

CHRISTIAN EDUCATOR

A MAGAZINE FOR HOME AND SCHOOL

Vol. IX

September, 1917

No. 1

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Washington, D. C.

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You will want to look
it through for yourself,
but note first some of its

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A new cover, spick and span, in black and tan.

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CHRISTIAN EDUCATOR

VOL. IX

Washington, D. C., September, 1917

No. 1

PRESS TOWARD THE MARK

THE true object of education is to restore the image of God in the soul." Are we pressing toward this mark for the prize of our high calling as teachers and officers?

IN that first school established by Samuel, "the instructors were not only versed in divine truth, but had themselves enjoyed communion with God, and had received the special endowment of his Spirit." Can Seventh-day Adventist teachers do their work successfully with any less of spiritual attainment? What can we do as individuals and as faculties to maintain such an experience the coming year?

AS the students in the same school "studied the word and the works of God, his life-giving power quickened the energies of mind and soul, and the students received wisdom from above." Are the same results experienced by the students that come and go in our classes day by day? It is the responsibility and the high privilege of every teacher and officer, under God, to see that these experiences are realized.

IT is further said that "the pupils of these schools sustained themselves by their own labor in tilling the soil, or in some mechanical employment. . . . Every youth, whether his parents were rich or poor, was taught some trade. Even though he was to be educated for holy office, a knowledge of practical life was regarded as essential to the greatest usefulness. Many also of the teachers supported themselves by manual labor."

SHALL WE STAND BY THESE PRINCIPLES IN OUR PRACTICES?

An Appreciation and a Request

Dear Editor:

As I look forward to another school year, I find myself looking about for helps, and devices, and means of making the coming year better than the last. I very naturally think of our school magazine as one of the means to that end, and feel that perhaps a few words of appreciation would not be out of place, as well as a few requests.

During the past year I taught grades six, seven, eight, and nine in the Boise church school. It was my first experience with those grades, and I found the work heavy, really more than I could do justice to. But I have no hesitation in saying that the "Christian Educator" was a very great help. I especially appreciated the section "Teaching Notes—Grade by Grade." I wasn't in touch with any other of our schools, and it being my first year with those grades, I would often have been more anxious than I was, had it not been for the magazine. It was such a satisfaction to receive the new suggestions month by month and feel, after all, that I was in line with the other schools, though I knew so little of what they were doing at the time.

Now my request is this: Would it be possible for similar help to be given in ninth- and tenth-grade work? We who are carrying this work in the church schools are expected to have our children capable of competing with those who are doing the same work in the academies and colleges; but as it is we seem to have no means of keeping in touch with one another. If we could only have a few suggestive ideas, month by month, on the work carried in these grades, it would be a great help.

Then I have one other request. I have had some difficulty in finding material suitable for programs, especially for the higher grades. It would be splendid if we could have some help along that line in our magazine.

I wish to express my appreciation once more of the help and inspiration gained from the "Christian Educator."

Sincerely,

(Miss) Fedalma Ragon.

This is not the only request that has been made for notes on the ninth and tenth grades. Considering the fact that we have an increasing number of nine- and tenth-grade day schools, we have decided to include notes on these two grades. We shall also provide program material from time to time.

More than this, we desire to make the "Educator" equally useful to our colleges and academies, our officers and our patrons. If others will be as frank about expressing their needs (and what features they appreciate), it will help us much on our way to this goal.—Editor.

EDITORIALS

THE school year 1917-18 is weighty with meaning and abounds with promise. Read the Editor's view of it.

"PRESS toward the mark for the prize of the high calling of God in Christ Jesus." A good motto for the school year.

OUR Question Box is open to every reader. It is not confined to any department or grade of school. Patronize it.

This magazine is devoted to the interests of the college, the academy, the local school, and the home. Read it. Contribute to it. Circulate it.

"THERE is no excellence without great labor;" but "labor not for the meat which perisheth, but for that meat which endureth unto everlasting life."

Do not fail to acquaint yourself with the significance of the date Sept. 1, 1917, explained in this issue. It concerns officer, teacher, student, and patron.

"WITHOUT health no one can as distinctly understand or as completely fulfil his obligations to himself, to his fellow beings, or to his Creator. Therefore the health should be as faithfully guarded as the character." A good balancer for both teacher and student.

"DIVORCE God and his wisdom from the acquisition of knowledge, and you have a lame, one-sided education, dead to all the saving qualities which give power to man, so that he is incapable of acquiring immortality through faith in Christ." Good theme for a chapel talk.

THERE are two ways to help vitalize a teacher's work. One is to keep his own vital energies at par in a practical way. The other is to keep himself and his students abreast of the vital things that are going on in the world. Read a discussion of these two ways in our article "Vitalizing Schoolroom Work."

"THE natural and the spiritual are to be combined in the studies of our schools. The operations of agriculture illustrate the Bible lessons. The laws obeyed by the earth reveal the fact that it is under the masterly power of an infinite God." Do you wonder that study in agriculture is called the A B C of true education? Do you believe that it should be continued to the X Y Z of Christian education?

The Purpose of God

"It is the purpose of God that through the excellence of the work done in our educational institutions the attention of the people shall be called to the last great effort to save the perishing,"—not to the fact that our school is accredited with some university, or has a curriculum that checks up with that of secular schools about us, in any other sense than the excellent quality of its work.

"In our schools the standard of education must not be lowered. It must be lifted higher and still higher, far above where it now stands; but the education given must not be confined to a knowledge of textbooks merely"—to the neglect of physical health, of daily training in useful labor, of spiritual culture through instruction and experience in missionary effort.

"We shall have to stand before magistrates to answer for our allegiance to the law of God, to make known the reasons of our faith. And the youth should understand these things. They should know the things that will come to pass before the closing up of the world's history. These things concern our eternal welfare, and teachers and students should give more attention to them. By pen and voice, knowledge should be imparted which will be meat in due season, not only to the young, but to those of mature years also." May not "meat in due season" take on a new meaning this year in the light of God's purpose for our schools?

Ministers in Urgent Demand

"THERE is an urgent demand for laborers in the gospel field. Young men are needed for this work; God calls for them. Their education is of primary importance in our colleges, and in no case should it be ignored or regarded as a secondary matter. It is entirely wrong for teachers, by suggesting other occupations, to discourage young men who might be qualified to do acceptable work in the ministry. Those who present hindrances to prevent young men from fitting themselves for this work are counterworking the plans of God, and they will have to give an account of their course. There is among us more than an average of men of ability. If their capabilities were brought into use, we should have twenty ministers where we now have one."

Many young men have set out to prepare for the ministry, but through lack of a right experience while in school, or of encouragement by teachers and field leaders, drop into something else after graduation day comes. What shall we do about it in the present school year? We must do much if we are to increase the output twenty-fold.

Nurses Greatly Needed

"IN our schools missionary nurses should receive lessons from well-qualified physicians, and as a part of their education should learn how to battle with disease and to show the value of nature's remedies. This work is greatly needed. Cities and towns are steeped in sin and moral corruption, yet there are Lots in every Sodom. The poison of sin is at work at the heart of society, and God calls for reformers to stand in defense of the law which he has established to govern the physical system. They should at the same time maintain an elevated standard in the training of the mind and the culture of the heart, that the Great Physician may cooperate with the human helping-hand in doing a work of mercy and necessity in the relief of suffering."

Ought we not to have a well-qualified physician on every faculty in our training schools? We can think of only a single instance where such is the case at the present writing. We know of only a case here and there where even a competent nurse is found among the teachers. Shall we not go back to first principles and provide these workers on our training faculties, as well as establish a course and facilities for hydrotherapy and simple treatments? We can recall only one training school with the latter equipment, except three others that have access to a sanitarium. Every young man and woman needs this training. Shall we not revive the ministry of healing in our schools as an art greatly to be desired, at least equally with the so-called "liberal arts"?

Educate Sabbath School Teachers and Officers

"It is also the Lord's design that our schools shall give young people a training which will prepare them to teach in any department of the Sabbath school, or to discharge the duties in any of its offices. We should see a different state of affairs, if a number of consecrated young persons would devote themselves to the Sabbath school work, taking pains to educate themselves, and then instruct others as to the best methods to be employed in leading souls to Christ. This is a line of work that brings returns."

It is every whit as important to qualify Sabbath school workers as to educate for any other kind of teaching. We are tempted to say it is more important, considering the universal use that can be made of such training, especially in the many poorly conducted Sabbath schools in our local churches. To teach the entire people efficiently, can hardly be compared with teaching the selected few that come into our everyday schools. If the special mission of our schools is to train efficient workers for every kind of denominational effort, why not make the local Sabbath school a model of efficiency and a means of training?

Do the Essential Things

WE might go on enumerating the various kinds of gospel workers needed, and the necessities of providing special training for them in our schools — Missionary Volunteer leaders and officers, educational superintendents, matrons,

cooks, missionary farmers and mechanics, editorial writers, newspaper correspondents, Bible workers, school managers. If we undertook to do all in our schools that the denominational needs call for, it might crowd out some of the less essential things that fill up our curricula. What a blessing that would be!

The School Year of 1917-18

Its Meaning and Possibilities

SEVENTH-DAY ADVENTISTS have accepted their responsibility to maintain church schools. They have established a system of these schools, extending from the first primary grade to the last college grade. The colleges are now graduating young people who have had all their school work in these schools. From these schools are coming the men and women who are carrying this great second advent movement into all parts of the world. These schools are thus serving the cause of gospel endeavor. They have become so essentially a part of the work of Seventh-day Adventists that it is not an exaggeration to say that upon their success depends in most prominent measure the advance and finishing of the message of Rev. 14:6-12.

The school year of 1917-18 is pregnant with meaning and possibilities for good. We are in the time of trouble spoken of by Daniel the prophet. It is a time when men need sound faith and cool judgment. It is a time when our boys and girls must be instructed most diligently in the things which pertain to their eternal welfare. The line upon line and precept upon precept of eternal affairs were never so necessary as now. In the midst of the misery and woe of today the most gigantic plans for personal aggrandizement and worldly honor are being formed, and opportunities for worldly advancement for the ambitious, diligent young man and woman were never greater than they are today. These conditions demand that our children and youth be taught in no uncertain

manner that the beginning of the eternal kingdom of God is at hand.

Nothing can prevail against the agnostic spirit of the day save vital Christianity. The spirit of doubt and unbelief in eternal realities, and of ambition and desire for the baubles of life, is not confined to men of the world, but it permeates every stratum of society. It is in the air, and little children, as well as those who are older, are affected by it, and nothing will save them from its strong influence but counteracting teachings which will lead them to a belief in the Bible and in the worthlessness of that which the world esteems valuable. Now, all this has always been true. There has always been the necessity for such Christian teaching to children, but in view of the world's condition today, such teaching is far more necessary than ever before.

These conditions set before us the meaning and possibilities of the school year of 1917-18, and the reasons why Seventh-day Adventists should loyally support their church schools. The picture which we have before us is a dark one, but it is not a pessimistic one; for while the conditions that confront the world and the church are dark, the means of overcoming them are many and most powerful. These means are within the reach of godly parents and teachers. It is their high privilege to surround their children with an atmosphere and with direct teachings that will lead them properly to relate themselves to the conditions and needs of the world. They

must be taught to exercise faith in God and in his Word. They must be taught the meaning and value of Christian virtues, including active service for others. The daily school work affords opportunities for such teaching. It is to be given directly and indirectly,—directly from the Word and in all class work, and indirectly by the teacher's and parents' lives.

For the teacher to give such instruction, it is necessary that he shall be fully imbued with the spirit of courage and belief in the sure triumph of right. He is to be a fountain of cheer and confidence in God. Because of the conditions of which we have spoken, his work will be the more arduous, but sufficient unto the responsibilities of each day is the strength from above to meet them.

These dark times in which we live are often distressing to children, and they need an atmosphere of cheer and confidence to resist these depressing feelings, and to pursue each day's work heartily and joyfully. The world is offering to our children and young people great inducements, but the teacher and the parent whose lives justify their belief in the near dawning of that eternal day of brightness have the opportunity of meeting these inducements with the far stronger ones which are to be found in the service of God. "Be of good cheer" is our Master's word, and it is good doctrine for these days,—a doctrine that must be inculcated in the heart and life of every Seventh-day Adventist child.

FREDERICK GRIGGS.

Vitalizing Schoolroom Work

ONE of the greatest perils to which the efficiency of schoolroom work is exposed, is the tendency to grow theoretical and formal, and lose the vitalizing force that comes from contact with things that are doing in the world about us. Teachers are often accused of being idealistic and impractical. God forbid that their idealism should ever be lost, but may he forbid also that in pursuing ideals they should become impractical.

One Preventive

One effectual preventive of drifting into impracticalism is for every teacher to grip, on principle, the practical work that is, in some form, a part of the program in every well-conducted school. Some of these practical things are:

1. Vegetable gardening.
2. General crop raising.
3. Flower and landscape gardening.
4. Nursing.
5. Apiculture.
6. Orchard and small fruit growing.
7. Dairying.
8. Poultry raising.
9. Carpentry and building.
10. Printing.
11. Directing of physical culture.
12. Participating in various kinds of missionary effort.

13. Engaging in school extension work in church communities during week-ends and on special occasions.

14. Studying the practical needs of various classes of workers now in the field, and issuing specially prepared monographs adapted to their use.

15. Keeping up practical enterprises in private life at home for the benefit of the family, and for the help they give in keeping the student's home life in mind.

Who can question that a teacher's activity in one or more of these lines will bring him a great practical advantage over merely shuttling back and forth from his private study to the schoolroom? Better lose or eliminate some technical point in his theory than to miss the freshness and realism that will surely grow out of some daily practical activity. Students will feel the difference. The school will be a better one. The field will get the benefit.

Another Preventive

Another prophylactic and remedial measure is keeping keenly abreast of world events, and in some systematic way bringing into class work their consideration and interpretation. The times are intensive. It is no longer a matter of prophecy that "intensity will take

hold of every earthly element." We cannot afford to live too much in the remote past nor behind our bookshelves. We must keep much in the open, scent the significance of things that are going on about us, and open up their meaning to the young men and women under our care. The hand of God is over the nations and behind daily events. He is "silently, patiently working out the counsels of his own will." He has promised to cut this work short in righteousness. It behooves us to be keenly on the alert to discern his leadings, and to direct the attention of students to acts in the heavenly drama now staged upon the earth. They are soon to be actors upon that stage, and we are their trainers.

To assist in following and interpreting what is going on in the world today, we have arranged for a continuation of the magazine plan that was recommended last year and followed by quite a number of our schools; namely, the supplying, for school use, of the *Watchman* at 4 cents a copy and the *Literary Digest* at 5 cents a copy to as many students as will take them at these very low rates. The *Digest* prepares its own lessons for class use, and sends them out with copies supplied to schools. We prepare the outline on the *Watchman*, and it is supplied to schools in the same way. Subscriptions for the *Digest* may be sent to the publishers direct, and for the *Watchman*, through the tract societies. It is best to procure from the publishers subscription blanks provided for this special purpose, and send in orders on these.

A Success Last Year

Last year twelve of our schools had ordered clubs of the *Watchman* before Christmas. The largest club—forty copies—was taken by Emmanuel Missionary College, and according to word from President Graf, the use of the magazine in class work was so helpful that they purpose to continue the plan.

The largest club used by an academy was taken by Beechwood Academy—twenty of the *Watchman* and about the

same number of the *Digest*. Of the result, Principal Lamson says:

"We are well pleased with the added interest given both our history and language classes. Next year we shall go still deeper into the work of using these magazines in class. I have used them enough to know that there is great help in them, and we should not like to discontinue their use. Pictorially, editorially, mechanically, and in every other way, the *Watchman* pleases us, and spiritually it can be nothing but an uplift."

Some of the other schools that followed the plan last year are: Walla Walla College, Danish-Norwegian Seminary, Champion Academy, Bethel Academy, Eastern Canadian Missionary Seminary. One principal says:

"We found the venture more than paid us for the expense and effort we put forth. The questions that were sent in connection with the magazine were beneficial, as they directed the study and thought of the student along definite lines. The periods we devoted to the study of the subjects in the magazine and their discussion never lacked interest."

We give herewith the outline lessons on the *Watchman* for September.

School Outline for September Watchman

United States History and Government

1. MENTION some of the war's demands on the United States. (Page 3)
2. In what manner do many of our leading colleges purpose to cooperate in order to help in the war? (5)
3. Give the principal cause of the terrible race riot in East St. Louis. (6)
4. What is the purpose of the organization known as the "four minute men"? (14)

Fulfilment of Prophecy

1. What indications are there of the rapid fulfilment of Revelation 17:17? (8, 31)
2. In what country may we expect to see the "mark of the beast" enforced? (10, 11) Explain the meaning of "the mark of the beast." (11, 12)
3. What important prophecy respecting the overthrow and expulsion of Turkey is about to be fulfilled? (18-20)
4. What great Eastern power is marshaling its forces in harmony with Revelation 16:12?

General History

1. What reason is given for the present unrest in Spain? (5)
2. Mention some of the deadly means of destruction used in the war. (9)

3. What is the attitude of Canadian labor leaders toward conscription? (14)

4. Give the weekly expenses of Great Britain in this country. (14)

5. What noted prelate at the Vatican was thought to have been a paid spy? (15)

Religion and Missions

1. What relation has the gospel of Jesus Christ to the present world drama? (13)

2. Mention some of the results of Billy Sunday's work in New York City. (14)

3. Give a brief description of Rhodesia and British Central Africa.

4. What can you say respecting the civilization in those territories?

5. What are some of the pressing needs of the natives? (21-24, 30)

6. In what respects were the teachings of Confucius, Buddha, and Mohammed inadequate to the healing of the human soul? What was adequate? (24)

7. What part is the devil playing in the present world drama? (29)

8. What results from a misconception of the devil's personality and power? (29)

Home and Health

1. How can the American father regain his hold on his children? (27)

2. What is the attitude of the Presbyterian Church toward the use of tobacco? (28)

3. What can you say of the attitude of the *Western Watchman* toward the regulation of the grain supply? (4)

Course in First Aid and Emergency Nursing

DURING the spring and early summer several of our schools and sanitariums conducted class work in first aid and emergency nursing. This was done primarily to qualify young men to do hospital work if drafted, but also for the wider purpose of giving this very practical instruction to both sexes of all ages.

The work had to be done without a very definitely outlined course and with such books as were immediately available. Such a course was conducted by the Division medical secretary and his staff, with more than a hundred enrolment, and with lessons developed as the work progressed. After the course was completed, the Division Medical and Educational Departments united in formulating a course of study, standards of instruction, and a list of textbooks, with the idea of recommending them for general adoption and greater uniformity by those who conduct such a course hereafter. The result of their work is taken from our minutes as follows:

"The report of the Committee on First Aid and Emergency Nursing was considered at length, and finally adopted as follows:

"1. That a course of fifty lessons be given in the first semester on the basis of two periods a week, one and one half hours each, or three periods of one hour each.

"2. That an average of one hour's

preparation in study be required for each hour of recitation.

"3. That the school conducting the course place in the library the books listed in the bibliography in the Division Medical Department's Manual and amounting to approximately \$20 worth, and require an equipment fee of \$2 for each student.

"4. That the instructor be a competent physician or a graduate nurse of experience and teaching ability.

"5. That on the basis outlined above, a credit of one fourth unit be allowed.

"6. That we suggest to our schools the making of this a required course, especially for young men above sixteen years of age.

"7. That a certificate be issued for this special work, signed by the president of the school and the medical secretary of the North American Division Conference.

"8. That students who register in this course fill out a duplicate registration blank to be forwarded to the Division Medical Department."

The credit allowed is understood to be academic, not collegiate, and is on the same approximate basis as hydrotherapy or other manumetal credit. The latter, according to our Division standards, calls for 360 full hours of work for one half unit of credit. The First Aid course calls for a little more than 100 hours, and hence is allowed one fourth unit of credit.

The Division Medical Department furnishes registration blanks, the examination questions, and the certificates.

There is no reason we can think of why every student who enrolls in grades eleven to sixteen should not be required to take this very important course; nor do we know any reason why ten-grade schools that can meet the standards may not give the course to at least all students above sixteen years of age. The privileges of the course may and should be extended to all in the community who

desire to take it. In these ways, the purpose of the instruction given us years ago may be carried out. The result will be a great blessing to all concerned, and missionary service will be made much more efficient.

It is expected that the Medical Department's Manual, containing the perfected lessons, bibliography, and other helps, will be ready by the time this issue of the EDUCATOR reaches its readers. It may be obtained through the regular channels.

September 1, 1917

THIS is a significant date in our school work. It is the time set by our council of delegates at St. Helena in June, 1915, for putting into effect the educational standards adopted at that session. This allowed more than two full years for building up the efficiency of our schools to the proposed level. These standards are found in detail on pages 233-240 of "Council Proceedings." For the refreshment of our memory, their leading features are given here:

Elementary

Teacher.—At least twelve grades of general education, and two years of normal training, with one year allowed as a temporary provision.

Amount of Work.—Not more than six full grades without an assistant.

Library.—Not less than one hundred volumes.

Equipment.—General, sanitary, monumental, and other subjects, as specified.

Length of Class Period.—Grades 1-4, 10 to 15 minutes; grades 5-8, 15 to 20 minutes; monumental, 1½ hours a week; drawing, 30 minutes twice a week; music and penmanship, 15 minutes each three times a week.

Length of Session.—Grades 1-3, 3½ to 4 hours; grades 4-8, 5 to 6 hours.

Length of Year.—At least 36 weeks, 174 days of school.

To Go into Effect.—On Sept. 1, 1917, and as much sooner as possible.

Academic

Spiritual.—The touchstone of success is the spiritual power that permeates and molds all the work.

Teacher.—Full work not to exceed twenty sixty-minute hours a week, besides a share in committee, religious, and general work.

Preceptorial.—In homes of twenty-five or more students, teaching not to exceed ten sixty-minute hours a week.

Teacher's Qualifications.—General education at least two years beyond the highest grade in the school, including Education, General Method, and Psychology, and one year of supervised teaching.

Lesson Preparation.—Students to spend at least an average of one hour and a quarter on each lesson.

Library.—For ten grades, 500 volumes; for twelve grades, 1,500; for fourteen grades, 2,500. Average purchase value of at least 75 cents.

Laboratory.—As specified in the report of the Committee on Science Equipment, on file with each school.

Finances.—Budget plan, to assure the covering of operating expenses.

Unit Value.—Work done in thirty-six weeks of five forty-five-minute recitations, or its equivalent.

Graduation Requirements.—For ten grades: 8 literary units (or 7 literary and either 1 of drawing or music, or 1 of agriculture) and 1 monumental unit, making a total of 9 units.

For twelve grades: 16 literary (or 14 literary, and 1 of drawing or music, and 1 of physical culture or agriculture) and 2 monumental units, making a total of 18 units.

Special: Minimum of 85 per cent in spelling, reading, and penmanship.

Time Definition of Units.—Given in detail in "Council Proceedings," page 239.

Sanitation and Fire Protection.—As specified in "Council Proceedings," pages 239, 240.

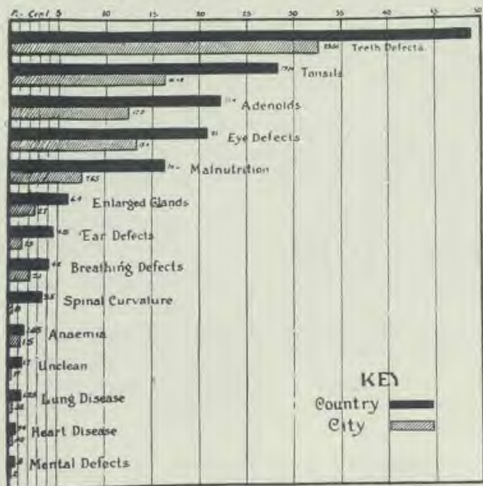
(Continued on page 25)

Health Development and Sanitation

(Cuts reduced from "Health Charts" by Dr. Thos. D. Wood)

HEALTH DEFECTS

City Children and Country Children Compared.
Percentage Averages of All Available Statistics



Committee on Health Problems
National Council of Education

FLIES AND MOSQUITOES



Typhoid Fly
(The common fly)

Are your dangerous enemies.
They breed in filth.
They carry disease and death.
Remember their names and
what they stand for!



Malaria Mosquito
(The ordinary mosquito)

FROM
Manure piles
Cesspools
Filthy stables
Offal
Dead carcasses



Stagnant water
Slops
Dirty troughs
Privies
Spitsoons



Kill flies
and mosquitoes
Destroy their breeding places
Cover up your food
Starve the fly!



TO
Your food
Your drink
Your lips
Your stomach
YOU MUST



Clean stables
Clean privies
Every home and school
should be screened
Shut out the fly

CARTOONS BY COURTESY OF
Ernest Hamlin Baker

Committee on Health Problems
National Council of Education

SAVE THE EYES

Eyestrain in children is due
largely to bad lighting in school.



The window area in the
schoolroom should be
 $\frac{1}{5}$ to $\frac{1}{4}$ of the floor area.

When reading, writing or sewing, children
must never face the light, whether natural or
artificial. Light should fall on the work over the left shoulder.



Blackboards should never be placed
next to or between windows.

Light is to see by - not to be looked at

SNEEZING AND COUGHING

spread disease
unless precautions are used.



Use your handkerchief
to cover a sneeze or a cough
Try to avoid sneezing, coughing or
blowing your nose in front of others.

Committee on Health Problems
National Council of Education

READ AND PONDER

"The health should be as faithfully guarded as the character."

"There is an alarming indifference in regard to the principles of health."

"Even of those who have a knowledge of these principles, there are few who put them in practice."

"A knowledge of physiology and hygiene should be the basis of all educational effort."—Education.

THE NORMAL

JESUS AS A TEACHER

“What he taught, he lived. ‘I have given you an example,’ he said to his disciples, ‘that ye should do as I have done.’ Thus in his life Christ’s words had perfect illustration and support. And more than this: what he taught, he was. His words were the expression, not only of his own life experience, but of his own character. Not only did he teach the truth, but he was the truth. It was this that gave his teaching power.”—*Education*.

BACK TO SCHOOL!

Mrs. J. F. MOSEH

W. C. JOHN

Allegro

1. Back to school! Oh, make it ech - o Round and round and round and round!
2. True, va - ca - tion has its pleas - ures, Moss - y banks, and swim - ming pool;
3. What if we were up in Green - land, Where va - ca - tion is the rule;
4. Fa - ther, help us to be faith - ful In our work, and per - se - vere;

Where can hap - pier lads and lass - es, Where, oh where, can they be found?
Bet - ter still is old Sep - tem - ber, When we all come back to school!
We should grow up in - to hea - then; We could nev - er go to school.
Help us mas - ter ev - 'ry les - son: As our Sav - iour did, when here.

CHORUS

Wel - come, wel - come, wel - come, wel - come, Wel - come back to school to - day!

Verses 1, 2 & 3.
This is bet - ter, bet - ter, bet - ter Than our clos - ing day, in May!
Verse 4.
We will fol - low, fol - low, fol - low In His foot - steps, all the way.

The fourth stanza should be sung more slowly.

FIRST GRADE — Anna A. Pierce

How to Keep Beginners Busy the First Days of School

How to keep small children busy the first days of school is a problem with many teachers. After the child has been in school for a few weeks, and has learned to read and write, the seat work is more easily arranged.

The seat work should follow the line of class work that is being carried on.

In connection with the Bible lessons, much interesting occupation work can be given.

The first Bible lessons deal with the crea-

Very pretty decorative pieces may be made of these cut-out pictures by arranging them on a card in a pleasing group, or a large platter or fruit dish may be filled with fruit, etc.

Color hectograph outlines of apples, leaves, nuts, fruits, etc. Choose objects having solid standard colors rather than tints or shades. Any of these cut out will make a pretty border for the top of the blackboard, or just below the chalk rack, on green cambric stretched and tacked to the wall.

Study of Air

Card sewing of three concentric circles — inner, dark blue; second, light blue; outer,

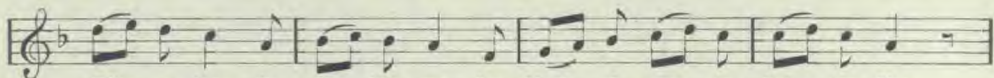
THE BUTTERFLIES

A. A. P.

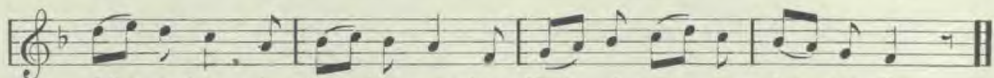
A. A. PIERCE



1. Out a - mong the clo - ver blos - soms One by one the col - ors rise,
2. Here a dash of brown and yel - low, There a splash of blue and gold,
3. Let us pluck these dain - ty blos - soms, As they now a mo - ment stay.



Like a love - ly fly - ing gar - den Made of pret - ty but - ter - flies,
Now a host of flut - t'ring beau - ty, Then their pret - ty wings they fold.
Quick and cun - ning lit - tle crea - tures, Off they go, and far a - way,



Like a love - ly fly - ing gar - den, Made of pret - ty but - ter - flies.
Now a host of flut - t'ring beau - ty, Then their pret - ty wings they fold.
Quick and cun - ning lit - tle creat - ures, Off they go, and far a - way.

tion of the earth, light, air, etc.

Teach the children how to sew cards, then sew a circle representing the earth.

Give the pupil a card with a circle three inches in diameter and having a vertical diameter drawn. Sew one half with white and the other half with black, and color one half, so that day and night may be represented.

Colors of Light

Assort colored sticks or disks. Learn to arrange in proper order of rainbow colors.

Color squares in the proper arrangement.

Make a wall ornament as illustrated, sewing and coloring the different forms; also one of fruits and flowers.

Cut fruits and flowers from seed catalogues. Color and mount on cardboard or in notebooks, arranging the colors in proper order.

white. Color inclosed space to represent blue sky between deep blue water and white clouds. "The firmament divided the waters from the waters."

Sew a sailboat.

Fold a sailboat and a pinwheel.

Free-hand cutting of boats.

Clothes on a line.

Pattern of bending trees in poster patterns.

These are only a few suggestions for the lessons on light and air.

The Bible lessons following can be nicely illustrated from patterns found in the poster patterns. There are three sets of these, and no teacher should be without them.

Cutting, mounting, coloring, and sewing these patterns furnish a variety of busy work.

A sand-table is of great value in teaching land and water forms in the Bible lessons.



red



orange



yellow



green



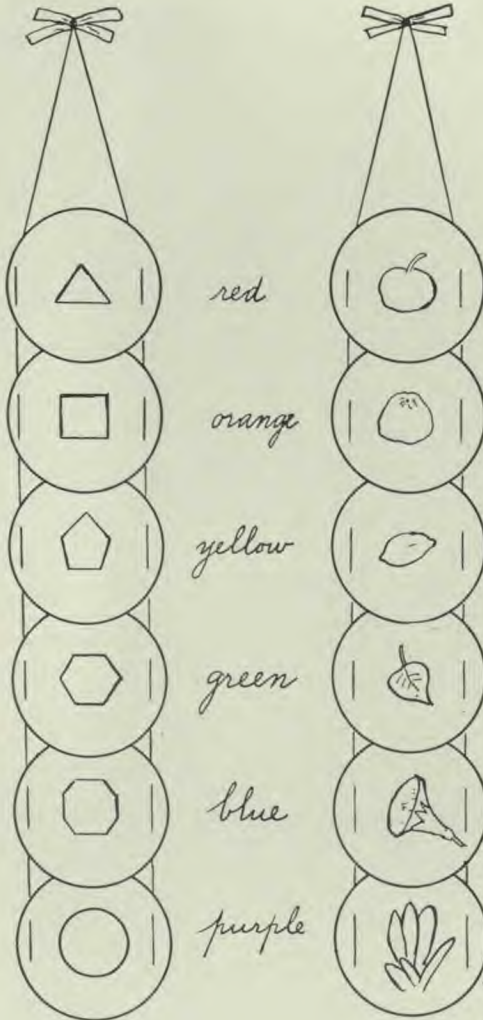
blue



purple

Reading

Have a box each of white, red, and yellow shelled corn. Words may be written by the teacher upon the desk with crayon, or upon a large card with crayola, and traced with corn, laying the kernels so that they all point in the same direction.



Lay sentences with sentence builders. Impress upon the child that the sentence is not complete until the period is placed.

Trace simple pictures from the reader on tracing paper, and transfer with carbon paper to notebook, then match pictures and words from sentence builders. Also draw pictures illustrating the words on sentence builders.

Hectograph simple paragraphs or poems. Let the children underline the words they know.

SECOND GRADE — Mabel A. Swanson

Bible Nature

Much emphasis is laid upon story-telling in the modern school. But when one thinks of the class of stories that predominates, he has a greater appreciation of the wonderful privilege afforded by the oral Bible Nature hour. Inspiration awaits the story-teller in such books as "How to Tell Stories to Children," by Sarah Cone Bryant, and "The Story Hour," by Kate Douglas Wiggin and Nora A. Smith, though there is much that the church school teacher will have to reject, as in all secular books. The last-named book contains a delightful story about "Aqua, the Water Baby," which could be used to good advantage in the nature stories. Much helpful subject matter will be found in the five-cent booklets in the Normal Instructor Literature Series, such as, "Adventures of a Little Water Drop," "Story of a Sunbeam," "Buds, Stems, and Fruits." A frank, joyous, childlike manner will awaken responses in the children, and the Bible Nature hour may become the happiest period of the day.

Reading

The second grade will enjoy blackboard reading lessons that call for action following silent reading. These exercises will afford an excellent review of the common everyday words that may have been forgotten during the long vacation time. The following are suggestive:

- Please close the door, James.
- Alice may bring me her book.
- Please give me the red flower, Mary.
- You may stand at the right side of your desk, Henry.

Later the children will take delight in playing simple games according to directions written on the board by the teacher as the game progresses. No spoken word should be used. Such exercises increase freedom in reading, and aid the children in attacking their book lessons.

Numbers

During the first month, the teacher should make a thorough review of all work given the preceding year. Since the adoption of the Stone-Millis Arithmetic, much of the preliminary work that had previously been assigned to the first two grades must receive attention in the first grade, since the forty-five combinations are now taught in the second grade instead of the third. No pains should be spared in making the foundation work as strong as possible, as this assures success in that which follows.

Physical Culture

The following exercises were very pleasantly worked out by a second grade in a demonstration lesson at the summer session of the San Diego State Normal School, 1917:

The children, forming a large circle, play they are various kinds of animals, sometimes standing still, and at other times marching as directed, first to counting and then to Victrola music.

1. Giraffes: March with hands up high, straight over heads.

2. Turkeys: Arms stretched down and fingers spread out for wings, chin in, head up, *strut* stiff-legged.

3. Camels: March with hands crossed on back, bending at hips, head up.

4. Giraffes eating from ground: (standing) Spread feet apart, hands high over head, arms close to ears, bend over to touch ground.

5. Elephants: (standing) Clasp hands low in front, forefingers pointing downward and body bent forward, swing right, swing left, swing right and up.

6. Fine-bred horses: March with high-stepping around circle.

7. Eagles: March slowly around circle, with arms outstretched and flapping.

8. Rabbits: Stand still in circle, then step back a few feet, stoop down, place hands on floor, and hop lightly toward center.

THIRD GRADE — Edith A. Cummings

The thought for the first week of school should be obedience. This little verse from Macdonald makes a good memory gem:

"We must do the things we *must*
Before the things we *may*;
We are unfit for any trust
Till we *can* and *do* obey."

Also this one by Phoebe Cary:

"If you're told to do a thing,
And mean to do it really,
Never let it be by halves;
Do it fully, freely."

Teach obedience in song, story, and quotation; and not only teach it, but make it a living fact. The happy child is the one who has been taught to obey. No child is too young to be taught obedience, though it may take weeks and months of patient work on the part of the teacher; but when it is accomplished, the question of discipline is also solved.

Reading

The first lesson in the book is the Twenty-third Psalm. Every child should know it, and

also know its meaning. Let us think about it. When did David lie down in green pastures? Let the children get a mental picture of him out with his sheep, tired from the day's watching, and too far away to go home when night came; so he lay down in the green grass.

Then think of when he led his sheep by the water. When was his soul restored? When did he walk through the valley of the shadow of death? When was a table prepared for David in the presence of his enemies? Who anointed his head with oil? When? What is meant by his cup running over?

Make each sentence mean a real incident; then when the psalm is repeated it will be with real feeling and understanding.

The lesson on page 30 may be the beginning of a series of talks the teacher might give to the entire school on culture or good manners. Let some of the children act out the different lessons to be taught; for example, a boy and girl are about to go out of the door at the same time. Who opens the door? Who goes out first?

Two children walk across the room, the first one drops her handkerchief, the one who follows picks it up, and says—what?

There are so many little courtesies children should know, and unless taught in school, many will never learn them.

Arithmetic

We shall find that many of the children who enter the third grade do not know the combinations given in the drill table on page 52. Divide these numbers among the children, letting them cut the figures from last year's calendar, and make the number combinations, pasting them on pieces of cardboard or stiff paper 4 x 6 inches. Require each child to learn the answer to the example on each card he makes. Then use all the cards in class as a number drill. After the combinations are mastered, we are ready to do rapid addition of long columns of figures, often timing the pupils to see who can add a column in the shortest time.

In all our work this first month of school, let us be thorough; lay a good foundation, demand neat and well-written work; it is better to make shorter assignments if necessary to get the best results. "What is worth doing at all, is worth doing well." Things done by halves are never done right.

FOURTH GRADE — Irene Ayars

Start the year right by insisting from the first on neatness and promptness in all school work. A word of praise for good work will go a long way toward helping some of the

careless members of the class. Show them that their slack habits are an injustice to the rest of the class.

It is a good plan to have most of the written work handed in, written with ink.

Bible Nature

The lessons can be made quite simple for the class if the teacher works out before the class the experiments suggested in the lessons. Children learn much more, and remember longer the lessons taught them by the use of concrete objects.

Their written work can be kept either in notebooks or in large envelopes made for that purpose.

In Lesson II a chunk of mud or clay could well be used to represent the appearance of the earth in the beginning.

Be sure to use a globe in Lesson IV to point out the various things spoken about in the lesson.

Lesson IV, use prism and have children name the colors.

Lesson XIV, use umbrella to explain the working of bird wings.

Spelling

The aim in teaching spelling should be to make right spelling a habit. Some children learn their spelling lesson simply for the day, and do not put in practice in their written lessons what they learn in the spelling class. Frequent reviews will help fix the right way of spelling words upon the children's minds. Oftentimes the reason children spell words correctly in the spelling class and misspell the same words in their written work, is because when the words are learned in class they are learned as isolated words and they do not think of these words as the words they are using continually in their written work. This difficulty can be overcome by having each word written in a sentence.

It is a good plan for the teacher to keep a list of all the words misspelled in all the written exercises and include these words in the regular spelling assignments.

Encourage each child to keep in a notebook the words that he finds especially difficult. The teacher or an advanced student can drill him on these words at convenient times.

In assigning the spelling lesson for the next day, it is well to take a few minutes to have each word pronounced correctly, and the meaning of each word made familiar.

Written spelling lessons are more practical than oral lessons, for it is when writing that a person shows his real ability as a speller.

Children will enjoy making spelling pads.

For September they may be made in the shape of an apple or an owl.

Bible

Review the main points of the previous lesson before starting the day's lesson. Friday is a good day for reviewing all the memory verses of the week. Do not help the child too much.

Language

Make a list of the most common mistakes you find your class making and then by constant drilling try to help the children overcome them. Drill on one at a time, and do not get discouraged if at first you do not see any results for your work.

Every class should be a language class. The written work from every class, including even the arithmetic, should receive special attention in regard to the language used.

Give all the language and grammar work required in the readers. Lists of sentences placed on the blackboard to illustrate different rules learned are good for drill work.

In giving poems to be memorized, use those the children enjoy and really want to learn.

The written assignments should not be long, because if they are the work will not be as good, for the children will become tired and do their work carelessly.

FIFTH GRADE — Olive Severs

Bible

The fifth-grade work in Bible should be well planned at the beginning of the year, for otherwise too much time will be used in considering minor terms, while matters of greater importance must be omitted or touched upon lightly, because of lack of time.

In the very first Bible class on the opening day the child should be impressed that Christ is our real teacher; that he, the greatest Author of all ages, has written our Bible through inspired men, and that he led to the creation of our McKibbin Bible lesson books.

The Memory Verse drill is very important. Be sure the memory verses mean more to the children than a mere recital of words.

To vary work in the recitation period, it is well to have one child tell the story of the lesson, or tell until it is passed on to another, who continues from where his neighbor stopped. In this way interest is kept keen.

Reading and Language

Special attention should be paid to articulation, for they are few who do not say "em" for "them" or "im" for "him." These are some of the little foxes that spoil the vines, and must be driven from our vineyard of good fruit.

The effect of different punctuation marks on the inflection of the voice should be given stress. A good drill is copying from dictation; but the teacher must be extremely careful of her own inflection.

The language work following each reading lesson is a good guide in the subject; but it will be found advantageous to put emphasis on any special grammatical error found prevalent among the children.

It is well to keep a language notebook in which to copy rules that have been formulated inductively, with an illustrative word or sentence after each rule. The rules for capital letters are good to start with as a review.

Insist on having all notebook work written in ink and kept up to date.

Spelling

Remember the good suggestions of last year on keeping spelling folders. This affords work for the drawing period, and makes something to show for the month's work. These folders are great incentives to accurate, neat work. A good design for the September cover is a cornstalk or a golden sunset.

Room should be left on each page for the correction of incorrect words, so that a correct copy of each word may be preserved. Such corrections should be a part of the assignment for the following day.

Arithmetic

Review the four fundamental operations before taking up new work. Drill, drill, drill, in any way possible, for without an understanding of these, the child is helpless in the number world.

Suggestions for drills to vary the monotony:

1. Read off a column of figures like these, 784, 2496, 318, 291, 1406, *reading each number but once*. Have the children add, and raise hands when finished. The teacher passes from desk to desk, marking each either C or check with crayola. Three examples may be given in addition, three in subtraction, two in multiplication, and two in division. Those having all correct, receive 100 and a gold star on their paper. One error gives a mark of 90, etc. Those receiving 70 or below must work three more problems. The children may have turns choosing the color of crayola to be used for the day.

2. A good oral drill is an example to be done in the mind, without paper or pencil. Start with 2, add 6, take away 4, multiply by 2, add 1, divide by 3—hands up for answer. The children often beg to play games like this, and a lively interest is awakened in those who feel somewhat fearful of arithmetic.

SIXTH GRADE—Ruth Hale

Bible

The lessons in Bible for the first of the year are a little difficult, therefore success in this work depends upon the amount of interest the teacher is able to create. For the first two or three days, I would suggest that the teacher tell in a simple, interesting manner a story of the lives of the Jews under the different kingdoms. A large map of these countries will make the story clearer. A drawing on the board of the image in Nebuchadnezzar's dream will also add interest.

Make a list of the words the children will not be likely to understand, and put them on the board for explanation.

You will notice there are no questions with these lessons, so have the pupils make at least ten on each.

Nature

The work in nature for this month consists mainly of simple lessons in physical geography. There are several that may be omitted,—Lessons 4, 6, 12, 13.

As children are always interested in concrete lessons, perform just as many experiments as possible. Some excellent experiments are suggested in the book. This will create much interest and help insure the year's success by a pleasant beginning.

A simple experiment proving the weight of air, is as follows: Empty a teakettle of water, and place a sheet of rubber cloth over the top. Then suck out all air through a rubber or glass tube placed in the spout. Notice the rubber sink and fall into the kettle as the result of air pressure.

Insist upon careful notebook work.

Reading

Reading is the key of all knowledge. It opens to the pupil not only the treasures of literature, but also that portion of his education which he obtains through the use of books. Hence the importance of teaching it well, and from the right point of view, which is that of its contents.

SUGGESTIONS ON READING

1. Be sure that pupils are thoroughly familiar with the pronunciation and meaning of all the words in the lesson before expecting them to read a selection correctly.

2. Remember that reading, not elocution, is the subject to be taught.

3. It is advisable to have pupils stand while reading, that the teacher may see the entire person and be able to criticize the position.

4. Cultivate a feeling of ease and freedom from embarrassment on the part of the pupil; it will help him greatly.

5. Pupils must be trained to take in the sense of a line at a glance. This is absolutely necessary to insure intelligent reading.

6. Let the same paragraph be read in succession by different members of the class, and let corrections be suggested on the reading of each before the next reads.

7. The teacher's first duty is not to criticize nor to judge the pupil's work, but to teach him to appreciate the beauties of the selection being read, and to read them himself in such a way that others may appreciate them also.

8. Whenever possible, the teacher should, by comment, explanation, and illustration, connect the matter of the reading lesson with the everyday life of the pupil.

9. Do not fail to illustrate the thought of each paragraph so plainly that every pupil will comprehend it.

10. Dialogues will be found well fitted for reading lessons. Assign a part to each pupil, and make a special effort to secure the best expression possible.

11. Careless enunciation should never be tolerated.

12. Patience must be exercised with the slow and dull.

13. It may be discouraging to a pupil to interrupt him while reading in order to correct him. Good judgment must be used in this.

14. Let each pupil present a list of words which he found difficult to pronounce; then have the brighter pupils try them before the teacher.

15. Give your pupils an occasional drill in such fundamental things as sounds of letters, pitch, stress, etc.

16. Have one pupil read until a mistake is noticed by one of the others; then let the latter continue the reading.

17. Endeavor to look at the difficult things from the pupil's viewpoint as well as your own.

18. Allow the pupils occasionally, where it seems advisable, to suggest readings from papers or magazines, and vary the work by having these read in class.

19. Strive in every way possible to develop the imagination of the children; teach them to picture in their minds what they read.

20. Have some especially good pieces of literature, both prose and poetry, committed to memory by all.

Language

During the first month, all grammar work may be omitted, and the time given to a general review of punctuation, synonyms, homonyms, analysis of words, misused words, and spelling rules.

The composition work for this month should be both oral and written. Have pupils reproduce some of their reading lessons, and also write upon topics suggested by the teacher. Always select those bearing directly upon the children's interest. The following list may be suggestive:

1. The Boyhood of Washington.
2. A Brave Deed I Saw.
3. The Adventure of a Pin.
4. The Story of a Dollar Bill.
5. Our Church.
6. What I See from My Window.
7. The Most Beautiful Place I Know.

Arithmetic

Mrs. H. E. Osborne's Manual on Arithmetic offers all necessary notes.

Spelling

Spelling, almost more than any other study, requires a great variety of presentation to keep up enthusiasm and interest. The teacher will have to watch the class, and as soon as the work begins to lag, change her plans.

SEVENTH GRADE — Frances A. Fry

General Introduction

"Noblesse oblige" might be made the basis of our first talk to the children. As "rank imposes obligation" in everyday living, so in the schoolroom promotion to a higher grade imposes upon the pupil greater obligations and responsibilities to himself, to his fellow pupils, to his teacher, and to the world in which he lives.

The child's introduction to the several advanced texts of the seventh grade should be such that he will not be conscious of any great change in passing from the sixth grade to the seventh. There should be a careful blending of the previous work with the new.

Cultivate in the child the habit of study. Especially in this grade does the child need definite help and supervision as he attempts to prepare his first lessons. The conscientious child will try to remember everything in the lesson from beginning to end, while the easy-going type will be satisfied with only a smattering.

The wise teacher will spend a few days in going over the lessons with the children, and in training them to discover the important facts and those which are worth remembering. Require the children to bring to class for comparison and discussion a list of important facts for each lesson. Drill in the "gleaning process" will prove of inestimable value.

Bible

GENERAL SUGGESTIONS

1. The child may be led to discover that, as we study and reread the sacred Scriptures, something new and wonderful may always be found.

2. What significance there is in the very name of the book—"The Acts of the Apostles"! What if this book had been called, "The Good Resolutions of the Apostles;" would there be any inspiration in such a name? It is what the great apostles actually did, and not their good intentions, which inspires us to activity for service. It is the "acts" of the boys and girls of the twentieth century that will count in God's closing work.

3. Before taking up the study of the text, some thought should be given to the life of Luke, the "beloved physician," who wrote the Acts of the Apostles. Have the children report on his early life, his education, his conversion. Compare the Acts of the Apostles with the Gospel of Luke, and have the children note the similarity of style and phraseology.

4. In this introductory work a brief study should be given to the book as a whole. Discussion and composition work may be based upon the following outline:

The Acts of the Apostles

1. The significance of the name.
2. The dedication of the book.
3. The missionary idea, the great central theme.
4. The Petrine and Pauline sections.

Drill Work

Memory Verses.—It is possible for every child to learn all the memory verses, even the most backward pupil. This cannot be accomplished in a day or a week or a month, but in due season the children will know the verses if the teacher is determined, and persistent, and enthusiastic, and above all if she is herself thoroughly acquainted with the verses.

Device.—As the verses are studied, write the references on the board in a column. The teacher points to a text and drops the pointer to her side as a signal to the class for a concert recitation of the verse indicated. Class must not begin until pointer falls. Insist on spirited concert drills.

Geography

If the work of previous grades has been thorough, the child, on entering grade seven, will be in possession of a visual map of the world, with the ability to locate thereon the world's best-known physical and political fea-

tures. He is then ready to specialize on descriptive geography, which constitutes the principal feature of the work for the seventh grade.

In order to give the child a broad and intelligent appreciation of various regions of the earth, a great deal of collateral reading is necessary. The teacher herself must be in possession of a vast store of interesting facts. It will be helpful for the teacher to keep notebooks in which condensed notes are made on the assignments to be given to the children from day to day. The work with the children can be followed easily, with the brief notes to refer to, making any outside reading at the time of teaching practically unnecessary. The following are a few notes taken from a sample page in a notebook on descriptive geography:

GREENLAND

Greenland is buried beneath a glacier fifteen times the size of the State of New York.

The Lunar rainbow is most frequently seen in the high northern latitudes. The cold radiated by the icebergs condenses the warmer air through which the moon shines, causing a most brilliant rainbow.

Western Greenland has been called the great ice-berg factory of the world.

The first white men to visit Greenland were sailors from Iceland. They chanced to see a small patch of green grass near the coast. This so impressed them that they named the island Greenland.

No land seen except near the coast where the Eskimos live and a few Europeans called Danes, from Denmark. The island belongs to the Danes, who purchase skins and oils from the Eskimos.

Tarr and McMurry,
Book 2, page 7.

Morton's
Geographical
Spice, page 12.

Page 13.

Redway and
Hinman, page 22.

Introductory —
McMurry, page
193.

Arithmetic

ADDITION AND SUBTRACTION

Devices.—1. At the appointed time the class begin together the mental solution of any one of the problems on page 5 of the text. At the end of twenty seconds (varying according to the ability of the class) the teacher calls "Time," and the pupils who have finished and

are ready, stand. The correct answer is then given, and only those whose answers agree, remain standing. One pupil checks up, and immediately all are in their seats again and a new problem is assigned.

2. Write columns for addition on the board. The pupils by turn step to the board and add aloud assigned problems, being "timed" as they do so by the rest of the class.

MULTIPLICATION OF FRACTIONS

The following is the order in which the different types are to be reviewed:

- a. $\frac{2}{3} \times \frac{5}{8} = ?$ No cancellation.
 b. $\frac{2}{3} \times \frac{5}{8} = ?$ Cancellation done diagonally.
 c. $\frac{2}{3} \times \frac{7}{14} = ?$ Cancellation done vertically.

For drill material, see pages 17, 24, 25, of the text.

DIVISION OF FRACTIONS

The following is the order in which the different types are to be reviewed:

- a. $\frac{2}{3} \div \frac{7}{8} = ?$
 b. $\frac{7}{9} \div 9 = ?$
 c. $24 \div \frac{2}{3} = ?$
 d. $2\frac{2}{3} \div 6 = ?$
 e. $6 \div 4\frac{2}{3} = ?$
 f. $\frac{7}{8} \div 2\frac{2}{3} = ?$
 g. $2\frac{2}{3} \div \frac{2}{3} = ?$
 h. $45 \div \frac{2}{3} = ?$

For drill material, see pages 25, 26, 27, of the textbook.

EIGHTH, NINTH, AND TENTH GRADES—W. C. John

EIGHTH GRADE

Following the personal welcome and the formal opening exercise, the teacher should portray the opportunities and the possibilities of the new school year. Not only should lessons be mastered, but there must be physical and spiritual growth. Improvement should be made in manners. The pupils should see the need of becoming Christian gentlemen and ladies in thought and in conduct. Encourage as far as possible the attitude of politeness and mutual respect.

The Teacher's Aim—

1. To know the pupils as well as the textbooks, if not better.
2. To lead the pupils to become true Christians.
3. To have a first-hand knowledge of the subject matter to be taught, in addition to that of the textbook.
4. To have daily, weekly, period, and year programs ready in each subject before school opens.
5. To follow these programs as far as is consistent with individual needs.
6. To utilize the best methods in teaching every subject.

7. To know the best teaching literature on your subjects.

Bible

As a foundation for the year's work, spend a few days in a brief survey of secular world history. Use objective methods. Have a pupil place on the blackboard a map of the ancient world. Discuss on successive days the development of Babylon, Medo-Persia, Greece, Rome, and the ten kingdoms. Mention may be made of the United States in its relation to world kingdoms. Show that the present great war is but a continuation of the age-long struggle for control of the world. Let different pupils add to the map as the new powers are discussed.

Have one or two reports brought in each day from some good general history. Prepare the assignments carefully and with sufficient anticipation that there may be no delays. Pupils who have studied geography on the world plan will readily grasp this synthesis of world history. After the week of preparation, the study of the history of the world from the prophetic viewpoint will appear more reasonable, and the analytic studies prepared in Bulletin No. 6 will not be so tedious.

Some teachers find notebooks a help in fixing the subject matter. Encourage the pupils to prepare these books artistically. Permit them to copy or to paste in appropriate illustrations and diagrams. In some schools a large chart or series of charts may be devised to be hung on the wall. The outlines should be filled in as the study progresses.

Outline Chart for the Study of the Prophecies.—The chart may be made in five or more sections. The first section, which treats of Babylon, should be decorated with gilt; the remaining sections, in harmony with the color of the metals indicated in the great image of Nebuchadnezzar's dream. Plan to use this chart for your school exhibit.

History

In order to help the pupil to retain important facts, let some method of organizing essentials be adopted.

At the close of each chapter of the textbook is found a brief summary, entitled "Things to Remember." These may be classified under such heads as, Important Dates, Leading Events, Chief Characters, Important Movements, Problems.

In the CHRISTIAN EDUCATOR for October, 1916, page 54, or in Bulletin No. 22, page 18, is an outline chart which classifies historical facts under the following heads: "Events—Military, Political, Scientific, Religious," etc.

One of the best ways to study history is by means of the problem. Historic problems are usually caused by unsatisfactory conditions in some portions of society or of the

nation. The solution of these problems has given rise to historic events.

Charters suggests the following method of studying the problem: "(1) Old Conditions; (2) Defects (giving rise to a problem); (3) Problem (to cure defects); (4) The Event (the attempt at solution); (5) The success of the solution; and (6) The defects of the solution itself."

For example, if we apply this scheme to the topic, "The Discovery of America," we have the following:

1. *Old Conditions*.—Commercial travel and communication between Europe and Asia carried on by caravans by way of Asia Minor, Mesopotamia, and India.

the cradle of liberty for the whole world, and a center from which his everlasting gospel might be spread all over the world. Today this country is the greatest missionary center of Christianity.

Civics

The author of the textbook recognizes the importance of individual self-government as the basis of all civil government. He is better, the Bible says, "that ruleth his spirit than he that taketh a city."

Introduce this subject by considering briefly a few scripture references and appropriate selections from the Testimonies. (See Rom. 13:1-7; Matt. 22:21. For other texts see

BABYLON								
Name of Prophet	Scripture Reference	Place Where Prophecy was given	Date of Prophecy	Date of Fulfillment	Character of Nation	Contemporary Kings, Prophets and other notables	Historical References	Remarks

2. *Defects* (giving rise to a problem).—Caravans were often attacked by hostile tribes; loss of valuable merchandise and human life resulted. The journey overland consumed an excessive length of time. Only small quantities of merchandise could be carried.

3. *Problem* (to cure defects).—To devise safer, shorter, and more economical methods of transportation.

4. *The Event* (the attempt at solution).—Energetic navigators thought to find the Indies by sailing westward. Columbus succeeded in crossing the Atlantic Ocean, but failed to reach the East Indies.

5. *The Success of the Solution*.—Not successful. However, the indirect results repaid Columbus and the nation he represented.

6. *The Defects of the Solution*.—The water route to the Indies as found by Magellan was too long and hazardous.

In order that history be made *real* and interesting, it should center about personalities and events which can be made alive. Every method, device, story, map, and illustration should have but one objective,—to make the pupil really live over the important experiences of the past.

The important position of this country in the world should ever be made manifest. God has permitted the United States to be

"Bible Readings for the Home Circle," pages 471-496.) For her own reading, the teacher will enjoy "Testimonies for the Church," Vol. I, pp. 201-204; Vol. VI, pp. 394-397; Vol. VIII, p. 327.

Arithmetic

For the first few days, drills for accuracy and speed in the four fundamental operations may be utilized till the class is standardized. Likewise a review of fractions and decimals may be undertaken. Insist on neat work both at seat and at the board.

With respect to the scope, aim, character, and analysis of the work for the period, we recommend the study of the "Arithmetic Manual" for the use of Teachers in Elementary Schools, by Jessie Barber Osborne, published by the Pacific Press Publishing Association, Mountain View, Cal.

Grammar

During the opening week the teacher should diligently watch for pupils whose language may be poor, due either to defects in their home associations or lack of school training. A careful diagnosis will enable the teacher to curb promptly any tendencies to incorrect speech. These individual tendencies in speech will doubtless be met in the composition and formal grammar work. It is advantageous

to observe carefully in order to learn which of the pupils are inclined to good form and to harmonious sounds, likewise those who are not sensitive to good and harmonious speech.

Recent experiments show that the study of verbs is neglected. More errors are committed by pupils in verb forms than in any other way. The imperfect use of tense and number forms should be watched carefully.

The regular work in grammar should follow closely the suggestions made by the author. For further study in methods, see the "Grammar Manual" by W. E. Howell, to accompany Bell's Natural Method in English, Revised.

NINTH GRADE

NOTE: The following textbooks have been recommended for the 9th and 10th grades, and the notes for these grades are based upon the books as listed here:

9th Grade

1. "New Testament History," M. E. Kern.
2. "Elementary Bookkeeping," Rowe.
3. "General Science," Price.
4. "First Course in Algebra," Hawkes, Luby, Touton.
5. "English Composition," Hanson; and "Essentials of English," Rine.

10th Grade

1. Old Testament or Elementary Doctrines and Testimonies. No special textbook or outlines yet assigned.
2. "General History," Myers Revised.
3. "Briefer Physiology," Colton and Murbach.
4. "Plant Life and Plant Uses," Coulter.
5. "Composition-Rhetoric," Brooks and Hubbard.

Adolescence

The problems of the teacher in these grades have a different psychological basis than those of the preceding grades. "The child is father of the man," it is said, and adolescence is the time of his birth. The normal child of from thirteen to fourteen years of age takes "a new interest in adults, has a passion to be treated like his elders. New sensations arise, the imagination blossoms—love of nature is born. Power to appreciate is far ahead of power to express. Understanding far outstrips the ability to explain."—*Hall*.

The instinct for association grows, boys and girls form groups and take interest in human society. A social phase is entered. The growing physical powers are appraised and valued; and what is of still more importance, the time has arrived when there is increased sensibility with respect to moral situations. This is the time to impress spiritual truths

and lead the youth to a close fellowship with God. As teachers of adolescents, let us pray for guidance in dealing with the youth in this vital period.

New Testament History

Aim.—The aim of this course is to make Christ known to the pupil from the standpoint of prophecy and history, and as a living personality. Show the pupil that just as prophecy foretold the rise and fall of kings like Cyrus and Alexander, and of other world leaders, it also told the advent of the greatest Personality of the universe. In connection with the introductory work, compare the personalities of men who aspired to world leadership. Could men with such characters as Alexander or Julius Cæsar meet the requirements for leadership in this world? Why not?

The following quotation will be of interest:

"The more I study the world, the more I am convinced of the inability of force to create anything durable. Alexander, Cæsar, Charlemagne, I myself, have founded empires; but upon what did these creations of our genius depend? They depended upon force. Jesus Christ founded his empire upon love, and to this very day millions would die for him."—*Napoleon*.

Methods.—Follow carefully the suggestions made by the author. At the close of each part require a short paper summarizing the leading facts and the spiritual lessons learned. This may be correlated with the work in English.

At the close of the year each pupil will have in his possession a short life of Christ written by himself. This work should be written in or transferred to a permanent notebook. The essays should be read before the class as a part of the regular weekly review work.

Composition

The preliminary work should consist of a thorough review of grammar. While the teacher may select illustrative material, he should utilize the contributions of the class as much as possible. In connection with the sentence study, review punctuation and capitalization. In this year we seek to put into habitual practice the theoretical work of the past year.

Elementary Bookkeeping

This year's work is not intended to be a professional course in bookkeeping, but to enable the student to adapt the arithmetical processes previously learned to his own simple business life. It is to teach general business principles and concepts which, in addition to their preparatory value, may have immediate value.

"When very young, children should be educated to read, to write, to understand figures to keep their own accounts." "The common branches must be thoroughly mastered, and a knowledge of bookkeeping should be considered as important as a knowledge of grammar."—"Counsels to Teachers," pp. 168, 169, 218.

In connection with the more formal study of the textbook, help each pupil to organize his personal affairs on a businesslike basis. Has any boy a garden, or does any girl keep chickens? Does any one sell small merchandise? Is an account kept by pupils of the sums of money given them by their parents? How can we pay our tithe and offerings as we ought if we keep no accurate account of the money intrusted to us?

Encourage good business principles by a careful study of those passages from the Proverbs and other portions of the Bible which concern business affairs. "Seest thou a man diligent in his business? he shall stand before kings," cannot well be fulfilled by one who is careless in keeping simple accounts.

Accuracy, not speed, is the first requisite to successful accounting and bookkeeping.

General Science

According to the present plan outlined in "Council Proceedings" general science is to be taught in a half year. With this in mind, Professor Price has indicated by a star the chapters which may be omitted.

The purpose of the course is to give the pupil a first-hand acquaintance with different phases of nature and accompanying phenomena. On page 6 of the preface the author gives valuable pedagogical suggestions, which should be carefully followed.

The teacher may find the following recommendations helpful:

1. Insist on a clear statement of the theories and problems to be discussed.

2. Insist on carefulness in the definition of scientific terms.

3. Insist on individual participation in collecting specimens, material, and in making observations.

4. Whenever possible, have the student answer the question in terms of personal experience rather than from the book.

5. Find out in what respects, if any, the pupil's experience differs from the written accounts.

6. Let the class work toward a definite end in collecting and recording scientific data as obtained from sources outside of the usual class work.

7. Start a school museum, which should reflect primarily the local environment.

8. Organize a class into a scientific circle to work out the above problems. Appoint

student secretaries,—one to record facts dealing with unusual earth phenomena, such as contemporary earthquakes, volcanic eruptions; another those dealing with celestial phenomena, eclipses, appearance of comets or meteors, and unusual weather disturbances. Other contemporaneous phenomena, as the temperature pressure and humidity of the air, should be observed and recorded.

Algebra

In order to familiarize the pupils with algebraic symbols, review the fundamental arithmetical processes in algebraic figures: Insist on great accuracy and neatness in the work. Half the difficulties of this subject are due to little errors, such as the omission of signs or inversion of the regular order in which algebra terms should be placed. Many are confused by the introduction of the negative quantity. We suggest the following method as a help:

1. The addition or the subtraction of algebraic quantities having like signs, either + or —, is always the same as in arithmetical processes. In problems like this:

we have a group containing a (say 3)
 a number of peas as positive amount,
 $2a$ and also 2 additional groups of a (or
 $3a$ 3), and also 3 additional groups, the
 — whole totaling $6a$ groups of peas. In
 the case of a negative sign we mean
 that $-a$ is the statement of the absence of
 one group, and that $-2a$ is the statement of
 the absence of two groups, etc., or in all, 6
 groups of a peas are absent.

This is simple enough, but when we add, for instance, as in the next problem,

they may be helped by the use of the
 $2a$ expressions *contraction* and *expansion*.
 — $3a$ The quantities are to be added
 $6a$ together, to form a whole, but some
 — $2a$ of the values which are added contract
 the sum rather than expand it.

Take the thermometer, for example. Let us consider the effects of two hot winds and two cold winds on it. Suppose at the beginning of the problem the temperature were zero. The first hot wind comes along and raises the temperature $2a$ degrees; while it is still blowing, along comes a very cold wind and adds to the storm, but the temperature drops to $1a$ degrees below zero; and then we add another hot breeze, which raises the whole temperature $6a$ degrees higher, or to $5a$ degrees above zero; and finally we add another chilling blast, which drops the temperature $2a$ degrees more, or leaving it at $3a$ degrees, or the result or sum of all these breezes.

The treatment of positive and negative numbers is carefully discussed on pages 23-32.

This topic involves the first serious stumblingblock, especially in subtraction. Additional concrete examples similar to those

on page 24 should be studied. Do not leave this chapter till it is thoroughly mastered.

Equations.—The solution of equations leads to more difficult reasoning processes. Insist on the mastery of the rules given on page 45.

The pupil, after reading the problem, must create a hypothesis which will state the conditions of the problem in relation to x . This requires hard thinking or, as some have put it, "guessing."

But with the facts given in the problem, the pupil must guess right; he must also learn to guess quickly, always keeping in mind the facts known. The rest of the problem is largely mechanical, and skill in this part of the work may be increased by drill.

TENTH GRADE

General History

The aim of this course is to enrich the pupils' experience by learning the lessons taught by the past experience of the race. The more important lessons to be learned concern geographical, political, economic, social, æsthetic, and religious problems. The difficult question of prehistoric life confronts the student, and should be properly answered.

No better introduction can be given than a careful study or review of the facts relating to prehistoric life, as found in Price's new book on general science. The following references will be interesting:

Page 11, par. 2; pages 17, 18, section numbered 7; page 149, section 94; page 193, section 120; pages 500, 509, 510. Also page 396 in connection with the study of the Nile.

Methods.—Use the comparative method as early as possible. Compare the economic, political, and religious problems of different nations.

Build a series of outline studies for permanent reference, based upon fundamental problems and their solution. Correlate Scriptural references, especially those involving the prophecies.

Physiology and Botany

Combine laboratory work with the study of the textbook. Schools having little equipment may find some difficulty in having regular laboratory periods. Plan these periods systematically, so that the time occupied in experimentation will definitely aid in the solution of problems.

Rhetoric

A writer has said that "the clergyman should stand uncovered in the presence of the ideal teacher of high school English." While this statement may be somewhat extreme, it emphasizes the importance of the subject.

The first step in teaching rhetoric is to make the student appreciate the value of ideas. En-

courage the students to distinguish clearly between original and borrowed ideas. While rhetoric aims to teach us how to develop and express ideas of all kinds, yet from an individual standpoint we are anxious to obtain the real thinking of the student himself, the reaction of nature and experience upon him.

The student should now be an observer of many kinds of experiences. Association with nature gives ideas of form and utility; association with men and women leads to personal and moral ideas. Association with organizations may lead to appreciation of ideas of government. Association with good literature gives us the best ideas of the human race.

To make the study of rhetoric a real success, students must seek ideas and ideals from great men, great writers, and the great book of nature.

Bible—Tenth Grade

Old Testament History or Bible Doctrines and Testimonies are optional subjects for this grade. Since no textbooks or outlines have been chosen for this course, no notes will be given. It is expected that within a short time appropriate textbooks or manuals will be available for these courses.

September 1, 1917

(Continued from page 11)

To Take Effect.—Standards on library, science equipment, teacher qualification, and graduation take effect Sept. 1, 1917, and as much sooner as the school can make them operative.

Collegiate

Spiritual.—Same as for academic.

Teaching.—Same as for academic.

Preceptorial.—Same as for academic.

Teacher's Qualifications.—At least a collegiate degree, or its equivalent, with special reference to the subjects taught; at least two years' successful teaching, "during which time he shall have demonstrated his ability to develop the subjects taught in harmony with the principles of Christian education, and have shown a sympathetic participation in the spiritual and missionary work of the school."

Lesson Preparation.—At least an average of one hour and a half on each lesson.

Library.—At least 5,000 volumes, selected for college use and exclusive of public documents.

Laboratory.—As specified in the report of the Committee on Science Equipment, on file with each college.

Finances.—Budget plan, insuring sufficient income to cover operating expenses.

Graduation Requirements.—For all sixteen-grade courses: At least 120 semester hours on a basis of sixty-minute periods (or

160 semester hours on a basis of forty-five-minute periods); proficiency in at least one trade (each college to provide "adequate equipment for at least three major lines of instruction and practice for boys and at least two for girls, with competent teaching ability in each"—on a minimum basis of 360 sixty-minute hours, or a credit value of 10 semester hours on a sixty-minute period, trade work yielding a credit of half-time value, the same as laboratory work); for dormitory students, "physical labor to the amount of 10 to 15 hours a week [including trade time], according to the ability of the school to provide it."

For the Ministerial College Course: "Experience in at least one continuous tent or hall effort of eight to twelve weeks," and "one season's experience in colporteur work" is strongly recommended.

Sanitation and Fire Protection.—Same as for academic.

To Take Effect.—Most of these collegiate standards were adopted at our educational council in connection with the General Conference of 1913, and were printed in Educational Bulletin No. 10, from which quotations appear under "Graduation Requirements" and "Teacher Qualifications" above. Sept. 1, 1915, was set for these standards to go into effect. At the St. Helena council, however, a supplementary report on college standards was adopted, with the understanding that its provisions and all others not yet attained should go into effect Sept. 1, 1917.

Inspection and Accrediting of Schools

The adoption of definite standards for our schools opened the way naturally for the accrediting of secondary schools. Accrediting calls for inspection. Accordingly a plan for both was adopted at the St. Helena council. This plan includes the issuance, by the Division Department of Education, of final examination questions in all subjects in the academic course for use in schools that have not attained the accredited status. A subsequent action of the Department postponed the date for issuing these examinations to the school year 1917-18, in order to give ample time for the inspection and accrediting to be accomplished.

As servant to the council, the Department is therefore under obligation to prepare the examinations for unaccredited secondary schools for the year now beginning. It is their earnest hope that

every secondary school may standardize itself and obtain the accredited status at the earliest date possible, primarily for its own good, but also to avoid extensive work in examination. There is time to complete the work of accrediting before the first semester examinations are due.

Our Question Box

QUESTION 1.—"What would you advise if some parents insist on sending six-year-old tots to school?"

First, visit the home and acquaint yourself with the conditions under which the child lives. Cultivate the friendship of the parents. Read over yourself, and if best read with the parents, the following counsel: "Parents should be the only teachers of their children until they have reached eight or ten years of age."—"Counsels to Teachers," p. 79. This is the ideal way, but if the children are being neglected and parents cannot be led to do their duty by them, receive them and do your best to make up the parents' part.

QUES. 2.—"Is it feasible to exchange the language work in the True Education Reader No. 6 for Bell's No. 2 Grammar?"

No. Such a course departs too far from the general plan and purpose of both books. The language work in Reader No. 6 is to be revised. Bell's Natural Method in English has been revised. It would be better to begin the latter in the sixth grade if a substitution were made, but the best way would be to follow the course as it stands till the language work in Reader No. 6 is revised.

QUES. 3.—"Will you please explain how far a teacher may mingle with her pupils, and still not be thought to 'lose her dignity'?"

Answer this question by asking yourself at what point a parent loses his dignity by mingling with his children. You occupy the parent's place while the children are in school. You do not want to be undignified, in the proper sense, at any time. If you see to this, keeping proper poise, but always maintaining an attitude of sympathy, justice, and love, your dignity will not be lost.

QUES. 4.—"Is it too much for a teacher to request a certain reasonable allowance by the school board for school supplies, including necessities for manual training equipment, etc.?"

Not at all. It is the duty of the board to equip your school properly. But your needs should be presented tactfully. Show how it will improve the efficiency of the school, and win the board to your view of it.

HOME EDUCATION

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

Nature Month by Month

W. C. JOHN

NEARLY six thousand years ago Adam looked out upon a new and beautiful world. As he began life the whole creation was before him: animals, plants, and fields. He also beheld the heavens above and the waters. Adam was alone with these wonders, and God, after putting him in charge of the living creatures of the earth, asked him to name them. In Genesis 2: 19, 20, we read, "Out of the ground the Lord God formed every beast of the field, and every fowl of the air; and brought them unto Adam to see what he would call them: and whatsoever Adam called every living creature, that was the name thereof. And Adam gave names to all cattle, and to the fowl of the air, and to every beast of the field; but for Adam there was not found an help meet for him."

After the creation of Eve, Adam enjoyed her help in caring for the garden of Eden; together, day by day, they learned of the wonders and beauties of the world and of the starry heavens. Later, it was their privilege to teach their sons the names of all the things about them, also their purpose and use. It was indeed an interesting school; everything was new; every animal, rock, plant, and rivulet had its lesson for those boys.

In the same way our boys and girls must get a first-hand acquaintance with nature, and learn to appreciate their environment and the One who created it. Thus a love and appreciation of God and his works will be awakened, and will increase throughout time and eternity.

Aim of Nature Study

The aim of our study of nature is to encourage observation in the child. Observation requires attention, a quality much desired in the education of boys

and girls. But observation means not only the use of sight, but of hearing, taste, touch, and smell. These primary senses are the keys to all knowledge. Not one should be left undeveloped.

Ability to observe varies in children, some having power to see more than others, some to hear more than others. Every child has his special gift.

Through continuous observation children learn to compare different objects, to recognize similar types, and to identify representative objects. Individual and class differences are also noted. Gradually simple laws are learned inductively and expressed finally in general-



ized terms.

But the child does not go through these steps consciously, nor does he go through them all. That is a gradual development as experience increases. The child's thoughts and judgments regarding his observation will be largely intuitive.

The Child and the Universe

Let us begin our study of nature by observing the heavens. The objects to be investigated are the sun, moon, stars, planets; objects which are not in contact with the earth. Make the following observations: The different shapes, comparative size, color, and movement of the heavenly bodies.

The Sun.—Watch the sun when it rises. How beautiful it looks! what a rich combination of gold and red! See how many minutes it takes to rise over the horizon, notice how round it is.

Watch the sun rise some morning when there are just a few clouds above the horizon. Notice it flatten out almost like an egg. As soon as it has passed through the clouds, it is perfectly round again. How agreeable the warmth that comes from its rays! How much hotter it is at noon! Is the sunset as beautiful as the sunrise? Count the different colors you see in the sky when the sun sets. Name some of the important things the sun does for us. From what direction does it rise? In what direction does it set?

In future lessons observe and discuss the moon, stars, planets, and the milky way.

Watch for the evening star Venus shortly after sunset. She does not twinkle. The stars that do not twinkle are called planets; they are very much like our earth in that they all revolve around the sun. When we see them through a telescope, they look a great deal like our earth. The real stars always look like balls of light, and they twinkle. When did God cause the stars to appear?

Among the thousands of stars high in the heavens, is a long, broad, whitish band; this is the milky way. It is composed of millions of stars.

SUGGESTIVE QUESTIONS

To be Answered by the Child After Making Observations

1. What are the largest heavenly bodies you can see?
2. How does the sun seem to differ from the moon in size, in shape, in light, in color?
3. How does the sun seem to change in size and color from sunrise to sunset?
4. When is it the hottest?
5. How does the moon change its shape during the month?
6. How would our world look to people if they were on the moon?
7. What are the most numerous of the heavenly bodies?
8. Do the stars have different colors?

The Animal Kingdom

The birds are of special interest now because they are getting ready to take their winter vacations.

Some of the birds have just finished moulting, and have put on their new suits of clothes ready for the long journey.

Certain birds lose their colors; for example, the goldfinch, whose black and yellow coat turns greenish black. Watch the birds as they come from the north, spending the night in the tree tops before continuing the journey.

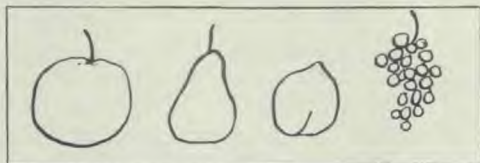
Observe the swallows, and see how they flock in the long meadows. They are exercising their wings before they go south.

The orioles, veeries, chats, wood thrushes, flycatchers, and bobolinks generally start south in September; watch especially for these. The Creator teaches them when to leave.

Other birds will follow in October.

QUESTIONS ABOUT BIRDS

1. What kinds of birds fly around your back porch?
2. What birds are out in the orchard and in the big trees?
3. Tell their different shapes and colors.
4. What food do they like?
5. Keep your eye on the blue jay and see how long he stays.
6. Have the wild geese begun to fly southward yet?



I am sure you will all like to memorize this poem about birds:

A Few of the Bird Family

1.

The old bobwhite, and chip bird,
The flicker and the chewink
And the little hopty-skip bird
Along the river brink.

2.

The blackbird and the snowbird,
The chicken-hawk and crane;
The glossy old black crow-bird;
And buzzard down the lane.

3.

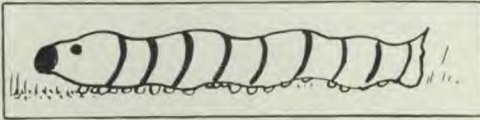
The yellowbird and redbird,
The tomtit and the cat;
The thrush and that redhead bird
The rest's all pickin' at!

4.

The jay bird and the bluebird,
The sapsuck and the wren,
The cock-a-doodle-doo bird,
And our old settin' hen.

—James Whitcomb Riley.

Moths.—If you find a big green worm or a brown one eating the leaves of some



plant, catch him and put him in a small box covered with mosquito netting. Be sure to feed him daily with the same kind of leaves he was eating when you found him.

After a while he will spin a cocoon and change into a different-looking insect. Keep the box carefully through the winter, and in the spring a fine big moth will appear.

Ants.—Watch the ants and see what they are doing. From them we can learn lessons of industry and faithfulness in doing our tasks. Notice how they help

one another when the load of food has to be carried over a hard place, how they tug and pull till they get it over. Solomon says: the ant "provideth her meat in the summer, and gathereth her food in the harvest." Prov. 6:6-8.

The Vegetable Kingdom

September is the great harvest month, the month of ripened wheat and corn. Fruit is ripening everywhere, ready to be picked for our use. Notice the different kinds of seeds:

Seeds.—1. Seeds that are directly covered in the pulp of the fruit (orange, melon, pear).

2. Seeds that are in a husk or a hard, woody substance (peach, cherry).

3. Seeds that are also fruits (wheat, nuts).

4. Seeds in pods (beans, peas).

Notice how beautifully the fruits are colored. Which has the richest color? Detect the different odors.

Distinguish their different flavors.

Flowers.—Name all the flowers you can, because in a few weeks they will be gone. The phloxes have a fine color and the goldenrod is in its glory. Watch the dahlias, honeysuckles, and roses. Some of these are beginning to dread the coming of frost, and are losing their courage. How many beautiful colors we see in the flowers! In fact, all nature is exquisitely colored this month. The Creator is a wonderful artist.



Practical Work

1. Have the child make outline drawings of the sun, moon, and of five- and six-pointed stars. Color with crayola or water colors.

2. In the same manner color outline drawings of birds, caterpillars, and fruits.

3. Make collections of seeds and leaves, using the suggestions made in Educational Bulletin No. 17, "Nature Month by Month," by Mrs. C. C. Lewis, and No. 23, "Nature Month by Month," No. 3, by Madge Moore.

4. Sew patterns of different objects and color.

The Sleeping Apple

IN the top of a tree, hidden between the leaves, was a little red apple; it seemed to be asleep. A little girl came near, and looking up, said to it:



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"O apple! fall into my apron. You don't need to sleep so much."

But the apple did not move from its bed. It seemed to laugh at the child.

At this moment the sun shone forth with its golden head.

"O beloved sun," said the girl, "do me the favor to wake up the little red apple."

"With much pleasure," replied the sun, and sent its brilliant rays on the red fruit. But although he kissed it many times, it did not move.

A bird arrived and rested on a branch near the apple. The girl also begged it to wake up this apple, but not even the bird with its most beautiful song could succeed in doing so.

Soon the wind came. "Now indeed," said the little girl, "I will have the apple in my apron." And in fact the wind blew so hard and so many times that the apple woke up and fell into the hands of the little girl.

"Thank you, Mr. Wind," said the little girl.—*Selected.*

Books and Magazines

"THE RURAL SCHOOL FROM WITHIN."—By Kirkpatrick, now of Kansas State Agricultural College. J. B. Lippincott Company, Philadelphia. 303 pages. Price, \$1.28 net.

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