physical, mental, and moral growth of the child.

"Physical Growth: By correct singing position and deep breathing.

"Mental Growth: By close attention, concentration of thought, and rapidity of judgment necessary in sight reading.

"Moral Growth: By developing and training the emotional nature of the pupil, through the frequent experience of moods characteristic of the soul's best moments.

"General Directions

"The schoolroom should be thoroughly ventilated, constantly, but without drafts. Constant attention should be given to correct sitting position. In sitting, the body should be erect, but not stiff, the shoulders not touching the back rest, the feet placed squarely upon the floor. Books should not rest flat upon the tops of the desks. Constant attention should be given to tone quality, to care and correct use of the voice, correct breathing and breath control, re-

laxed jaw, mobile lips; to enunciation and articulation, proper phrasing and rhythm, proper exercises, and instruction in the use of same. The principles of voice production should be applied to the general speaking in teaching, and conversation in general. Good order and attention are essential.

"Encourage, constantly, individual effort. All songs to be sung by class or by school should be approved by the supervisor before they are taught. Care should be taken that the children do not elevate the chin while singing. The teacher sings to correct bad tone production, to teach rote songs, and, in lower

grades, for interval drill by imitation; otherwise, the teacher should not sing for or with the children. The teacher should always give the pitch from the pitch-pipe, and should frequently test intonation. Songs

— should be sung at the pitch that will insure the proper use of the voice. The 'singing names' (do, re, mi, etc.) should not be abused by too constant use. The effort should be made to read as soon and as often as possible with words directly applied. No one singing vowel should be used in voice production exercises, to the detriment of the others. Pupils with poor eyesight or hearing, or with poor tone perception, should occupy front seats."

Perhaps no greater mistake is made than encouraging loud singing. This is condemned by Professor Gleason.

"Soft Singing

"On no occasion whatever, should children be allowed to sing loudly. Great care should be exercised in this respect, that there may be no injury to the delicate vocal organs.

"The teacher should be careful in the use of her voice, in speaking as well as in singing.

A Message for This Year

To the teacher who is serious, but not gloomy; dignified, but not morose; gentle, but not fawning; self-possessed, but not self-conscious; quietly masterful, but not bossy; alert, but not fussy; watchful, but not nervous; sympathetic, but not lachrymose; a kindly, unassuming master of his sacred calling.

Compliments of—

I. C. Colcord, Supt.

"How to Teach Rote Songs

"The usual adult voice is not a voice that can be imitated by little children; hence the teacher should be careful to present songs to children in a very light, head voice.

"The teacher should be very sure that she knows the song before attempting to present it to the class.

"The whole song is first sung several times in as perfect a manner as possible, with good pronunciation, good accent, and rhythm, and a very light voice. An informal talk about the meaning of the text should follow.

"Next, the song is presented in short phrases, the class imitating each phrase. The phrases are then united into longer sections, and imitated as before until the whole song has been learned.

"Finally, thought should be given to the artistic rendering of the song.

"Monotones

"Monotones vary in the degree of their inability to sing, from those who can sing only one tone to those who can sing with the support of better singers, but cannot sing alone. Monotones should not sing when the class is learning a new song. These children must have individual attention."

Make It Definite

THERE is no greater need for definiteness anywhere than in the assignment of lessons and in the following work and recitation periods. We are asking the same thing for the child in school that he asks for himself outside of school; namely, what he is to do, how he is to do it, and to know when he is finished — tentatively at least.

At best a teacher can present only a few chief points in a given lesson. These points may be made to stand out as principal objectives in assignment, study, and recitation. They act as pivots or steps in progress. To be sure we cannot assign the lessons by pages or paragraphs and get desirable results either in study or recitation, but that definite

assignment which clearly sets forth the few chief points of emphasis goes a long way toward making the study and recitation periods real exercises and not a parroting of bookish, meaningless phraseology.— *Selected.*

OUR QUESTION BOX

ANSWERS BY C. L. STONE

QUES. 49.— *What can be done with children who come in from public schools and do not know the language work they have covered, and yet have good marks in it?*

This is a broad question, and admits of no definite answer. Whenever a child comes to us with every evidence of having done poor work, we must do our best to grade him properly, and by special assistance help him to develop in the subject in which he is weak. I might add that the same thing has to be done with children who come from our church schools under similar conditions.

QUES. 50.— *Why would not a long-handled dipper be better than a cup on a hook? Would a little wire hook eliminate the thumb bath?*

If you are in earnest, you can find something better than either. Neither should be used in any school. The bubbling fountain can now be provided for even the school that before had only a water pail. The fountain is very inexpensive, and is sanitary.

QUES. 51.— *Suggest methods of correlating classes for the purpose of gaining time.*

In some rural schools it seems necessary to combine classes in order to lessen the number of periods of recitation. This can be done best, not by correlating two or more subjects in the same grade, but by alternation. Alternation is the systematic and regular union of two grades of pupils, both grades doing the work of one year in one class, while the other year's work is omitted. The next year the work omitted is taken up, and the first year's work dropped. In this way each pupil does all the work of the course, but not all in the same order, and the number of classes is diminished. In the first three grades there can be more correlations or combinations of subjects, but very little alternation. In classes above the third, and especially in the sixth and seventh grades, the plan of alternation can be carried out nicely. In many States the plan is suggested in the course of study, and teachers are advised to alternate. It would be well for a teacher to consult with her superintendent before planning in any way to introduce a change from the adopted course of study.

HOME EDUCATION

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

That Wayward Boy

THEY all sat round in friendly chat,
Discussing mostly this and that,
And a hat.

Until a neighbor's wayward lad
Was seen to act in ways quite bad;
Oh, 'twas sad!

One thought she knew what must be done
With every child beneath the sun—
She had none.

And ere her yarn had been quite spun
Another's theories were begun—
She had one.

The third was not so sure she knew,
But thus and so she thought she'd do—
She had two.

The next one added, "Let me see;
These things work out so differently"—
She had three.

The fifth drew on her wisdom store,
And said, "I'd have to think it o'er"—
She had four.

And then one sighed, "I don't contrive
Fixed rules for boys, they're too alive"—
She had five.

"I know it leaves one in a fix,
This straightening of crooked sticks"—
She had six.

And one declared, "There's no rule given,
But do your best and trust to Heaven!"—
She had seven.

—Alice Crowell Hoffman.

Nature Month by Month

MADGE E. MOORE

March

BOLD March! wild March!
Oh you saucy fellow!
Even though your voice is rough,
We know your heart is mellow.

Hush! you'll wake the children up,
They are sweetly sleeping;
Daffodil and buttercup
Still are silence keeping.

—Sara Jones.

First Week

WHAT are the March winds saying?
—"Spring is coming!"

Mother Nature must clear up winter's rubbish, and sweep the snow-covered earth with strong wind brooms to make ready for the further cleaning, when April's mop pails are in use. Trees are swept of snow and dead twigs. The clouds move swiftly. Often by the middle of March the ground is quite dry, winds calm, grass and a few flowers

springing up, because of the few warmer rays of the sun, which also cause the ice in ponds, lakes, and streams to melt, and the water in them to rush tumbling into the sea, waking up the animal life in their muddy depths and sources.

Look for the tadpoles and baby fish to develop. Review autumn growing of winter coats of animals, and introduce spring moulting, drawing from them the reason. Compare the shedding of the differently composed coats—hair, feathers, and fur. Show that each grows out of the skin, as do our hair and nails. Ask the children why the animals do not shed entire coats at once.

Review resting period of vegetation and of animal creation. Contrast with the life now beginning to stir underground, in trees, and among the animals and insects. Determine the direction of March winds. Notice the effects of sun-

light from day to day. Compare the willow (first to leaf out), evergreen, and oak as to contour in early spring; later compare their foliage, for they are three distinct types. Notice the sun's position and the lengthening of days, after the snow and ice have melted. Show their effects upon pebbles, stones, and rocks.

Spring is the time of jumping ropes, marbles, and ball playing.

Question in child's mind, "How are marbles made?" They are made of baked clay, glass, agate, marble, and other stones. Show a strong glass bottle filled with rough, small stones. Shake, to show the wearing process. With the aid of the picture, tell how the marble mill works. A large stone slab, washed



by water, with concentric furrows on its face, is the mill. The stone is placed upon the circles, and above the stone is a block of oak wood that rests lightly on the stone to be cut. This wooden block revolves, causing the stone to revolve also. In about fifteen minutes the rough stone becomes a smooth, round marble. (Illustrate by the grindstone.)

Ropes are made from hemp taken from the stalk or trunk of a tree that is something like a banana tree. Fine hemp is woven into cloth and worn by people in the Philippines.

Rubber comes from the rubber tree. There are many of the trees in South America. The natives pierce the trees, and the liquid flows out. It hardens, and is made into many useful things. Rubber bottles and shoes were the first things

made from it. Now we have large factories where many things are made. Draw from their fund of knowledge as to what articles are made of rubber.

Watch the first buds, leaves, flowers, birds, frogs, etc.

BUSY WORK

First Week

Make a pin wheel. It will impress on the mind the March strong winds. Play marbles. Draw circles on paper, and color to look like marbles. Mold marbles out of plasticene or clay. Draw pictures of jumping ropes and colored balls. Use bean bags also for tossing games, letting the children fold an oblong cloth and sew the bag themselves. Let them try rounding stones on the grindstone. Draw articles made from rubber. Cut out or draw a picture of first flower, leaf, etc. Sew and paste under the proper date on the large calendar.

Second Week — Heralds of Spring

Probably the musician's notes from the ponds and damp places are about as welcome as those of the first robin, for no matter what is the first spring trumpeter, it is met joyfully. Take the children to the ponds and little streams. The frog has been buried in the mud since last autumn, but now she is very lively. She goes where the water in streams is shallow and still, or in ditches along the roadsides. Here she lays her great masses of eggs.

When the little tadpole is hatched, he resembles a fish, with his flat tail, round head, and featherlike gills on either side of his body. These gills disappear when the hind legs, with their webbed toes for swimming, grow out. Then we find that when the front legs have appeared, he has no tail. He no longer needs a tail, for he paddles with his feet. His skin is soft, and in his upper jaw you may find teeth. He breathes through his mouth, seems to literally swallow the air.

The bullfrog is the largest of all frogs in this country. He is of a greenish-brown color, with black spots. You may find him in stagnant water, and his low croak is quite entertaining. Watch him thrust out his long tongue (fastened at front and loose behind) after a fly. He

never misses one. He also is a great potato-bug catcher. There are frogs that climb trees, having on their feet little stickers that keep them from slipping.

Catch a toad, and find out which is the greater bug catcher, he or the frog. He moves by leaping, and is usually to be found in some damp, dark place, hiding. His skin is heavy looking and warty. Notice the swelling above each eye. When bothered, he sends out a fluid upon his tormentor. His head is large and flat. When tamed, toads make interesting pets.

Watch for the first windflower (anemone), with its pale blossom with red streaks. It surely comes with the winds of March. Perhaps you may see some crocuses and lilacs before long, though not many flowers can brave the winter-like weather of March. Use some of your seeds collected last fall, planting them in boxes so as to watch the growth, and learn to distinguish the different grains, flowers, and vegetables before they come up outdoors.

About eight o'clock, during the first of March, Arcturus, the beautiful herald of spring days, shines with a steady, yellowish-red light as it swiftly moves along its course. It is the brightest star in the region of the Big Dipper handle, and is in the constellation Boötes. Let the children learn to associate Arcturus with the pussy willows and other spring heralds. It is supposed to be one of the largest bodies in the universe, being many, many times larger than our sun.

BUSY WORK

Second Week

Draw a tadpole, a frog, or outline from pattern. Draw a pond, and in it draw the little round jellylike eggs *en masse*.

Third and Fourth Weeks—Birds

March is the first month of the spring migration. Bird study is sense and moral training, for by observing, the child cannot miss the impression of God's wisdom and love. The ear is trained by



the song; the eye observes habits, structure, color; while comparison and form are taught by observing shape and size.

That they may observe a bird, they need to learn to protect and attract him. They can keep the cat and bolder birds away, also small boys with slings and



shotguns. Let them set out berry bushes, and place shallow earthen saucers (flowerpot saucers are good, as they allow a place for perching, and the bird will not slip while bathing) with water for bath and drink. Boxes for homes will attract bluebirds.

Prove by what they do for us that the birds are our friends, besides cheering up the world. Hawks and owls eat gophers, mice, rats, and ground squirrels that would destroy the farmer's crop. The flicker eats ants. In March, robins and catbirds eat cutworms that destroy grass and plants. Chickadees eat cankerworm eggs that, when developed, spoil our apples. Finches and sparrows eat weed seeds. Orioles capture the eggs and worms on the under side of leaves. The little warblers keep the high tree tops free from worms. Swallows help rid the air of mosquitoes and small annoying flies. Even the horrid turkey buzzard is man's helper, for he eats the dead things that would spoil the air we breathe. Bluebirds eat grasshoppers, beetles, and caterpillars. One could eat as many as thirty for his breakfast, and be ready for more by dinner time! We all know how the woodpecker helps by getting grubs out from under the bark of trees that would otherwise be harmed. Even those that eat berries, carry seeds which, when dropped, cause more berry bushes to spring up.

We will become acquainted with a bird by examining him.

His body is boat shaped, so he can fly easily. He has little air sacs under his skin, that keep him afloat in the air. He can turn his head so as to rest his bill on his back. What he eats, passes through his gullet into his crop, and then into the stomach. He swallows small pebbles and gravel with which to grind his food, for he has no teeth.

We find birds with black, brown, blue, green, red, orange, and yellow eyes, round in shape, with two eyelids. The underlid acts as the curtain while he sleeps. His eyes are like magnifying glasses, so an insect or bug looks large to him. No wonder we look so very large to the birds, and frighten them so. When flying, a hawk can see a mouse on the ground just as well as though he were near, for then his eyes are like a telescope. (Explain its use.)

The ears are very small, just little openings below and behind the eyes. Yet he hears better than we do. A robin will tilt his head while walking along on the ground, and listen to the earthworm stirring underground. Then he knows just where to dig and pull him out. Also the woodpecker hears the little insects astir under the bark, so let us be very careful in our movements while watching them.

Count his toes — two, three, or four. Where are they, and how turned, forward or backward? Some are fitted for scratching, others for swimming, and still others for perching. The birds that hop and walk have longer and stronger legs. Notice the little humming bird's legs, and compare with those of the duck!

On all birds you will find four kinds of feathers. Each has an undersuit of fine down, and over this on breast and body a soft warm coat of short feathers. Ducks have on thicker underclothes. Why? Their wing and tail feathers are not exactly alike, but are both strong and long. Notice the shape of wings and tail. The feathers overlap as do shingles on a house. Why? When angry or after a bath, his feathers are fluffed up; and when excited, he jerks his tail in a queer

way. He bathes and dries his feathers every day.

A little oil jug near his tail, from which he gets drops of oil with his bill, keeps the feathers in good condition. Why does the duck need a larger oil jug? His beak or bill is his comb and brush. With the bill he gathers his food, helps build the nest, feeds and cares for the young, and fights. He needs to use his bill, or it would grow too long.

Notice the shape of different bills. An oriole uses hers as a needle with which to weave her nest. The woodpecker cuts into the bark with his chisel bill. Notice the strong bill of the hawk. Sparrows crack open the shells of weed seeds with their bills, so need strong, shorter ones. Robin's long, narrow bill enables him to get that worm. Why is a duck's bill softer and shaped like a scoop, while that of a humming bird is long and slender?

Show pictures of birds that wade. Notice their bills, legs, and necks. The tongue of a bird has a little brush on its end, which helps it to get bugs and eggs out of small places.

To be able really to observe birds and discover interesting items, men have waited patiently for hours at a time.

Let the children observe what every bird they see this month is doing; its comparative size (use robin and wren as units of measure); color and markings; shape and color of bill; toes and number of them; its food, how and where gathered; shape of wings and tail, and the color of its eyes. Get stuffed birds for structure study, but the live ones for habits, etc. Next month we will study about how they sleep, their nest eggs, and the young birds.

"When God wanted a beautiful thought in the air, he molded it into the shape of a bird."

BUSY WORK

Third and Fourth Weeks

Outline a flying bird, a perching bird, or a swimmer. Make a bird house out of a small box. In it place hair, grass, etc. Sew birds, and color.

Quiet observation.

Work in the Home Schools

C. C. LEWIS

SPEAKING of a reading lesson in the Mother's Normal work of the Fireside Correspondence School, one mother says of her six-year-old pupil:—

"Dail knew many of the words in this list. I made a list of the new words, and put eleven of them on the board at a time. These I wrote also on white cards, and slipped each one into an envelope bearing the same word. He was postmaster. I showed him the word on the board, and called for a 'letter' bearing that 'address.' All hard words, like 'herb,' had a picture in the envelope to help him identify it.

"When this grew old, we played 'choosing.' All the cards were laid out on the table. He chose one, told what it was, and placed it on his 'pile.' I selected the next, and so on. Well, he knows them all now.

"I am glad to say he has developed a real love for his work, and is getting so that he knows he can *read*. He is quite delighted when I write, 'Let us go and see Grandma!' or 'Let me have your new red ball, please,' or 'Will you feed your cat?' He hastens to do what the writing suggests. We are doing the paper folding now found in *Little Friend*. We are both enjoying the lessons greatly."

Educational Notes

THE Lake Union academy principals are keeping in touch with one another's ideas and experiences by an interchange of letters on the plan of the first man's writing in duplicate to all the others, the second man's answering in the same way, and so on through the list. In at least one local conference the twenty-one elementary teachers are keeping in touch by means of a chain letter.

IN a recent period report of a local conference having 268 pupils enrolled in its local schools, the average attendance was 91.3 per cent, and the average number of tardy marks per capita was 1.2, with a minimum of 0 and a maximum of 4.4.

Maine Schools

IN a report Miss Bates mentions the following good points:—

In the closing exercises, pupils told in song, story, and verse what they had learned during the year.

A display of manual training work, including sewing well done by boys.

All bills paid, and money on hand.

A carpenter busily at work on a new school-house.

"I went over to Mrs. —'s," says Miss Bates, "and she showed me the nice chamber with four windows, which she said was for the teacher, and it spoke of quiet slumber after a hard day's work."

The Reason

"WHEN I was at the party,"
Said Bessie, aged just four,
"A little girl fell off her chair
Right down upon the floor!

"And all the other little girls
Began to laugh, but me;
I didn't laugh a little bit,"
Said Bessie, grave and wee.

"And why, my dear, did you not laugh?"
Asked mother, pleased to find
That Bessie (bless her little heart!)
Had been so sweetly kind:

"Come, dearie, why did you not laugh?
Or don't you like to tell?"
"I didn't laugh," said little Bess,
"Cause I'm the one who fell!"

—Selected.



SEMINARIO ADVENTISTA DEL PLATA, DIAMANTE ENTRE RIOS, ARGENTINA

The Adventist Seminary of the Austral Union Conference

OUR readers will doubtless be interested to learn about the progress of the educational work in the Austral Union Conference. The picture is taken from the top of the sanitarium, and shows the greater part of the school plant.

Prof. H. U. Stevens informs us that in spite of the critical financial situation which has hit Argentina very hard, the regular attendance of the school has been materially higher than that in any other year. There has been a marked increase also in the secondary department; twenty-two were enrolled, and all, with one or two exceptions, were present during the entire year. The total attendance has been one hundred and twenty-five.

During the past four years, Professor Stevens and his helpers have given special attention to industrial training. There has been abundant opportunity, in view of the local situation, to do a great deal of practical work under proper guidance, which will be of lasting benefit to the pupils.

The large building to the right in the picture, is the new dormitory for the young ladies, which was put up by student help under the principal's personal direction. The main school building is shown on the left; while in the background, behind the trees, is the old main building, in Spanish style, which was

erected under the direction of Elders N. Z. Town and F. H. Westphal.

This seminary occupies a strategic position in our South American work.

Every year scores of students scatter over Argentina, Uruguay, and Paraguay, all united in giving the message to the people of that section in this generation.

Books and Magazines

THE Department of Education wishes to inform our readers that the works of Prof. William Cleaver Wilkinson may be obtained from the publishers, A. J. Scott & Co., 125 La Salle St., Chicago. The five volumes are put up in three-fourths leather, gilt tops, good paper, large type, and elegant presswork. The set sells for \$15. It should be in every school library.

"FRANCISCO, THE FILIPINO," by Burtis M. Little, formerly principal of Provincial School Albay, P. I. American Book Company, New York, Cincinnati, and Chicago. 104 pages.

This is a history of a small Filipino's life in his island home; an accurate description of the home life of the Filipino; a short and interesting history of the islands and of their productiveness, and of a boy's life in the schools. A good book for a child from eight to twelve years of age.

"STORIES OF OLD KENTUCKY," by Martha Grassham Purcell, author of "Settlements and Cessions of Louisiana," member of the board of education, Paducah, Ky. American Book Company. 192 pages.

Some stories are given of the typical frontier life as pertaining to the home, the child, and

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REVIEW AND HERALD PUBLISHING ASSN.
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Entered as second-class matter, September 10, 1900, at the post office at Washington, D. C., under the act of Congress of March 3, 1879.

the wilderness. It deals principally with the history of Daniel Boone and his companion Simon Kenton, in their work of pioneering. Many stories of the Indians' dealings with the pioneers are told. This is a good book for children from eight to fourteen.

"PRINCIPLES OF ACCOUNTING," by Gilman. The present conception among educators in regard to accounting as a college subject, of accountancy as a profession, and the methods which can best be employed in the study of this branch, is quite different from the ideas held fifteen years ago. In response to these changing conditions, several books have in very recent years been prepared. Some of these are to a degree bridging the gap between the mass of material printed for the business "colleges"—textbooks which made a particular appeal to the young and immature—and the advanced works in accounting written for use in the universities and higher institutions of learning.

A few books have recently been written primarily for those who are of freshman or sophomore grade in college, and who have had either some training or some experience in bookkeeping. These lead up nicely to the study of such works as "The Philosophy of Accounts," by Sprague; "Modern Accounting," by Hatfield; and "Accountancy Problems," by Greendlinger, as well as study in auditing and cost accounting from such able writers as Montgomery and Nicholson.

Perhaps there are few books that meet the need expressed above better than "Principles of Accounting," by Gilman. It is unique in its arrangement, logical in the presentation of

subjects, excellently illustrated throughout. It has been my privilege to see it used successfully thus far this year on a schedule of three hours' class attendance, and five hours' laboratory each week. The material for laboratory work may be drawn from various sources. For a book fresh from the press, this work by Gilman seems to have won its share of compliments.

A. G. TAYLOR,

Director Department of Commerce, Union College.

For Sale—A Home in Sunny Florida

DESIRING to be more free to do gospel work, I am offering for sale at a sacrifice my beautiful country home and valuable farm of 115 acres, two and one-fourth miles northwest of Bowling Green, on the Atlantic Coast Line Railroad.

The dwelling is a ten-room house,—bathroom, four bedrooms, sitting-rooms, etc. A five rods from this house, there is a second house, with eight rooms; very comfortable and suitable for help or renters. Two large barns, small packing house, excellent for storing, etc. Near large dwelling is one of the finest wells in Florida, of pure soft water.

Very valuable orange and grapefruit grove of twelve acres, planted twenty years ago, and now in full bearing; ten acres of excellent grove land could be easily planted to increase the grove.

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Two immense magnolia trees in front yard (I have never seen finer), with other ornamental trees, oak, chestnut, camphor, etc.

The orange and pecan groves, of seventeen acres, alone are cheap at \$10,000; but that I may be free to do ministerial work I am offering the entire place for the sum of \$10,000 cash.

I heartily invite visits and personal inspection. Write to Geo. I. Butler, at "Twin Magnolias," Bowling Green, Fla.

NEW PUBLICATIONS

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This new book has grown from the original estimate to a work of 512 pages, with over 200 illustrations, and is bound in cloth. In view of this fact and also on account of the increased cost of paper, the price has been raised to \$1.50. Be sure to get and use this excellent book.

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By Grace Robison Rine, based on Morton's Advanced Geography and the Seventh-day Adventist Year Book for 1917, and other latest missionary information. This bulletin outlines the entire year's work in Seventh Grade Geography, by months, weeks, and lessons. It contains 85 pages, and retails for 30 cents. (See also next notice.)

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