CHRISTIAN EDUCATOR

A MAGAZINE FOR HOME AND SCHOOL

Vol. VIII May, 1917 No. 9

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Published Monthly by the

REVIEW AND HERALD PUBLISHING ASSOCIATION

Washington, D. C.

In the Spring

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Emmanuel Missionary College

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THE SECOND ARTICLE
OF THE SERIES ON

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APPEARS IN THE
CURRENT ISSUE

The JUNE number of The Christian Educator will contain the concluding study, entitled

The Relation Between Home and School with Respect to Health Problems

A GROUP OF BOYS SUFFERING WITH ADENOIDS

CHRISTIAN EDUCATOR

VOL. VIII Washington, D. C., May, 1917 No. 9

Practical Medical Instruction for Teachers

BY LAURETTA E. KRESS, M. D.

IN these days of progress, teachers need a thorough knowledge of the diseases common to children. A failure on the part of mothers to notice the early symptoms of infectious and contagious diseases, and on the part of the teacher to detect them in the schoolroom, is responsible for most of the epidemics which afflict communities.

DR. LAURETTA E. KRESS

There are many mothers who know nothing at all about the diseases their children are sure at some time to be exposed to in school and on the street by being brought in contact with playmates. Mothers are often careless regarding the isolation of children. When the child is out of bed, and the eruption is no longer present on his body, the mother considers it safe to allow him to attend school.

But some infectious diseases are more dangerous after the eruption has left the body than while it is present. When pupils return to school after having had some eruptive fever, teachers should be on the lookout and make careful inquiry before permitting them to enter classes without presenting a note from the attending physician.

Children should have a physical examination at the beginning of each school session.

Special Diseases

Eyes.— Inspection of the eyes should be made with a chart (Snellen's Test Types). Each eye should be examined separately by holding a card over one eye while the other is tested.

The chart should be hung twenty feet from the chair in which the child is sitting. The line marked "20" should be read by a normal eye at a distance of twenty feet. If the child reads from the top downward with each eye, a record can be made of the result. Each year the eyes should be tested at the beginning of the fall term. If the child cannot read the "20" line with either or both eyes, the parents should be notified, and his eyes should have a proper examination by a specialist. Eyestrain is responsible for much nervousness among children.

If the child complains of headache during school hours, or if the book is held nearer than twelve inches when reading, or if the face twitches or the child scowls when reading, or if the eyes

are constantly red and inflamed, the parents' attention should be called to the fact.

Ears.— Every child should have an examination of his hearing. When making such tests, the ordinary speaking voice should be heard distinctly twenty feet away in a quiet room. The test is made by having the child close his eyes and put his hand over the ear that is not being tested. If the hearing in one or both ears is not equal to the test, the parents should be notified; also if a discharge or a foul odor is coming from either ear, or if the child complains of earache.

Nose and Throat.— When a discharge from one nostril is noticed, an examination should be made, for it is possible that a foreign body is lodged in the nose. If there is a chronic discharge from the nostrils, the nose should be examined. If the discharge is purulent in character, diphtheria may be suspected, and a culture should be made. If there is an eczema about the nostril, the head should be examined for lice. If the child has repeated attacks of nosebleed, the parents should be asked to have him examined by a physician.

Adenoids.— Adenoids may be suspected when there are frequent attacks of earache, mouth breathing, difficulty in hearing, and frequent colds with considerable discharge from the nose.

Tonsils.— Enlarged tonsils cause frequent attacks of tonsillitis; and earache, and even deafness, may result from the pressure they produce. Each teacher can supply herself with wooden tongue depressors at a very small expense, which can be thrown away after once using. In acute illness the throat should be examined for tonsillitis, for diphtheria, and for the rash in scarlet fever and measles.

Teeth.— The teeth of most school children are badly neglected. They should be examined at regular intervals. The first molars of the permanent teeth are very liable to be lost by decay, because they are often mistaken for milk teeth. They are usually cut about the sixth year. Decaying teeth may cause toothache, neuralgia, pain in the ear, swelling of the face, or enlargement of the glands of the neck. The absorption of the poisons from cavities in the teeth may cause serious constitutional trouble. Children should be thoroughly instructed in the art of mouth cleanliness.

Mental Defectives.— Mentally defective children are usually incapable of giving attention for any great length of time. The attention is easily diverted, and the child is soon fatigued mentally. It is not easy for these children to learn, because their reasoning powers, judgment, and will power are deficient. They are often stubborn, excitable, and may be considered incorrigible; usually the countenance denotes a low grade of intelligence, and the body is ungraceful, unattractive, and awkward. Some defectives will lie and steal, are destructive, and often commit very cruel acts. They furnish a great problem in school management, and much wisdom is needed in dealing with them.

Nervous Diseases

Many children are nervous because of neurotic taint in the family, or they may have become nervous from overwork, too little exercise, worry, lack of sleep, or malnutrition. The teacher's duty is to make friends with such children, and determine the cause of the nervousness, and if possible have it removed.

The teacher needs to know the following points in reference to nervous troubles:

Chorea.— A child who has been previously quiet becomes very nervous, and unable to sit or stand still. There are awkward twitching movements of the muscles of the hands and feet. He drops things; writing and drawing are interfered with. He loses his temper easily, and is unable to fix his attention long.

Habit Spasm.— Habit spasm must not be confused with chorea. The habit spasm is characterized by the same movements, usually by a grimace, twitching of the muscles about the eyes or other

parts of the body. Such a child need not leave school on account of the spasm, but the choreic child should.

Skin Diseases

The teacher should be on the lookout for diseases of the skin, especially those that are contagious.

Impetigo.— This disease resembles chicken pox, but is found especially on exposed parts, as the face, hands, and legs. It is a vesicopustular eruption. The crusts look as if they were "stuck on." When the scab falls off, it leaves a reddened base, which gradually clears up. Impetigo is readily communicated from one child to another, occurring often among the poor and in crowded institutions. It may be found among badly nourished children. An antiseptic wash and a healing ointment are necessary. The child should not be allowed in school.

Favus.— This is a contagious disease of the scalp, caused by a vegetable parasite. Infection occurs about the hair roots, the hair falls out, and pustules are produced. It is seen in children of the poor. There are yellowish, cup-shaped crusts, often running together. The hairs are either gone or split off. There is scarring of the skin and a peculiar mouse-like odor. Permanent baldness may result.

Ringworm.— A parasitic skin disease caused by a fungus. It may affect only the scalp or the whole body. It is contagious, and is transmitted by contact, and by brushes, combs, or wearing apparel. It is common in the young, especially on the scalp. It begins with one or more scaly reddened spots which are sharply outlined and have a raised reddened surface. As these grow, the center clears up partially, so the spots are ring-shaped with a raised reddened border and slightly scaly center.

Scabies, or Itch.— A contagious disease caused by a parasite burrowing in the skin. It is characterized by intense itching, and an eruption of papules, vesicles, and pustules. Infection occurs from direct contact, unclean bedding, clothing, etc. It is usually seen among the poorer classes. The itching is intense, being worse at night, and the eruption is usually seen on the hands, between the fingers, about the wrists, in the folds of the elbow, axilla, groin, back of the knees, and inner side of the thighs. The face and scalp are never involved. Diagnosis is usually easy.

Head and Body Lice.— Found frequently in schools. The former are seldom seen anywhere except on the head. They are found on the hair, on which they lay their nits, especially around the nape of the neck. Body lice are seen in folds of the clothing. They may be suspected from scratch marks on the body. Teachers are not expected to treat these cases, but should guard other children from the pests. Children having them should be excluded from school.

Contagious Diseases

All teachers should know how to detect contagious diseases.

The eruption of scarlet fever appears on the chest and neck, and consists of a scarlet flush or of fine punctate spots set close together. The lips are not affected. The rash disappears on pressure, but returns a moment after pressure is removed. There is sore throat, fever, vomiting, and headache. Scarlet fever causes peeling of the skin. The hands and feet are usually the last to peel.

Measles.— A combination of sore eyes and a slight coryza, sore throat, and a cough should suggest measles. Look in the mouth on the side of the cheek for red spots with white centers.

Chicken Pox.— Small vesicles and a few pustules should suggest chicken pox, and the black scabs of the later stage may be regarded with equal suspicion.

Diphtheria.— An irritating discharge from the nose may be an indication of this disease. A mild, unrecognized case may be responsible for an epidemic in a school. It is important that all cases of sore throat, accompanied by hoarseness, with running of the nose, especially if the discharge is purulent or if the upper

lip is inflamed, should be investigated promptly. The formation of a false membrane in the nose or throat should lead to prompt isolation.

Whooping Cough.— This disease begins with frequent coughing, which is at first difficult to detect from an ordinary cough. Careful inquiry for the cause should be made when a child begins to cough, as well as when there is a persistent spasmodic cough.

A spasmodic cough may be whooping cough. A croupy cough may mean diphtheria; a chronic cough may mean tuberculosis; a cough which is painful may mean pneumonia or pleurisy.

Shortness of breath may mean disease of either the heart or the lungs.

Mumps.— Characterized by swelling at the angle of the jaw and under the ear, with tenderness and slight rise of temperature.

Return of Children to School after Infectious Diseases

Scarlet Fever.— Desquamation should be complete over the entire body, and the discharge from ears and nose should have ceased. There should be no albumin in the urine, and on the body no discharging abscesses or wounds from complications, and no inflammation in the throat.

Measles.— Desquamation should be entirely complete, and the bronchitis that accompanies the disease should have disappeared.

Chicken Pox.— Every scab should have fallen off, and the child be entirely clean. The scalp should be examined, as the crusts persist there longer than elsewhere.

Diphtheria.— The child should be entirely well. There should be no discharge from the nose, no albumin in the urine, and cultures from the nose and throat should be negative. At least two cultures should be taken at intervals of forty-eight hours.

Mumps.— At least one week should elapse after the swelling and tenderness have disappeared from the glands.

Whooping Cough.— The cough should have been absent at least two weeks.

Keeping the Balance in Christian Education

BY O. J. GRAF

A BRIEF review of our educational work during the past twenty years reveals the fact that while we have undoubtedly been moving forward in training the threefold nature of our students, this progress has been made through a series of fits and starts, actions and reactions, attacks and retreats, in our efforts at reform. The pendulum has swung to and fro, and perhaps we may say, still swings.

It may be that this experience is but a demonstration of the undulatory theory, and is a natural and necessary method of getting on. But a more optimistic view leads us to the conclusion that our goal is now before us, and that the means by which that goal may be attained are within our reach. Henceforth progress should be in a more direct line. Time is too short and the work before us too great to lose more time in only slightly profitable experimentation.

We, like Israel, are a small people in a large world. God has called us out from the world to a peculiar and separate system of education. But we, too, find a tremendous tendency to be like the nations around us. To cease our vigilance, or to take our eyes off the goal, means inevitably to drift worldward; and to permit the world to establish our standards or to set the pace for us, would not be keeping the balance in *Christian* education. In obedience to the light that has come to us through revelation, we must hew out a path of our own.

But what do we mean by keeping the balance in education? I judge that this

title—a subject which, by the way, was assigned to me—refers to giving well-balanced and proportional attention and effort to the threefold process of education,—the training of the physical, mental, and spiritual natures of our students.

In the past we made strong efforts toward spiritual upbuilding, which in the end proved to be little more than spasmodic revivals. We placed determined emphasis upon intellectual training, added course to course and degree to degree, until the servant of the Lord sent warnings in no uncertain terms. Again we launched out to build up our industries, only to find much opposition and financial loss; and not achieving success promptly, we gave up in despair.

In some instances, as the spirituality and industrial training came up, the mental training went down. This has been true so often that superficial observers have concluded that strong intellectual work cannot be done in schools where spirituality and industrial training are made prominent.

Not only have we, as a denomination, had this up-and-down experience, but individual schools have gone through the same process. One administration has made heroic efforts to build up the industries, only to have another neglect them and lose nearly all that was gained. Are we moving toward a more settled and established policy in giving the different phases of education a certain place? I think we are. In this process of crystallization are we keeping the balance in Christian education? I fear not.

I do not write as one who thinks he has attained or is sure he knows just what a proper balance is; but rather as one who has observed and prayed, thought earnestly about it, and is writing the best he knows, hoping that thought and discussion may be aroused thereby, which will bring us nearer the solution of the problem.

I realize that it is difficult, in an article such as this, to emphasize one or two phases of education without being considered as underestimating the value and importance of the others. But at the risk of being misjudged, I shall write freely and frankly.

A number of occurrences during the last eight or ten years have caused me to wonder if we are not drifting toward a more or less worldly standard of intellectualism, tending to the neglect of industrial training; and if, while our literary and scientific training has undoubtedly made commendable progress, the spiritual interests of our schools have not failed to make a similar growth.

The report of the educational convention held in 1910 shows that provision was made in each year of the college course for industrial training. The report of our 1915 convention makes no provision whatever for industrial training in the college course.

It may be urged that this training is needed only for the academic courses, and never was intended for our advanced students. This can hardly be true; for it was our leading, and at the time, I believe, our only college, to which the light on industrial training first came, and it was this school that was moved out of a city environment into the country to give it an opportunity to develop this phase of our educational work.

We have heard and said much about being the head and not the tail in educational reform, but I fear in the matter of vocational training we have been far outdistanced, and that in our retreat from the attack on the heights of industrial reform, we shall meet the world's educators in their forward and upward march to take the ground from which we are retreating.

Here are a few sentences from Gregory Mason's report of the National Educational Convention held in New York City last summer. The report appears in the *Outlook* of July 19, 1916:

"The entire emphasis at this convention was laid on the practical side of education. The teacher who clings to the old idea that the function of the school is 'to train the mind,' if he or she was at the convention at all, was completely

overshadowed by the teacher who believes that the function of the school ought to be to prepare children directly for life by the highest cultivation of their social and human sides as distinguished from their intellectual. Interest in scholasticism was conspicuous by its absence."

Again from the same report:

"Dr. Frissell later stirred the convention to applause when he quoted a colored lawyer of Boston, who said, 'In education labor is more important than Latin.' The convention educators applauded that phrase as heartily as they did, because it clearly summarized the spirit of these teachers. They were much more interested in labor than in Latin."

In another matter I have feared we are drifting from our simple gospel moorings — the added emphasis which has in recent years been placed upon academic degrees, which have appeared in print more often than formerly. With this has also come an increased attendance of our young people at the universities, from which institutions, to use the words of one prominent in this denomination, "many return not standing firmly on the message." We have heard the expression with growing frequency from the lips of our young people, and with too much importance attached to it, "I'm going to get my master's or doctor's degree." Would it not be more gratifying, in view of the shortness of time, to hear the student, as he comes forth from his college course in one of our own schools, express an anxiety to go into the Lord's work?

It seems that our leading brethren realized the danger involved in this tendency among our young people when they passed the following resolution at the autumn council held last October:

"*We recommend*, That our young people be encouraged to complete their education in our own schools, and to keep their eyes continually on the field, planning to enter immediately some branch of the cause on leaving school."

Sometimes I think we even overemphasize the getting of degrees in our own schools, or at any rate permit our students to get an enlarged view of the importance of a degree or diploma, when it is at best but the symbol of something that may or may not have been obtained during the student's college experience. Many times degrees and diplomas are framed and hung in conspicuous places, when it would be more appropriate to roll them up and pack them away in a trunk or closet. The obtaining of a degree is looked upon as the greatest achievement of a lifetime. Is not this an evidence of smallness of mind and capacity?

Quite to the point in this connection are the words of one of our veteran educators, taken from a paper read at the 1910 educational convention:

"About the weakest abuse of the degree is to write it unnecessarily after the name, to call attention to it when it can be avoided, to spread it abroad like a peacock's tail to attract the admiring gaze of less favored mortals."

Not for a moment would I underrate the importance of sound mental training. The standard cannot be too high; but it must be Christian, and must develop what is needed for God's work. Thorough mental training is important, and cannot be neglected; yet there is something I would raise above all other standards,— that of spiritual efficiency. This message will never be given to the world by means of our learning and scholarship. Much more vital and productive of results are an earnest heart, a love of souls, a consecrated life, and a wholehearted faith and confidence in this message and the things for which it stands. From what the Lord has shown us through his Word and the Spirit of prophecy, it seems clear that he is eagerly looking for more of this fruit from our schools.

Surely these training centers should be more than places where Seventh-day Adventist youth go for an education, for culture, and to become acquainted with the doctrines of the denomination. Does not the Lord ask that they be, as it were,

veritable dynamos of spiritual power, from which will flow out the highest ideals and standards of true Seventh-day Adventism?

Such centers of power were the schools of the prophets, Luther's school at Wittenberg, and Oberlin College in its early history.

To reach this high standard, we shall have to look more to heaven and less to the world for our inspiration, standards, and guidance. We have all fallen far short, but God has not forsaken us, and I am sure he stands waiting to guide us to a triumphant victory.

In closing, I can do no better than to quote from a talk given by Mrs. E. G. White to the teachers of one of our colleges, April 19, 1909:

"There is constant danger among our people that those who engage in labor in our schools and sanitariums will entertain the idea that they must get in line with the world, study the things which the world studies, and become familiar with the things that the world becomes familiar with. This is one of the greatest mistakes that could be made. We shall make grave mistakes unless we give special attention to the searching of the Word."

"The light has been given me that tremendous pressure will be brought upon every Seventh-day Adventist with whom the world can get into close connection. We need to understand these things. Those who seek the education that the world esteems so highly, are gradually led farther and farther from the principles of truth until they become educated worldlings. At what a price have they gained their education! They have parted with the Holy Spirit of God. They have chosen to accept what the world calls knowledge, in the place of the truths which God has committed to men through his ministers and prophets and apostles. And there are some who, having secured this worldly education, think that they can introduce it into our schools. But let me tell you that you must not take what the world calls the higher education, and bring it into our schools and sanitariums and churches. I speak to you definitely. This must not be done."

Physical Culture Drills

BY JEAN B. HENRY

To take distance, the arms are raised forward, then sideward, until proper spacing is made.

Breathing Exercise.— Take a deep breath.
Clap the hands behind the back.
Exhale.
Repeat several times, each time clapping an additional number of times before exhaling.

Arm Exercise.— Swinging the hands outward, clap them overhead on count 1.
Lower them outwardly to the sides on count 2.
Swing the hands outward and place them on the shoulders on count 3.
Replace the hands to the sides on count 4.
Continue for 16 counts.

Variation.— *a.* Clap hands overhead on count 1.
Lower to sides on count 2.
Hands on hips on count 3.
Lower to sides on count 4.
Repeat 4 times in all.

b. In the same way alternate hand-clapping overhead and hands on head.

Trunk Exercise.— Take a short step forward with the right foot on count 1.
Kneel on the left knee on count 2.
Bend the body to the right on count 3.
Straighten the body on count 4.
Bend again on count 5.
Straighten on count 6.
Rise on count 7.
Replace the foot to position on count 8.
Repeat.
Change and step forward with the left foot.
Kneel on the right knee, and bend to the left.
Straighten and rise to position, for 8 counts.
Repeat.

Variation.— Step forward with the right

foot and kneel on left knee on counts 1 and 2.

Bend the body to the right and left alternately on counts 3, 4, 5, and 6.

Straighten the body on count 7.

Rise to position, with foot in place on count 8.

Repeat with the left foot forward and kneeling on the right knee, etc., for 8 counts.

Leg Exercise.— With the hands on the hips take a step directly backward with the right foot, and bend the right knee on count 1. (Keep the left knee perfectly straight, and the body erect and facing the front.)

Step back to position on count 2, for 8 counts.

Repeat, stepping back with the left foot for 8 counts.

Repeat, alternating right and left for 8 counts.

Variation.— *a.* Repeat the same exercise with the hands on the shoulders.

b. Repeat with the arms forward, shoulder high.

Marching Exercise.— Circle Skip: When the line is marching in a circle to the left around the room, the command to halt is given. Then, beginning at the leader, all count off by threes. When all are perfectly sure of their number, the march is resumed until the command, Skip! is given. At this order all the number twos stop, stoop over (bending at the waist), and clap their hands to the time of the music. Instantly each number three skips forward (on the inside of the circle), and clasping the hand of the number one who is just ahead of him, together they skip forward around the ring (number three on the inside, and number one on the outside of the ring), their clasped hands passing above the backs of the number twos, and their free hands upon their hips. The ones and threes stop at their original places when they have gone around the ring.

None who are skipping should crowd upon those in front of them, but an even distance should always be maintained.

Heritage of Death or Life

WISE stock breeders take the greatest care to breed only the best animals; plant breeders do the same, for they well know that "poor seed yields poor fruitage." It is only among careless, thoughtless, or ignorant human beings that little or no serious thought is given to the next generation; yet most of the great sorrows and tragedies of life are caused by such ignorance or carelessness of parents.

Education for parenthood ought to include knowledge of those things which are sure to produce an inferior race. But the essential principles of race culture are totally unknown to the average citizen of today.

Why do two infants out of every ten die before the end of their first year in this country, and in some civilized countries as many as one in every three?

Why do only about eight per cent of the infants of the rich die, while among the poor the rate is often as high as forty per cent?

Education for parenthood includes a study of practical hygiene of such a nature that it may be applied to life at once, instead of a muddle of misinformation of little or no practical application. It means a sound grounding in the principles that man may not live to himself alone, but that he is a part of all that he sees, hears, feels, and thinks; that upon right living today will depend the character of our children of tomorrow.— *Mother's Magazine for April.*

Health and Efficiency

THERE is an important work to be done in our schools in teaching the youth the principles of health reform. The teachers should exert a reformatory influence in the matter of eating, drinking, and dressing, and should encourage their students to practice self-denial and self-control. The youth should be taught that all their powers are from God; that he has a claim upon every faculty; and that by abusing their health in any way they slight one of God's choicest blessings. The Lord gives them health to use in his service, and the greater their physical strength, the stronger their powers of endurance, the more they can do for the Master. Instead of abusing or overtaxing their physical powers, they should jealously guard them for his use.— *"Counsels to Teachers," p. 294.*

EDITORIALS

Student Welfare in School Homes

No part of the curriculum surpasses in importance and potentiality the life in our school homes. Bound up in the intimacy of preceptorial associations with young men and women, lie infinite possibilities for good. Students may come and students may go in the round of attending class recitations, chapel exercises, and public programs, without that individual contact with the guardians of their welfare which is vouchsafed them in the more personal and less formal touch in the home life. Here the teacher is put to the strongest test as a spiritual adviser, as an exemplar of Christian graces, and as a molder of character and real leader of young people. Here the student becomes his real self, is seen and met as he actually is, and makes his nearest approach during the school period to life in the private home.

It should never be forgotten that at best school life is artificial to a considerable degree. The necessity of dealing with the youth en masse and in groups tends toward formality. Unless the teacher is constantly on his guard, he falls into a rut and grows impersonal in his work. He is tempted to feel that when he has discussed and catechized on sober topics,— faith, the rights of man, the conservation of energy, Greek roots, and the like,— he has done a good work (and he has), and may lie down to rest with the consciousness of a high privilege well met (and he may). But as surely as little foxes spoil the vine, so surely does the Scripture rule of here a little and there a little apply effectually to the rounding out of character, the amending of uncouth habits, the refining of the feelings, the transforming of the disposition, the polishing of the rough places, and the elevation and realization of true ideals. No part of school life affords such good and such frequent opportunities to do these littles well as does the intimacy of the student homes. Perhaps no other part is so exacting in time and strength, but truly no other is so fruitful of the exceeding great rewards which the true teacher ardently seeks.

It would be a great pity to regard our dormitories as places for merely *housing* students while they go to school and "get an education." It would be equally pitiable for the management to look upon the preceptor, or the preceptor to look upon himself, as merely a monitor set over students to keep order. A preceptor was once heard to say to his boys early in the school year, "Now, I have the authority of the faculty and the board behind me, so you better keep straight or there will be something to pay." What boy with any gumption would not be tempted to take up a challenge like that and give that preceptor something to do? No, students can be *housed* in a hotel and fed in a restaurant. A man or a woman can *drive* horses, and keep a herd of cattle *in order*. The work of the true preceptor is so high above that of a mere monitor that we are tempted to say that his opportunities to do substantial and permanent good surpass those of any other teacher. Certain it is that his office demands the very best natural ability, culture, tact, versatility, judgment, social qualities, health, education, and consecration that can be found in the teaching ranks.

Certain it is that the preceptor and preceptress should be selected with a care equal to that exercised toward any other position on the faculty. If this be so, it is certain also that promising candidates for preceptorial work should be trained with as much definiteness as those for any other special work. Every principal knows that the home is the thermometer, the pulse, of the school — in almost every sense, but spiritually in particular. A right condition in the home minimizes discipline, and whets efficiency

in every kind of teaching and training activity in the school. The preceptorial phase of the educational process has received pathetically little of our serious attention in the past. It is our fervent hope that it will early come into its own as a fundamental to institutional success and to the highest student welfare.

Training for Welfare

NOT long ago Chicago sent a representative to Washington to make a plea before the Senate Committee on Military Affairs for the national government to provide uniforms for the 10,000 high school boys whom he expects to take up military training in his city, and asked for 555 instructors from the regular army to do the training of these "finest boys in the country." One of the strongest points of appeal, aside from patriotism, which the advocates of military training in the schools hold out to parents and other thinking people, is the excellent physical training it implies. Head erect, chest up, breathing deep, step elastic, movement graceful — are not these attainments enviable, well worthy of becoming second nature to the growing youth? Verily so.

We are preparing our youth for warfare. The patriotic appeal is spiritual in nature — the love of Christ constraining us, the love of our fellow man impelling us forward, the love of "a better country" sustaining us. But there is also a physical side to the training of our cadets, of equal importance and appeal with that for civil warfare. If we neglect or minimize it, we do violence to the cause we profess, if we do not even betray it. If military advocates can arouse so much enthusiasm and response among parents and youth in reference to an earthly calling, what ought we advocates of Christian education to accomplish in reference to the heavenly calling? Neither can be pursued most successfully without a sound physical basis. Shall we not rally our Christian cadets for systematic and regular physical training, as also for efficient instruction in ministering to both physical and spiritual needs of the wounded, sick, and dying among our fellow men?

Sufficient Food for the Growing Child

IN the *Literary Digest* for Oct. 21, 1916, is a clipping from an editorial in the *Journal of the American Medical Association,* under the caption, "Why Boys Are Hungry." The following quotation from this editorial is so enlightening that we reprint it for the benefit of our readers:

"There is a singular dearth of statistics pertaining to the actual food intake and consequent dietary habits of young boys and girls. Indeed, both the physiology and the pathology of the adolescent period offer abundant opportunity for the extension of knowledge.

"Somehow it is difficult and unusual to collect the basic facts regarding the functional needs and performances in this period of youth. Du Bois has shown, by accurate measurements in the respiration calorimeter at the Russell Sage Institute of Pathology, that the basal requirements of boys in metabolism is 25 per cent above that of the adult. A recent investigation by Gephart, of the same laboratory, affords an insight into the actual amounts of nourishment taken by more than 300 boys in one of the largest private boarding schools in the United States. The total animal supply for such an institution containing 355 boys was computed as follows, in metric tons:

	Protein	Fat	Carbohydrate
Food supply	20.5	25.6	60.5
Waste	3.8	5.4	4.2
Food fuel	16.7	20.2	56.3

"The quantity of food, computed on the basis of the individual meal served, appears as follows:

	Pounds	Calories
Protein	0.1107	206
Fat	0.1332	562
Carbohydrates	0.3717	692
Total		1,460

" The food was of the best quality, and included 193 separate varieties. The cost per meal was twenty cents, or 13.8 cents per thousand calories. This is twice what the poor man in New York City pays for his food. But these growing athletic boys were not satisfied with the conventional 3,000 calories per day. The investigator of their dietary ascertained that besides the 4,350 calories which they consumed daily at the table, they bought 650 additional calories in food at a neighboring store, the principal item being chocolate.

" Lusk has called attention to the fact that the 5,000 calories thus contained in the daily diet of active American boys of school age are half again as much as a farmer at work is believed to require. This salient statistical discovery, based on a liberal series of observations rather than on a few scattered data, deserves emphasis to medical men, who are often called on to advise in matters of diet during childhood and adolescence. The total fuel intake of the boarding-school boys was three times that of the basal level of from 1,700 to 1,800 calories, which is the heat production of boys from thirteen to sixteen years of age when resting or asleep. Such findings explain the ravenous appetite of boys. Lack of appreciation of this factor, says Lusk, and lack of provision for it, are the probable causes of much of the undernutrition seen in children of school age.

" A liberal and adequate dietary does not necessarily draw heavily on many sources of food. In the selections for the school referred to, twelve dietary items yielded 75 per cent of the requisite fuel value, the remaining 25 per cent being distributed among the 181 other varieties of food. It is surely not without significance that bread, butter, milk, and sugar together furnished half of the food fuel. They form an exceptionally wholesome combination."

The question of the health of the school child is one that demands most careful study. To equip a child for life intellectually but not physically is little short of criminal. Every child in Seventh-day Adventist schools should be in perfect health; and good food, fresh air, proper exercise, and a cheerful spiritual atmosphere go far toward making this possible. The statistics given above should lead to a more careful study by parents and teachers of the question of proper and sufficient food for the growing child. In these times of high food prices the statement that the growing healthy child needs so much more than the adult is not pleasant financial news, but in the ultimate it is cheaper to give him enough to eat.

FREDERICK GRIGGS.

Tussling with the Budget

THE Chicago Board of Education has recently passed through what the *Tribune* calls its " annual tussle with the budget." That it operates on the budget plan is worth noting. The size of the sums it must deal with, is interesting. For example, the estimated revenues amount to $14,460,323, with prospective deficit of $940,351. Last year the estimated deficit of $860,000 was whittled down to $245,000 before the fiscal year closed. Though teachers' salaries have been increased more than ten per cent, the trustees hope to reduce the deficit still more than last year.

But whether the amounts dealt with be large or small, the budget principle is the only safe one. A careful estimate before the school year opens, will afford a basis for checking up expenditures each month or period. When these exceed the income, measures should be taken at once to cut them down, or better yet, to increase the revenues. The deficit must be met sometime. There is no dodging the issue. It is vastly better to pay debts beforehand than behindhand. Debt deferred maketh the heart sick, even to lesion and leprosy. The educator is continually called an idealist. It is no stigma, provided his idealism takes on the realism of meeting his financial obligations as they come. Let it be so with our school managers.

THE NORMAL

The Fellowship of Folks

BY E. J. WARD

(Air: "Auld Lang Syne")

COME close and let us wake the joy
  Our fathers used to know,
When to the little old schoolhouse
  Together they would go.
And neighbor's heart to neighbor warmed
  In thought for common good.
We'll strike that fine old chord again—
  A song of Neighborhood!

Out in the world we all have learned
  The strain of toil and care.
It's dimmed the visions of our youth,
  Of joys that all might share.
In thought for self, we've all but lost
  That youth-born faith in men.
Come 'neath this common roof, for here
  It kindles bright again.

The fathers clove the wilderness
  And made a clearing here;
Then, at its heart, this friendly roof
  They joined their hands to rear;
And here they met and talked and planned
  A larger common weal.
Their Future we are living now,
  We, here, their purpose feel.

That little old schoolhouse is gone.
  Its friendliness must stay.
The strength it gave our fathers' hearts
  Our own hearts need today.
Great is the task that 'waits our hands;
  The power of each is small.
Uniting in this Common Place
  Comes forth the might of all.

TEACHING NOTES—GRADE BY GRADE

FIRST GRADE — Anna A. Pierce

Art

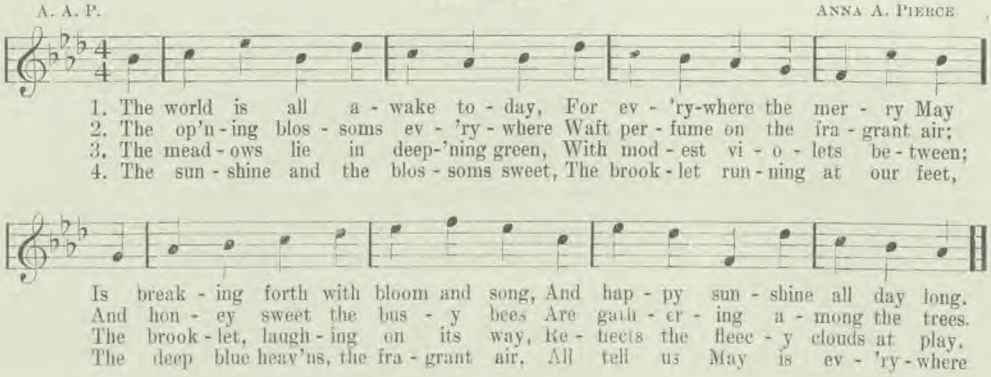
"THE object of drawing is not to make artists or draftsmen, but to bring the child into closer sympathy with nature, and thus aid in a symmetrical development of all the faculties. In order to do this, the hand and the eye, as well as the mind, must be trained. They should be trained to coöperate, so that as the mind takes in the theory, the hand is able to put it into practice. Deftness acquired by the hand in drawing is needed in every form of manual labor where skill is required." —"*Church School Manual.*"

The first lessons in art should be very simple; their object is to establish the ideas of form and color.

As an introduction to this work, review the nature lesson on the colors in light. Illustrate with a prism. Explain how the rainbow is formed. Show how different objects get their color. Review the colors in their

MAY TIME

A. A. P. ANNA A. PIERCE



order, and let each child arrange his crayolas according to this order.

Beginning with the square, the most simple form, teach the child to color horizontally, without streaking, and to color to a line. This model is colored with red, the first color. Let the square represent some object, as a red blanket. A circle representing an orange is our second model. Teach the child to color round and round, beginning at the outer edge and coloring to the center. Number three is a star colored yellow. Talk of the stars and God's wonders in the heavens.

The leaf for the green is the next form. Call attention to the different shapes and shades of leaves.

Blue and violet may be given with a triangle and a pentagon. Talk of the blue and violet found in nature.

When the series of forms has been completed, it should be followed with the coloring of fruits, flowers, leaves, etc., taking the colors in their order.

Follow this with nature scenes from dictation. These scenes should correspond to the season of the year.

Picture study and the study of artists are valuable to every child. Some of the pictures found in the readers are good models for this work.

SECOND GRADE — Edith A. Cummings

"For culture, not waste,
Each life is born,
But hours pass alike
Over sands and corn.

* * * *

"But Time replied, compassionate,
As he is old and gray:
'A minute may be the entrance gate
Of a path to wisdom's ways.'"

The coming vacation may mean much or little to a child, and the teacher may help to influence him one way or the other.

Some time before school closes, ask the children to come prepared the next morning to tell what they expect to do this summer; then take their plans and comment on them, suggesting ways and means by which the summer may be made more profitable both to themselves and to others.

Spend much thought on this subject, and be prepared to tell them how to spend many fruitful moments. Such moments may prove not only to be, in the words of the poem, "the entrance gate of a path to wisdom's ways," but also a gate to the path leading to eternal life.

Moral and spiritual results do not come without being worked for and lived for. In all our quest for power, whether in actual teaching or in moral influence, we must seek if we would find.

Nature

As the trees bud and blossom and the flowers come, the children will bring flowers to school. Try making a picture for the schoolroom wall, by pressing some of the first flowers — violets for example. Press both leaves and flowers between two pieces of blotting paper. Then find an old picture frame with a glass; a long panel is preferable. Purchase a piece of sheet wadding, cut it the size of the glass; on this arrange the pressed flowers and leaves, so that they will appear to be growing up from the lower edge of the frame. Clover also makes a pretty picture, and one or two butterflies add to the beauty.

Spelling

Pretty little booklets may be made in the shape of a wild rose or a tulip. As an incentive to good work, permit the children to copy into their booklet the words of each lesson that they spelled perfectly. Even one misspelled word would keep that day's lesson from going into the booklet. A week's work would make a good-sized booklet.

Manual Training

The making and coloring of the spelling booklets may form a part of the manual work.

Free-hand cutting of flowers or sprays of flowers may be used as a blackboard or baseboard border. I like the effect of a tulip or narcissus border growing up from the baseboard. These may be mounted on burlap, or on brown or green wall paper. Using the bee or butterfly with the blackboard border gives a little variety, and makes it look more lifelike.

A few suggestions for a closing-day program:

Work for All

If little things that God has made
Are useful in their kind,
Oh, let us learn a simple truth
And bear it in our mind,
That every child can praise him,
However weak or small;
Let each with joy remember this —
The Lord has work for all.

— *Selected.*

Happy Days

"These happy days of schooltime
Will seem, when passed away,
Like brilliant hues of sunset
That beautify the day.

"Through all our life with pleasure
These sunny hours will shine;
And with each thought of sadness
These golden hours will twine."

Paths

A country path is very wise;
It really seems to go
To places by the nicest way,
As if a path could know.

A country road is hard and gray,
With stones to hurt your feet,
Not many trees, such dusty flowers,
They never seem as sweet.

But, oh, our little field path runs
The way we children love,
Right through the daisies and the ferns,
From our own farm above,

To grandpa's in the valley, where
It's joy enough to be,
But more to go there prettily
With flowers and nests to see!

High roads, like grown folks, march along
And take the quickest way,
But paths are like us little ones
Who pause, and look, and play.

—*Jeannie Pendleton Ewing.*

A Boy's Protest

When a fellow knows every bird's nest
In the field for miles around,
Where the squirrels play in the sunshine,
Where the prettiest flowers are found;
When he knows of a pair of robins
That will fly to his hand for crumbs,
He hates to be penned in a schoolroom,
And he's glad when Friday comes.

There's a bee tree on the hillside,
But I'll not tell any one where;
There's a school of trout in the mill stream,
But I will not go fishing there.
I know where an oriole's building,
And a log where a partridge drums,
And I'm going to the woods to see them
As soon as Friday comes.

They shouldn't keep school in the springtime,
When the world is so fresh and bright,
When you want to be swimming and climbing,
And playing from morn till night.
It's a shame to be kept in the schoolroom,
Writing and working out sums;
All week it's like being in prison,
And I'm glad when Friday comes.

—*Adapted from the New York Independent.*

A suggestion for an invitation to a picnic:

Our Picnic

Monday morning, May twenty-one,
Sharp at eleven by the sun,
We've decided to have a lark,
Young and old, in —— Park.

Parents, pupils, and teacher, too,
Enjoying friendships old and new;
We'll spend the day in the sylvan shade,
By murmuring brook, in quiet glade.

Dinner'll be served between twelve and one;
From every direction children will run
To eat sandwiches, cake, and — oh, everything nice
Which can be made without meat or spice.

After dinner there will be games;
Oh, but no need here to mention names,
For who can tell what children will play
To pass the happy hours away?

Then there'll be speeches by large and small,
Merry songs to be sung by all;
And when we leave, each one will say
That he has had a delightful day.

So come with your baskets overflowing,
Come with your hearts and faces glowing,
And let us all to the woods away
On Monday, the twenty-first of May.

MRS. E. M. OBERG.

THIRD GRADE — Irene C. Ayars

Arithmetic

Much of the time this month will be spent in review. Be sure that every principle taught this year is well understood by each child.

Square surface is given this month. After the children have found, by the use of paper, ruler, and pencil, that square measure is equal to the length multiplied by the width, have them measure their own desks, then the blackboards, floor surface, and many other things in the room. The children will learn most by doing.

Test the ability of the children by having them estimate the square surface of various articles — the table, for instance. After each child has given his estimate, measure the article to see how near each has come to the right figure.

Language and Reading

Some time this month two stories are required to be written from outlines given in the book. Have you ever had the children make out their own outline? You could take a story they enjoy, and with their help make an outline of it. Then have them make an

outline in class for the story they are to write. Several outlines can be made, so the stories will not all be told in the same order.

"May," "can," and several other verbs are given this month. The class should have many drills on these. Besides the drills in the Reader, have the children write sentences; also have sentences written on the board leaving blank spaces for the verbs, then have the children fill the blanks with the right verbs. When you hear the children using these verbs incorrectly, you should correct them. By the use of drills in which the children use the verbs over and over again in the right way, they soon form the habit of using them correctly in their everyday speech.

In selecting poems to be learned by the class, pick out those that the pupils enjoy and really want to learn.

Spelling

Most of the time will be spent reviewing. The words missed one day should be given the following day. Children enjoy spelling down. This game is especially good when reviewing.

For spelling-booklet covers, a design of flowers or birds will be appropriate.

FOURTH GRADE — Dorothy E. White

Nature

"Nature never did betray
The heart that loved her: 'tis her privilege,
Through all the years of this our life, to lead
From joy to joy; for she can so inform
The mind that is within us, so impress
With quietness and beauty, and so feed
With lofty thoughts, that neither evil tongues,
Rash judgments, nor the sneers of selfish men,
Nor greetings where no kindness is, nor all
The dreary intercourse of daily life
Shall e'er prevail against us or disturb
Our cheerful faith."

— *Wordsworth.*

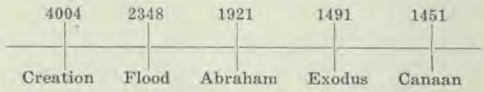
The essential thing in the study of plants is to study them from nature, and not from a nature *book* only. To create in the children a love for the things of nature, a desire to know about them, and an interest in watching them,— these, rather than an accumulation of facts, should be the results of nature study.

If you cannot take the children with you for walks, plant a window box, or bring things with you to illustrate the lessons, or have the children bring things to you.

"Getting Acquainted with the Trees" is of service now. For one day's lesson have the children mount twigs illustrating the different kinds of buds. Another day, press different-shaped leaves; another time, show illustrations of different edges. If you have not already done so, plant beans, peas, or corn to note their stages in advancement.

Bible

Do not fail to read aloud the "Burial of Moses," found in this month's assignment. The dignity and grandeur of thought will be enjoyed by all. And the reading of some such poem occasionally in the morning exercise period is doubly helpful to the pupil. It develops his taste for good literature, and gives him an inspiration for the day. Now the year is almost over. A sketch showing the period of time covered by the year's work and the dates that are important can be easily made, and will be very helpful in "clinching" things. Suggestions are made in the earlier part of the Manual.



Just one suggestion. Don't have the outline crowded, but simple.

We have discovered that in making the maps, it is better not to color sections with solid color, but to color the edge only, and then with art gum or soft cloth, to rub toward the center. It gives a very pleasing effect. Water represented in this way, with the heavy line along the shore, is very neat.

Language

Many are now dreading the final "zamnations," as one little tot has named them. Have you noted the summary of definitions of terms and rules to be learned, given on pages 9-13 of the preface? These will help.

Can your children write a letter in proper form, tell a story, give different kinds of sentences, illustrate the parts of speech? This is what they are expected to have covered this year. By referring to the summary you can get *all* the points to be covered and give a thorough review.

Arithmetic

As there is so little work given in concrete examples, I should aim for drills to produce speed and accuracy this month. Review constantly, with flash cards and drills from blackboard, the combinations in addition and multiplication. Find out what they *don't know*, and then drill on these, a few at a time, until they have them *well*.

Give mental problems as suggested in the September EDUCATOR, taking time every day, if possible. If your drills and reviews have a definite aim, they will count for something.

Sometimes "the grind" has left us tired out for this last month. Here is some good advice from Elizabeth B. Browning:

"The foolish fears of what might happen,
I cast them all away.
Among the clover-scented grass,
Among the new-mown hay,
Among the husking of the corn,
Where drowsy poppies nod,
Where ill thoughts die, and good are born
Out in the fields with God."

FIFTH GRADE — Grace R. Rine

Spelling

During this last month of school, spend much time in drill. Now is the time to find out just how much you have helped the children throughout the year.

Let the fifth grade spell against the fourth grade. They should be able to spell any word given to the grades below them, but it pleases them to spell against some particular grade.

They may also be given the words kept in the memorandum books of the grades below them, as drills and review lessons. This will help us to know whether the children have only mechanically learned the words set apart for their grade, or whether they have really mastered all troublesome, perplexing words which have occurred in all their lessons and in practical life, as well as a given list contained in their spellers.

Test also the pupil's ability to use his words in worth-while sentences; for the words every child spells should become a part of his everyday vocabulary, and a child is more interested in a word that is a part of *something*, and not something separate and apart. This sort of thing makes spelling a *thought subject*, rather than the mechanical memorizing of words, which it often comes to be. If it has been the latter in your school, the children, when they come back after vacation, will have forgotten their spelling lessons entirely; if you have made it a thought subject, they will come back eager for their spelling class, and will be prepared to do stronger work in every other subject because of the method followed in spelling.

Spelling Folder for May

The children should now be proficient in designing and making their own folders. The May folder design may be some spring flower native to the community in which the children live.

It is interesting, at the close of the year, to compare the last folder with the others made throughout the year. Each should show a marked improvement in neatness, penmanship, and capitalization, as well as in spelling.

Reading

In addition to the regular reading for this period, there should be found time for a systematic review. This review should include:

1. Reciting all poems learned during the year, for all poems once learned should be remembered; and now a last opportunity is afforded for correcting any bad habits acquired while learning them.

2. Drill on the pronunciation of words that have received special attention throughout the year. A list should have been kept of those found most troublesome to the children, as well as of those commonly mispronounced.

3. Lists of difficult expressions and phrases should be placed on the board and be readily read by the children.

4. The most difficult lessons in the Reader may be reread, and additional drill given if necessary.

5. Each child may select and read his favorite lesson. This gives opportunity to see what kind of reading material appeals most to the child.

6. Have a number of stories told in class instead of reading the lessons.

7. Some of the lessons not read aloud at the time they were studied, may now be read aloud. The children should be able to do it without stumbling.

8. Have children select the vital point in lessons they have studied; as, What lesson teaches that it pays to be honest? What one teaches us a lesson in courtesy? in kindness to others? in truthfulness? Which one helps us to remember to be careful?

Language

A number of short compositions are called for this last month. Children will take pride in doing this work if they are taught how to do it well. The following points may prove helpful:

1. If the term "composition" leads a pupil to make hard work of his writing, call it a "story" instead.

2. Do not assign long stories, or allow the children to write long ones. Writing should not exceed twenty minutes or a half hour. Long compositions lead to careless habits, and the children will not be so eager to write next time.

3. Have work first written in pencil, and after correction, copied in the notebook, with ink. It is best to have the copying done at class time, under supervision.

4. Tell pupils to make and use an outline in writing, that the events may be in logical order.

5. Do not always read every composition in class. Some may be read at one time and some at another. No one exercise should be prolonged till children lose interest. Do not always read the best stories first. Occasionally select the story of the dullest child and read it first for his encouragement.

6. Give special attention to correct form.

The following points should be observed:

1. Adopt a definite form for headings.
2. Leave the line below the subject vacant.
3. Leave the last line on each page vacant.
4. Give due attention to paragraphing. Begin the first line of each paragraph one and one-half inches from the left-hand edge of the page.
5. The margin should be three fourths of an inch on the left-hand side, and one fourth of an inch on the right.
6. Observe all rules learned for capital letters.
7. Write all numbers, except dates, in words.
8. Write the heading only on the first page.
9. Number the other pages with small figures in the middle at the top of the page.
10. Do not divide a syllable at the end of a line.

Nature

1. Let the children make a manikin chart about six by ten inches, as they study the wonderful organism of man.

The skeleton of the body may be drawn on cardboard; then each individual organ, as it is studied, should be cut from drawing paper, colored its proper color, and pasted into place on the skeleton. This serves to fix in the child's mind in a definite way, the points learned. Many times it gives him his first real idea of the location of these organs. It is also helpful for review purposes. The child may stand before his class with manikin in hand, and referring to the chart, give a complete description of any part of the body or of any function.

2. Some lessons should first be studied with the children before they are asked to read them. Take, for example, Lesson 97. If the teacher will first take up the terms used, such as "aorta," "auricle," "ventricle," "pulmonary," and explain their meaning by giving a simple description of them; if she will make simple drawings on the board similar to the ones in the book, and explain from them the circulation of the blood through the body; if she will have terms used, first pronounced and spelled by the children, then they may have the lesson assigned to them and be able to study it intelligently. If the hard lessons are thus treated, the number of poorly prepared lessons will be minimized.

SIXTH GRADE — Ruth Hale

During this last month, when the great "Call of the Wild" creeps into the schoolroom and directs the pupils' minds from lessons to the wide outside world, the teacher must use every means possible to make the work unusually interesting.

Reading

Vary the reading lessons by having pupils bring in different articles of interest to them that they have read in newspapers, magazines, etc., and read them to the class. Insist that they read so as to give the thought to others. Interesting discussions may follow.

There are several beautiful poems on nature in this month's reading. Study them carefully. Have the "Barefoot Boy" memorized.

Language

Now that all new work in grammar has been covered, the time may be given to a thorough drill in the year's work. Write sentences on the board, and have pupils analyze them and parse the simple constructions. The following outline may be of some help:

1. Kind of sentence
   - *a.* Form
   - *b.* Use
2. Separation into clauses
   - *a.* Independent clauses
     - (1) Subject
     - (2) Predicate
   - *b.* Dependent clauses
     - (1) Kind
     - (2) Use
     - (3) Subject
     - (4) Predicate
     - (5) (Introductory word)
       - *(a)* Kind
       - *(b)* Use
3. Parsing simple constructions
   - *a.* Subject of verb
   - *b.* Object of verb
   - *c.* Object of preposition
   - *d.* Predicate noun
   - *e.* Adverb
   - *f.* Adjective

Bible

The work in Bible for May on the crucifixion, the resurrection, and the ascension of Christ, is a good close for the year's work. Every child should realize that the extreme sufferings and death of Jesus were for each of us, and that a complete consecration of our lives to his service is indeed a small return. Still it is all that is required.

These lessons, if carefully taught, will tide the pupils over the vacation, when work along this line is more or less neglected, to the beginning of the term.

Create in every child an eager desire and determination to work for Christ in some way during the vacation.

If constant reviews have been given during the year, a long, tedious review of the year's work is not necessary; however, the children will enjoy making outlines of Jesus' miracles, parables, and journeys.

Nature

The main feature of the work in nature for this month is the school garden. The teacher may give a few rows of plants to each class, or the whole garden may be tended by all. Plants that mature early, such as onions, radishes, lettuce, and tomatoes, should be planted. If school closes before the garden matures, the community plan may be followed,—appoint a committee of those who live near the school to care for it, and gather and sell the vegetables. The money may be used for books for the school library, for missions, or any other use the teacher may see fit.

If a small plot of ground cannot be obtained near the school, the plants may be grown in boxes, and after being used for study, those that can be transplanted may be divided among the pupils for gardens at home. Have them watch the gardens carefully during the summer, and give a report at the beginning of school the following fall.

While studying flowers, the children will be interested in making flower beds. These will not only beautify the school grounds, but will create in the pupils a love for nature.

They will also enjoy excursions to the woods. Have them press and mount some of the most common wild flowers. Leaves from different trees may be pressed and mounted.

SEVENTH GRADE — Harriet Maxson

As school draws to a close and the days seem all too short to accomplish half the work mapped out for them, it seems hardly wise or kind to the students to double their burdens by an elaborate closing program. Parents, however, do wish to see what their children have accomplished during the year, and it is only right that they should. A truly successful Parents' Day, then, is one which will show the work of each student, and yet require little if any preparation outside of school.

All handwork, such as drawing, sewing, and woodwork, should be tastefully arranged for inspection. A table filled with the products of the garden can be made a source of revenue for the missionary fund.

The following exercises are suggestive in that they lend themselves to class preparation, and are helpful in reviews of the closing year:

1. Exercise for a Geography Class

Choose some continent on which a good deal of information is at hand, and develop an exercise similar to the one following.

A DAY IN ASIA

Have the class collect products from that continent for some weeks,—rice, tea, spices, wheat, silk, etc. Anything Oriental in character may be made the basis of decoration, as Japanese lanterns, parasols, Chinese curios, etc. Have a table for the products, and around it make a suggestive corner with post cards and blackboard pictures.

As the continent is reviewed, spend one day on original research work. Topics should be handed to each member of the class. With these topics should be outlines of features to be studied, and also references for such material. Have the work written, and then discussed in class. The teacher may then select

those topics which, because of interest, can be used on Parents' Day.

The following topics are a few which may be used: "An Hour in Japan," "Our Work There," "A Visit to Our School in Shanghai," "A Trip Up the Yellow River," "In the Valley of the Ganges," "Zenana Work."

2. Exercise for a Bible Class

Select some subject in which the pupils have shown an interest. Have each student write a question on the subject or bring up some Bible text which on the surface does not seem to harmonize with the doctrine. Pupils should exchange papers, and answer the question or explain the text. A class period may be spent reading and discussing the points introduced, as well as studying other proof texts which may have been omitted. Appoint two pupils

to master the subject with the idea of holding a cottage meeting. Devote another period to such a meeting.

On Parents' Day the front of the room should resemble a parlor. Have the pupils arranged in a semicircle. Then the two appointed come in and conduct the study, one giving the reading, the other answering the various questions.

The following device used in review drill is interesting to the parent visitor in that it shows what the pupils have learned in their doctrines class. If the teacher uses the drill frequently, absolutely no preparation is needed.

Place on a card each proof text on every subject studied. The class may stand in line, and as the teacher holds up the card the pupil may tell the contents of the verse. Upon failure, the student should be given the card, and after the drill should look up and study the verse. The pupil who receives the least number of cards, of course, has the best grasp of the subjects studied. In private study the pupil will find it helpful to take all the cards and separate them into groups, all texts of each group bearing upon a subject. The exercise may be varied by having questions on the cards requiring texts in answer.

3. Exercise for Physiology Class

Simple treatments and common-sense rules for living can be the basis of a very interesting exercise under some such name as "A Dispensary in India." The front of the room should be arranged like a doctor's office. The nurse and the doctor are busily arranging medicines, surgical instruments, bandages, etc. Outside a number (pupils in Indian costumes) have collected for treatment. Space forbids writing out the exercise in full. The teacher, however, can weave the superstitious practices and customs of the ignorant people into their tales of suffering. The doctor and the nurse, on the other hand, can give a demonstration in which instruction is interwoven. With a doll for the patient, fomentations and wet-sheet packs may be given, and compresses applied.

The following customs of the poorer class in India may suggest the conditions which a doctor would probably find there: For sore eyes, a favorite treatment is to grind up a donkey's tooth and place the dust in the eye. Red pepper is a common remedy for eye trouble, making one native in every five blind. For a raw sore or an ulcer, a plaster of charcoal, or even of common mud, is applied. In cases of internal disorders, a fire of leaves is frequently built under the bed of the patient.

Art

Art education should develop good taste; it should teach discrimination between what is good and what is bad in art.

We should like to beautify our surroundings, but are sometimes at a loss in making a good selection of material,—house furnishings, chinaware, decorations, etc. We must make harmony out of a collection of unrelated things. Of course a great deal depends on the arrangement and the harmony of colors. Then of course the object itself must have some art quality — first, simplicity and fitness; then, a charm that comes from an extra touch of beauty in lines or subtle color relations.

Simplicity and fitness would banish all the spindle-legged bric-a-brac, as well as the dainty flowers on our hard kitchen stoves.

One of the things that is fatal to decoration (walls, rugs, chinaware, etc.) is realism or a suggestion of roundness. The third dimension should not enter the domain of decoration.

Examine the wall decorations in some of our fine modern buildings (State capitols, etc.); notice that though they may be really pictures, yet the tones are kept flat. Blending gives roundness and depth, and cheapens all but pictures. Even pictures are artistic only so far as the tones, colors, and lines are related to one another. A picture may be very real and natural, but bad in its composition; again, it may have no roundness, and still be highly artistic.

EIGHTH GRADE — W. C. John

The closing days of the eighth grade are perhaps of more significance than those of the grades preceding it. For the majority of the pupils, the period of childhood has passed or is rapidly passing, and many are turning their eyes either in the direction of the academy or to some profitable vocation.

Your interest may well be centered in those whose school days seem to be numbered. Endeavor by personal effort with both pupil and parents, to find out if the reasons, real or alleged, are of sufficient validity to warrant the cessation of school activities. If the pupil or parents have lost their ideals, these should be restored. If financial difficulties are the cause, suggest remedies. On such occasions the aid of the church elder and other leading church members may be invoked, and if necessary, the educational superintendent or the young people's secretary may be called on for help, so that no boy or girl may be lost to the preparation which is so greatly needed.

Reviews and Examinations

The final examinations are a means to an end, but not the end, or purpose, of the year's work. While reviewing the different topics, try to show that much of the work already done is of immediate value in life, and that the rest is to be of future benefit, both in school and in the world. Set a higher standard than the examination as your goal,—the

highest possible individual development. If we set our final examinations as our ultimate goal, we shall fall into the serious danger of demanding too much uniformity in the attainments of individual pupils and of causing a general stagnation in the life and vigor of the teaching process.

Corkscrew Method as Funnel Method

EDITH A. CUMMINGS

IN order to be a successful teacher, one must have a thorough knowledge of how to teach. He must understand the best methods of conducting a recitation. This comprises what is usually implied by aptness to teach. This faculty is not possessed by all in an equal degree. Yet it is a faculty which may be cultivated by all. We see this difference in every grade of public speakers. One man will take an intensely interesting subject, and present it in such a way that the children long to be elsewhere. Another will take any ordinary topic, and hold the interest for almost any length of time. We notice this difference, however, more particularly among teachers.

I well remember that when a child, at the beginning of a new series of lessons I determined to study my Sabbath school lesson very diligently. The first Sabbath I could repeat every answer word for word. We also had a new teacher, and as I eagerly answered the questions, he carefully hunted for the reference in the Bible to see if I answered correctly. This was one instance when I did not like the question method very well.

I remember, too, a Sabbath-school teacher we had at another time. No matter how well our lessons were prepared, we never had the opportunity of reciting, for he never succeeded in getting beyond the first question. It was his text for a sermon which occupied the entire class period.

Still another Sabbath-school teacher comes to mind. She stood before her class without even a quarterly. Her questions were definite, right to the point, and asked in such a manner that we were wide awake and wondering what would come next. She knew just the points she wished to impress, and as we left the class we felt inspired to a bigger life, and I thought, "Next Sabbath I'll have my lesson better. I am going to dig deeper."

But we wish to visit the schoolroom more particularly, for here, hour after hour, day after day, week in and week out, for eight, nine, or ten long months, we are teaching our children. Enter one school. You may notice that the pupils are dull and listless; indifference sits undisturbed upon their brows; or perhaps they are driven by the activity of their own natures to some expedient to interest themselves, while the teacher is, with a very commendable spirit, laboriously — perhaps learnedly — explaining some principle or fact designed for their edification. The secret is, he has not learned to awaken their attention; he fails to excite their interest.

Pass to another school. A breathless silence pervades the room; the countenances of the children, upturned toward the teacher, beam with delight. As he kindles into earnestness and eloquence, they kindle into responsive enthusiasm. Whenever his eye meets theirs, he sees, he feels, the glow radiated by the fire he is lighting in their souls, and his own gathers new warmth and enthusiasm in return. Such a teacher is *apt to teach.*

As stated in the beginning, not all are apt to teach, but this gift can be acquired. There are so many different ways of conducting a recitation, it is very easy to fall into many habits. Personally, I believe in the question method almost entirely, but there are times when a teacher must give in a clear, enthusiastic manner an explanation of certain points. This should not be done, however, until a desire to know has been awakened in the mind of the child by questions. We *must* guard well our manner of asking questions. The following illustrations are given by Page in his "Theory and Practice of Teaching," and will serve my purpose here:

"'John,' says the teacher, 'John, what is the number to be divided called?' John hesitates. 'Is it the dividend?' says the teacher. 'Yes, sir, the dividend.' 'Well, John, what is that which is left called? — the remainder — is it?' 'Yes, sir.'

"A visitor now enters the room, and the teacher wishes to show off John's talents. 'Well, John, of what denomination is the remainder?' John looks upon the floor. 'Isn't it always the same as the dividend, John?' 'Yes, sir.' 'Very well. What denomination is this dividend,— dollars, is it not?' 'Yes, sir, dollars.' 'Very well, now what is this remainder? Why, *dollars*, too, isn't it?' 'Oh, yes, sir, dollars!' says John energetically, while the teacher looks complacently at the visitor to see if he has noticed how correctly John has answered.

"Another instance where a bright, intelligent arithmetic class was called to recite.

"'Where do you begin?' asked the teacher.

"Pupils: 'On the tenth page, third question.'

"Teacher: 'Read it, Charles.'

"Pupil: 'A man being asked how many sheep he had said that he had them in two pastures; in one pasture he had eight; that three fourths of these were just one third of what he had in the other. How many were there in the other?'

"T. 'Well, Charles, you must get one fourth of eight, must you not?"

"P. 'Yes, sir.'

"T. 'Well, one fourth of eight is two, isn't it?'

"P. 'Yes, sir, one fourth of eight is two.'

"T. 'Well, then, three fourths will be three times two, won't it?'

"P. 'Yes, sir.'

"T. 'Well, three times two are six, eh?'

"P. 'Yes, sir.'

"T. 'Very well. Now the book says that six is just one third of what he had in the other pasture, don't it?'

"P. 'Yes, sir.'

"T. 'Then if six is one third, three thirds will be three times six, won't it?'

"P. 'Yes, sir.'

"T. 'And three times six are eighteen, aren't it?'

"P. 'Yes, sir.'

"T. 'Then he had eighteen sheep in the other pasture, hadn't he?'

"P. 'Yes, sir.'

"T. 'Next, take the next one.'"

These are exaggerated cases, to be sure; but this habit of assisting the pupil is a common one, and tends to make him very superficial. Yet it is sometimes done so carefully that a company of visitors think it is wonderful how well the children have been taught.

Teachers usually like to talk, but it is imperative in a good recitation that the children do the talking. Constantly lecturing to children is similar to continually giving them food when they have no desire for it. The teacher's questions must be such as will inspire thought in the pupil, and such as cannot be answered unless he has thoroughly studied the text. Therefore the teacher should know the subject so well that, if necessary, he could teach it without a book. Then as the questions are asked, and the teacher looks at the pupil instead of at the text, both teacher and pupil have a better understanding of the questions. It is an inspiration to children to know that the eyes of the teacher are upon them, especially in a recitation.

(Continued on page 285)

The Model Pupil

I. C. COLCORD

FOUR points that made Martin Luther a success: Obedience, self-denial, application, response to the call of God.

The model pupil —

Asks for few favors and explanations.
Does not ask unnecessary questions.
Is never found idle.
Lives up to the 3 C's — clean, courteous, constant.
Does not blot notebooks; penmanship is legible.
Is not touchy, curt, nor "offish."
Closes eyes at prayers; is reverential.
Is not recreant to duty.
Has a daily program, Benjamin Franklin-like.
Stands one hundred per cent in spelling for consecutive days.
Never shows a "blaze of spunky anger," nor wears a sour visage.
Is not clannish nor snobbish; "in honor preferring one another."
Refrains from belittling censure.
Has assuring confidence, but is not egotistical.
Knows *how* to sweep, mop, wash and dry dishes without breaking them, make beds, wash and iron, plant seeds, pick up pins, dust the rounds of a chair, open a new book without breaking its back, press and clean clothes, and write a well-worded letter.
Holds high ideals; is not sentimental.
And has made a vocational choice.

HOME EDUCATION

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

May

MERRY, rollicking, frolicking May
Into the woods came skipping one day;
She teased the brook till he laughed outright,
And gurgled and scolded with all his might;
She chirped to the birds, and made them sing
A chorus of welcome to Lady Spring;
And the bees and butterflies she set
To waking the flowers that were sleeping yet.
She shook the trees till the buds looked out
To see what the trouble was all about,
And nothing in nature escaped that day
The touch of the life-giving, bright young May.

— *MacDonald.*

Nature Month by Month

MADGE E. MOORE

MAY is the month of blue skies, warm fresh winds, of air laden with the sweetest of bird songs and with the most fragrant of odors. Earth's carpet is bright and green, except when covered by the snow-down from orchard trees and dotted with blossoms. The showers are not so frequent, and everywhere we see and breathe pollen as the breezes, bees, and butterflies scatter it about. During May we may enjoy summer's treasures without her burning sun. All creation has awakened to fresh young life, with a promise of more to follow from week to week during spring and summer.

First Week — Sowing Time

Recall the origin of May Day. Let the children prepare, too, for Memorial Day, and remember the date, May the thirtieth.

Weeds will be everywhere springing up in their flower and vegetable gardens. A garden hoe would injure the tender young plants, and thus the work is left for gentle fingers — rough ones would surely spoil the plants by carelessness.

We can sow more lettuce, radishes, and peas. The peas, beans, nasturtiums, and sweet peas will need supports. Chicken wire or twine will do. The flowers and vegetables will probably need thinning. Dig into the ground about an inch before watering your garden, for if the soil is still moist, better wait a little while, as too much water makes the ground sour. Help the children to locate and get rid of the foes to plants. They will probably find some slugs, grubs, or caterpillars. Teach them not to destroy ladybugs, earthworms, dragon flies, and purple-colored beetles, as they are a help to us. Review insects, using the April number of the EDUCATOR.

Spend more time studying buds. Determine the leaf bud. Buds are usually in the axils of leaves or on the ends of twigs, but can be made to grow in unusual places. If the top of a tree is cut off, the buds will grow on the remaining trunk. When the frost comes and nips the buds, they die; but the many buds that haven't previously had a chance to grow, take advantage of the opportunity.

Second Week — Animal Life

During the spring months, we have plenty of material for nature study in the life seen on a farm or in the city park. Take the children where they can observe. Let them classify animals in family groups, as the cat family, dog group, the cud-chewers, the hoofed animals, the thick-skinned hippopotamus and elephant, and the curious ones, noticing the general characteristics, such as general shape, covering, use, eyes, ears, teeth, feet, food, manner of eating, walking, etc.

With May we associate "skipping lambs." Let us study the sheep family. They belong to the cud-chewers, and also to the hoofed group. Their relatives are the wild sheep, goat, deer, and antelope. Perhaps the children can decide as to their similarity. Sheep furnish us with wool, and the hair of goats too is valuable. Goat's milk is often used instead of cow's milk, especially for delicate babies. Sheep and goats can climb where horses and cows dare not venture, and therefore can live in lonely places and find food.

The sheep is very timid. Are its wild relatives timid? They are very much afraid of water. In this connection teach or tell the children the twenty-third psalm, and especially notice the clause, "He leadeth me beside the *still* waters." Why? Other parts of the psalm are just as eloquent.

During early spring the warm winter fleece of the sheep is cut off with huge shears, and they are left to eat more grass, from which to make another coat. The poem, "The Boy and the Sheep," in True Education Reader, Book Two, would be interesting to read or tell to the children.

The habits of different animals can be contrasted; for example, the manner of getting up, using horse and cow for comparison. Tell the children why so many animals are wild.

Third Week — Birds

Birds spend a whole lifetime working for us. How? — By hunting for food and by singing. What do they eat? — Caterpillars that eat the leaves of trees and plants, worms that spoil fruit, bugs that destroy potatoes and other vegetables, mice and gophers that eat the farmer's crop, and countless other worms and grubs against which men are fighting a real war. The little garden produce they eat leaves us really in debt to them.

Blackbirds, cedar birds, chickadees, robins, catbirds, blue jays, and hawks surely do more good than harm. One tiny chickadee will eat as many as two hundred and fifty cankerworm eggs in a day. Three thousand ants have been found in a flicker's stomach at one time.

Dead fish and refuse matter are taken care of by some birds, so the air is cleared for us.

Review the shape of bills. Finches and sparrows are among the seed eaters. Notice the wide, strong bill. Professor Beal says that one kind of tree sparrow destroys, every year, in one of the Western States, many tons of seeds of weeds. All this should teach us to be careful, energetic protectors of every bird we see, and they will repay us with more than a song.

Many birds are nesting in May, and their songs are the sweetest, for when the baby birds arrive, as some do in May,

their singing changes to feeding the babies.

The little robins are arriving during the first week of May. Study their habits, their coverings, and their food.

The song sparrow nests in early May. His home is made of coarse grass, small

roots, dead leaves, and pieces of bark, and is lined inside with fine grass and hair. You will find it in a meadow or wood lot, or hidden in a bush. The eggs are bluish white with brown marks, and number four or five. These birds are beautiful songsters.

Downy woodpecker's home is a hole dug by his sharp bill out of a dead limb or tree trunk in orchard or grove, and in it are the four or five white eggs common to all woodpeckers.

Chickadees and house wrens sometimes use the woodpecker's deserted home. Look in the honeysuckle vine or a berry bush for the tiny nest of a humming bird.

Review the nests of robins, bluebirds, and orioles. Note the name, and the time of arrival and of nesting, of other birds.

Fourth Week — Flowers

As children's hands will be gathering every wild or tame flower they may have during this month and that of June, a little information about a number of familiar ones may serve as a guide to their names and haunts.

Of the cultivated flowers, we have the bleeding heart, daffodil, daisy, crocus, geranium, hyacinth, narcissus, pansy, sweet pea, phlox, rhododendron, tulip, violet, and others common to certain localities. Of these the pansy and violet belong to the same family; the tulip, lily of the valley, and hyacinth are of the lily group; the narcissus and daffodil are of the same family; and the crocus is related to the blue flag. Daisies and sunflowers too are related. Children can trace the family resemblance. There are so many kinds of phlox and geranium that they form families of themselves.

By families we will group some common wild flowers. The children need not remember the name, but rather fix in mind the groups, by observing them closely in their places of growth.

The anemone, wild columbine, hepatica, and marsh marigold are crowfoots. Trilliums, as well as the dogtooth violet, are of the lily family. Raspberry and wild strawberry blossoms belong to the rose family, as do also apple blossoms. There are three common varieties of violet, white, purple, and yellow; they are classed with the pansy. Star flowers and the English cowslip belong to the primrose family. Daisies and dandelions are related to the sunflower because of the many petals. Some that have no common relatives are the little bluet, chickweed, Dutchman's-breeches, jack-in-the-pulpit, and lady's-slippers.

If a child can name a flower, he feels directly acquainted with it, and also interested. Let us afford him the opportunity of a closer acquaintance with nature, letting him compare points and

learn where to find each flower he has studied.

The marsh marigold is not related to the English cowslip, yet it is often so called. Look for it beside brooks and in wet ground. Its leaf is thick and kid-

ney-shaped. There are five golden-yellow petals.

The hepatica is very beautiful. Its color is bluish purple, though sometimes white. The leaves are dark green and thick. The flower stem is hairy. Look for this flower in pastures and in the edge of the woods.

The dogtooth violet is russet yellow, and the long, slender, upright leaves are spotted with a darker color, though they are sometimes plain in color. It is found in rich soil, and will grow high on a mountain.

There are three kinds of anemone, two of which are given in the diagram. They both have white sepals. The leaves are different in shape. The third kind has a pale purple blossom. These flowers grow in woods or meadows.

The dainty little bluet, with its four pale-purplish blue petals around a yellow center, may be found along roadsides, in meadows, and everywhere except in the dark woods.

The wild columbine is a beautiful flower, with its color scheme of scarlet and yellow. Find it nestling against a rock late in May.

Dutchman's-breeches resembles the common bleeding heart somewhat. It is white, tipped with yellow, and is found in rich woods.

The yellow lady's-slipper is found where the ground is low and moist. The sepals are dark brown, and the flower has a faint odor. Other members of the same family, and closely resembling it in shape, though larger, are the yellow orchis and the pink moccasin flower. Look for the blue flag in moist soil of some meadow or by some stream.

The little star flower grows in shady, damp, cool woods. The white and yellow violets are found in rich meadowland or woods, and we know that low, moist land grows the purple violet. The different kinds of daisies inhabit prairies or fields, or grow along banks.

The early buttercup grows to be about six inches high, and is found in rocky pastures or on the hills. The most beautiful buttercup comes later, in June.

Trailing arbutus, with its sweetly scented pink blossoms, may be seen in sandy woods and by rocks.

Most of the flowers mentioned are with us during April and May, or part of this time.

Every week during these flower months brings us new beauties to study. May the children learn more of the Creator through his created works during all the spring and summer months.

"Even Solomon in all his glory was not arrayed like one of these."

Occupations for Stormy Days

FIRST WEEK

Make May baskets.
Draw pictures of vegetables and flowers.

SECOND WEEK

Cutting, coloring, outlining, sewing, and embossing of animals, birds, and flowers. Using seed catalogues, make charts of vegetables, of flowers, and of fruits.

THIRD WEEK

Make a bird chart.
Make birds' nests.
Color eggs to represent birds' eggs.

FOURTH WEEK

Trace flowers in EDUCATOR, and color true to life.

Make posters:

1. Green grass, blue sky, white sheep.
2. Green grass, blue sky, trees. Draw nests in the trees, and birds flying.

Stencil with flower designs.

"I Live Here"

A GARDEN, a perfect mosaic, deep green 'gainst the blackest of loam,
Spread out near a little log cabin — obscure but immaculate home!
I paused to admire — who could help it? — the weedless expanse near the door,
Where, pleased with my pleasured inspection, stood a "mammy" of years that are yore.

"A beautiful garden," I ventured. She cupped a brown hand to her ear.
"Fine garden!" I shouted. "Oh, sholy! It ought to be fine — *I* live here!"
I went on my way with a sermon as great as I ever had heard;
The highest-paid preacher existent could never have added a word.

Were every human who cumbers the tiniest spot of the earth
To see that the place he inhabits, the work brain or fingers give birth,
Stood perfect as e'er he could make it — dear God, what a different sphere!
Let's borrow our motto from "mammy;" "It ought to be fine — I live here!"

— *Strickland Gillilan, in Ladies' Home Journal.*

Manual Training in Small Schools

THE chief need in most schools today is to provide appropriate work for boys. The schools are better adapted to girls than to boys. One reason boys are leaving school so early is because they find little or no work which is suited to their needs. Of course, it would be better if school work could be more fully adapted to the needs of girls than it is now, but still girls adjust themselves to the school program more easily, contentedly, and with less complaint than do boys.

Therefore, if a school cannot have both domestic science and manual training, but can have one, it should have the latter. It should be very concrete and practical. To have mere theoretical, conventional work in manual training will not meet the needs of the boys. Girls also should have some experience in the use of tools.— *Prof. M. V. O'Shea, in the April Mother's Magazine.*

Pemba Mission School

S. M. KONIGMACHER

THE school work is not so large here in north Rhodesia as it was in Nyasaland, but we are doing what we can to carry on a good grade of work.

There seems to be a desire for an education among the natives, and some get along fairly well. As many of the natives are interested chiefly in their cattle and herds, and the small boys are kept in the bush to look after them, it is difficult to start outschools. But as the native goes from place to place looking for work, and sees what an advantage in every way the educated boy has over the raw boy, the desire for learning increases. This is fortunate for us; for while they are with us, we give them the message.

They are great lovers of music, and can very quickly pick up a new song. The real native music is very weird, and consists of repeating one or two notes over and over, yet they keep perfect time. In the village work last dry season, I should not have been able to do nearly so well if it had not been for the singing. Many times when I would enter a village I would be told that there was no one in the village; but as we began to sing, the people would begin to come, some from huts that seemed to be empty, some from one place, and some from another, till we had quite a congregation. I would choose a very simple song, and in nearly every case, before we had finished, the natives would be singing with us. At first, some were very shy, and some of the children would not come near us, but as we sang, and then showed some of the pictures from the chart published by the Review and Herald, they would come quite close. Many times when we had finished the service, some would ask us to sing again. I also used the magic lantern, and had good results with it.

We are thankful for a part in God's work, and we are doing what we can to spread the truths for our time.

May God bless both us and the teachers in the homeland, for there are many white students looking to you, and there are many black boys looking to us.

Developing Spiritual Interests

B. B. DAVIS

We are giving more attention than usual to the development of spiritual interests among the children. At the suggestion of Miss Herr, we have grouped the entire training school into missionary bands. Each of these bands has chosen a name. With but one or two exceptions, each band has one of the teachers or a student-teacher as its leader. Thus every child in school, from the tiniest first grader to the largest eighth grader, has some older person who is actively interested in his spiritual welfare.

My band of sixth-grade boys distributed 54 papers and magazines one week. Another band of sixth-grade boys distributed 135 papers the next week.

The little people are cutting and pasting pictures into scrapbooks to be sent to children's hospitals. One or two missionary quilts are being made. Each band chooses its own activity, so there are more than twenty activities. The children are very enthusiastic in this work.

Testing Pupils' Progress

B. B. DAVIS

Our county superintendent of schools conducted a general intelligence test last Tuesday in our department. So far as we have checked results, our boys and girls rate very well. Our student-teachers ranked unusually high.

While the children were writing out their tests, I showed the superintendent our seventh- and eighth-grade penmanship practice papers. He was pleased with them, and said that we were getting better results in penmanship than the public schools of the county generally. This encourages us to persevere in testing the children's work by the Thorndike standard.

Corkscrew Method as Funnel Method

(Continued from page 279)

When asking questions, as well as when making an explanation, the teacher should use correct language.

And he should be animated. The very manner in which he asks his questions reveals whether or not he is interested in his work. If a teacher is absent-minded, dragging through the recitations, secretly longing for four o'clock, the children soon catch the spirit.

We should be careful not to ask too many questions, as shown by the previous illustrations. The topical method is much better; then after the pupil has recited, if any point of interest has been omitted, a question or two will usually bring it to his mind.

It is useless to ask questions or give explanations without the full attention of the class. This attention can be secured in various ways, according to the age and disposition of the children. Rev. L. E. Peters, in the "Sunday School Pedagogy," gives this illustration: —

"I was once given a class of boys to teach in the absence of the regular teacher. It was on Easter Sunday, and it was the day for the quarterly temperance lesson. The class had a bad case of wiggles. Just as I was ready to begin, a little girl came up the aisle with a large candy Easter egg. This took the attention of the boys. 'How shall I arrest it?' I thought. So the first question I asked was, 'Boys, did you have eggs for breakfast?' 'Yes, sir,' came from several of the boys. 'How many did you eat?' 'Six,' cried one boy. 'How do you like them cooked?' Then we went over all the ways the boys knew for cooking eggs. Then I told them a story of being to an Easter birthday party where they had eggs cooked in seventeen ways. 'But,' said I, 'there was one way we did not have eggs served that day.' The boys' curiosity was then at its highest pitch. 'Boys, we did not have any eggnog.' Then came the temperance lesson."

If he had said, "Now, boys, we won't notice that candy egg that little girl has; we will give our undivided attention to the lesson," I wonder how much attention would have been given.

Be careful to use language which is intelligible to children. Mr. S. R. Hall

CHRISTIAN EDUCATOR

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Takoma Park, Washington, D. C., May, 1917

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

Published monthly by the

REVIEW AND HERALD PUBLISHING ASSN.
WASHINGTON, D. C.

Entered as second-class matter, September 10, 1909, at the post office at Washington, D. C., under the act of Congress of March 3, 1879.

tells of one little girl who loved very much the study of arithmetic. She asked her instructor why she carried one for every ten. He replied, "Because numbers increase from right to left in a decimal ratio." She repeated this several times, went to the dictionary, and finally put away her book, saying she did not like arithmetic because she could not understand it.

The teacher should give and require prompt, accurate replies to all questions. It is just as easy to have a good lesson as a poor one.

Books and Magazines

"LEARNING AND DOING," by Edgar James Swift, professor of psychology and education in Washington University, St. Louis. Childhood and Youth Series, edited by M. V. O'Shea, professor of education in the University of Wisconsin. The Bobbs-Merrill Company, Indianapolis. 249 pages.

The author rightly emphasizes the importance of the use of teaching methods which will economize the time of the pupil, and at the same time conserve his energy. Learning from books is not sufficient, but "learning by doing" must be emphasized. If the laboratory method has been of such great value in the teaching of science and manual arts, why can we not introduce more of this procedure in the teaching of other subjects?

There are seven chapters which treat of the following topics: The Revolt from Monotony, Efficient Teaching, Getting Results, Progress in Learning, Economy in Learning, Habit in Learning and Achievement, New Demands on the Schools.

"ANCIENT TIMES: A HISTORY OF THE EARLY WORLD;" An Introduction to the Study of Ancient History and the Career of Early Man, by James Henry Breasted, Ph. D., professor of Oriental history and Egyptology; chairman of the department of Oriental languages in the University of Chicago; corresponding member of the Royal Academy of Sciences of Berlin. Published by Ginn & Co. 742 pages, copiously illustrated.

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